Yearly Status Report - 2018-2019

Part A	
Data of the Institution	
1. Name of the Institution	**MOUNT CARMEL COLLEGE OF TEACHER OF EDUCATION FOR WOMEN**
Name of the head of the Institution	**Dr. Pushpa Marian**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**04812575820**
Mobile no.	**9495873120**
Registered Email	**mountcarmeltrainingcollege@gmail.com**
Alternate Email	**mountcarmel_college@yahoo.com**
Address	**Mount Carmel College of Teacher Education for Women, Muttambalam P.O. , Kanjikuzhy**
City/Town	**Kottayam**
State/UT	**Kerala**

Pincode	**686004**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Women**
Location	**Semi-urban**
Financial Status	**state**
Name of the IQAC co-ordinator/Director	**Dr. Mary Sheba Jose**
Phone no/Alternate Phone no.	**04812573120**
Mobile no.	**9495685321**
Registered Email	**shebajosetpg@gmail.com**
Alternate Email	**mountcarmeltrainingcollege@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://mountcarmelcollege.ac.in/iqac/aqar

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://mountcarmelcollege.ac.in/academics/academic-calendar

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
2	**A**	**3.23**	**2008**	**17-Sep-2008**	**16-Sep-2013**

6. Date of Establishment of IQAC	**01-Jun-2005**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries

IQAC		
PTA General Body meeting and orientation class on Parenting	04-Jun-2008 1	26
[View File](#)		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	[View File](#)
10. Number of IQAC meetings held during the year :	10
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	[View File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

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

Rendered service during flood, Continuation of add on courses and value added courses, Campus placement by various institutions.

No Files Uploaded !!!

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To consolidate data for AQAR for the previous year	Organised core committees for preparing the report
[View File](#)	

14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
Staff Council	23-Sep-2019

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2019
Date of Submission	23-Feb-2019
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	Biometric Punching Machine, Students Attendance , Staff attendance

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Mount Carmel College of Teacher Education for Women is the First Aided Training College in Kerala. The College which was established in 1953, is affiliated to M.G. University. The institution aims on empowering the B.Ed. trainees to be instruments of transformation and change n the field of education and in society at large. The institution follows a well-planned B.Ed. Curriculum framework based on a two-year programme which was structured and implemented by Mahatma Gandhi University in 2015 as per the NCTE regulations. During 2018, the B.Ed. programme was reviewed with minor modifications based on the suggestions and recommendations from subject experts. . As the institution is affiliated to M G University, the syllabus prescribed by the University is followed. The Restructured Curriculum which was implemented in 2015, is still adhered to by for the B.Ed. as well as M.Ed. Programmes. Almost most of the faculty have been part of the restructuring process of the B.Ed. Programme.The institution provides 5 optional subjects for both the B.Ed. and M.Ed. Programmes. The Core courses, Pedagogic courses and Electives form the programme structure. In addition to this, the programme structure includes the Practical work and School Induction and School Internship programme which offers engagement with the field. The college also offers 2 UGC sponsored Add-on courses and 4 Value-added courses. At the beginning of the academic year, a Staff Council meeting is arranged in order to plan out the programme schedule for both B.Ed. and M.Ed.Programme. The Principal, Programme Coordinator and the faculty members will together decide on the Academic Calendar as well as the consolidated

timetable of the academic year. This will be drafted, by taking into account the Academic Calendar framed by the University as well. The consolidated timetable will be prepared by considering the credits due to both Theory and Practical courses. The faculty will prepare the Programme outcomes and the Course outcomes for each respective Course. The charges and duties of each faculty member will be assigned during the beginning of the academic year itself. Then new batch of students will be given an Orientation Programme so as to initiate them to the concerned programme. The active participation of both staff and students in various training programmes, seminars and workshops within and outside the institution will be ensured for proper curriculum delivery. Charges for various Committees will be allotted and planning will be carried out for including maximum participation and proper attainment of objectives. The activities undertaken under the auspices of each Committee will monitored and documented systematically. A feedback from the students, teachers and other stakeholders will be collected and documented.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
Nil	Nil	Nil	0	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	NIL	Nill
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nill	NIL	Nill

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Arts and Crafts	20/06/2018	26
Tailoring and Embroidery	22/06/2018	24
Communicative English	10/07/2018	50
Family life Education	10/07/2018	50
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships

BEd	School Internship	50
BEd	School Induction	50
MEd	Internship at Primary Schools and TTIs	5
MEd	Internship at Secondary School and B.Ed. College	3
No file uploaded.		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

The IQAC of the College has initiated a formal approach to collect feedback from various stakeholders connected to the institution. Feedback had been collected from the students, teachers, employers, alumni and parents regarding the conduct of the B.Ed.and M.Ed. Programmes. The students had been provided with feedback forms and they were expected to give their suggestions about the topics in the B.Ed. syllabus, the quality of the curricular as well as co-curricular activities, the teaching competencies of the faculty and the like. Based on the feedback, the curriculum was made more student-friendly and more activity-oriented. The feedback from the B.Ed. students was an eye-opener to the teachers to provide multiple learning opportunities for learners. The teachers also became aware of the need to provide timely remediation during Internship Programmes.Based on the interface conducted with heads of institutions, senior teachers and the teacher trainees, improvements were made in the teaching-learning process. The practical work to be implemented during the school internship period was made more systematic and organized. The heads of institutions and senior teachers were given the opportunity to provide their comments and suggestions regarding the better functioning of the School Induction and Internship programme. The Internship programme of the M.Ed. students were broken into four spells so as to ensure the hands-on experience of the teacher trainees in the primary, secondary and higher secondary levels. The Supervision diary which was provided to the mentor teachers of the practice teaching schools was modified so as to make it easier to note the feedback. The employers were given feedback forms so as to record their comments about the teaching performance and general conduct of the teacher trainees. As the alumnus had suggested that the curriculum had to cater to the international perspective, the topics in the curriculum with regard to developing professional practices were emphasized. Based on the suggestions of the parents to enhance the all-round development of the students, more personality development activities and awareness programmes were introduced among the teacher trainees. Suggestions regarding the arrangements to be made during School Internship and Community camp as well as the choice of uniform dress code were addressed effectively.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	50	250	50
MEd	Education	50	13	5

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	50	5	9	2	Nill

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
11	11	6	10	3	7

View File of ICT Tools and resources

View File of E-resources and techniques used

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentoring system was practiced in the institution in order to establish effective student-teacher relationship and to guide the students in academic/personal matters. Each teacher was allotted around 6 students, who in turn had to meet their mentor teachers occasionally for academic as well as personal guidance. As the first step, the mentor teacher discussed the familial, social and school environment of the mentee. The learning styles, daily obligations and personal aspirations of the mentee was discussed. The mentor teacher asks the mentee a few questions regarding their strengths, weaknesses, areas of improvement, challenges faced etc. The mentees are ensured utmost confidentiality so that they can share their anxieties and confusion pertaining to their academic performance or personal issues. The mentor teacher will use her negotiating skills to encourage the mentee to speak in detail about his/her personal/academic issues. To foster mental growth among students, they are given guidance and support in evaluating their goals and deadlines all along their Course outline. The mentor teacher provides constructive criticism so that the mentee will get a chance to reflect on various academic or personal issues. The mentor teacher will then encourage the teacher trainee to pinpoint whether he was able to realize his learning outcomes as part of attending the B.Ed. Programme.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
55	11	1:5

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D

9	7	2	2	5

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2018	Dr Suma Joseph	Associate Professor	Silver Medal in Asia Pacific Masters Games 2018 in Penang Malaysia
2018	Dr Miliya Joseph	Assistant Professor	Ph.D.in Education

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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	NIL	II	03/08/2018	05/03/2019

View File

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The institution evaluates the performance of student teachers through external and internal assessment mechanisms. internal assessment is carried out for both Theory and Practical works. As part of evaluation, class tests, mid-term and term-end examinations conducted. Before the conduct the terminal examinations the criteria for evaluating the answer papers are explained. The discussion of the previous years question papers are also given for group discussion. The evaluation of each of these tests and examinations are carried out immediately, so that the B.Ed. students will get the advantage of immediate feedback. The common errors committed by the students are discussed in the class, and personal explanation is also given, according to the need. Similarly the criteria for preparing each practical work is explained to the students beforehand so that they can be well-prepared. While evaluating the practical work of the students, the criteria for assessing each item is strictly considered. A student teacher portfolio showcasing all practical and practicum and its internal assessment is maintained by every student teacher. These records are duly signed and verified by the Course Coordinator. The internal verification of Theory Courses is carried out in the institution using class tests and the related practicum. Two class tests and one practicum is done by all students for every course. The detailed report of the internal assessment is maintained in the college. The coordination of the Continuous Internal Evaluation will be undertaken by the Programme Coordinator. The internal assessment of Theory courses will be published in the college, before submitting it to the University. The students will have the opportunity to seek clarifications, and voice their grievances. The students can also present their grievances during the meeting of the Grievance Redressal Cell. In case any of the students are unable to appear for the tests or terminal examination due to genuine reasons, they are given the chance to reappear for an alternate Internal examination.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

> The Academic Calendar of the institution is prepared at the beginning of the academic year, in accordance with the Academic Calendar of the University. The Principal, Programme Coordinator and the faculty together plan out the curricular and co-curricular activities of the institution. The arrangements prior to the University examinations were done in the institution systematically. The examination hall arrangements, seating arrangements, issuing of Hall tickets etc were carried out methodically. The II, III and IV Semester B.Ed. Degree Examinations for Senior students were conducted on 11-07-2018, 07-12-2018 and 09-04-2019 respectively. The first Semester B.Ed. Degree Examinations for Junior students were conducted on 31-12-2018. For the M.Ed. students, arrangements were undertaken to conduct the II and III Semester University examinations for the Senior students which were held on 27-07-2018 and 17-12-2018 respectively as well as the I Semester University Examinations which were carried out on 18-12-2018. As part of undertaking the School Internship Programme for B.Ed. Senior students (25-07-2018 to 19-11-2018), an orientation was given to them regarding the preparation of learning materials on 04-07-2018. The School Induction Programme for B.Ed. Junior students commenced on 23-01-2019 at 5 practice teaching schools and continued for 1 month. Simultaneously with this, the first phase of School Internship for M.Ed. Students was held from 02-08-2018 to 24-09-2018. The M. Ed. Internship Programme for Primary Teacher Education started on 03-09-2018, and the Second phase of School Internship for M.Ed. students on 04-11-2018. The Third Phase School Internship Programme for M.Ed. Students was held from 28-01-2019 to 15-02-2019, and the Fourth Phase School Internship for M.Ed. students from 01-03-2019 to 30-03-2019.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://mountcarmelcollege.ac.in/academics/pos-cos

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
NIL	BEd	Education	50	50	100
NIL	MEd	Education	3	3	100
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

http://mountcarmelcollege.ac.in/iqac/student-satisfaction-survey

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year

Nill	0	NIL	0	0

No file uploaded.

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Orientation on the Preparation of Learning Materials	Mount Carmel College of Teacher Education for Women	04/07/2018
Workshop on Personality Development	Mount Carmel College of Teacher Education for Women	01/09/2018
Workshop on Theoretical and Practical Aspects of Yoga	Mount Carmel College of Teacher Education for Women	05/09/2018
18th State Level Childrens Maths Congress	Mount Carmel College of Teacher Education for Women	12/01/2019
Seminar on Personality Challenges and Possibilities as a Woman	Mount Carmel College of Teacher Education for Women	17/01/2019
Workshop on Saving Petroleum Products	Mount Carmel College of Teacher Education for Women	27/02/2019
Workshop on Eco-friendly Products	Mount Carmel College of Teacher Education for Women	28/02/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Best M.Ed Dissertation Award	Siji Mary Jacob	Mount Carmel College of Teacher Education for Women	Nill	Post Graduate student

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nill

No file uploaded.

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
M.Ed. Department	1

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	1	0
International	Education	5	0

No file uploaded.

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	4

No file uploaded.

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NIL	Nill	0	NIL	Nill

No file uploaded.

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	Nill	Nill	Nill	NIL

No file uploaded.

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nill	7	7	3

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Food Fest	Mount Carmel College	9	96
Reading Week Programme	Mount Carmel library	5	98

Visit to Destitute Homes	Missionaries of Charity	5	97
Social visits	Mount Carmel College	9	96
Communicative english classes	Mount Carmel High School	2	50

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	Nill

No file uploaded.

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Swachtha Mission	Swachtha Mission, Kottayam	Fabrication of Eco friendly products	6	50

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
School Induction for B.Ed.students	50 B.Ed. Students	Personal	30
Internship for B.Ed. Students	50 B.Ed. Students	Personal	120
Internship for M.Ed. Students	5 M.Ed. Students	Personal	15
Library Visit of M.Ed.Students	3 M.Ed.Students	Personal	3

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
M.Ed Programme	Phase I Internship at TTIs	Govt. TTI Kottayam	02/08/2018	24/09/2018	5

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nill	NIL	Nill

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
1000000	804330

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Integrated Library Management Software	Fully	Nil	2015

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	18869	1756922	269	50645	19138	1807567
Reference Books	4226	677437	29	6110	4255	683547
e-Books	61000	17250	76769	5750	137769	23000
Journals	25	14030	Nill	Nill	25	14030
e-Journals	3100	Nill	Nill	Nill	3100	Nill
Digital Database	1	100000	Nill	Nill	1	100000
CD &	699	Nill	Nill	Nill	699	Nill

Video						
Library Automation	**2**	**839839**	**Nill**	**Nill**	**2**	**839839**

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	**NIL**	**NIL**	**Nill**

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	**94**	**25**	**2**	**11**	**18**	**8**	**14**	**10**	**16**
Added	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total	**94**	**25**	**2**	**11**	**18**	**8**	**14**	**10**	**16**

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

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10 MBPS/ GBPS

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4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Media Centre	http://mountcarmelcollege.ac.in/facilities/media-centre
Language lab	http://mountcarmelcollege.ac.in/facilities/language-lab

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
100000	**67190**	**1000000**	**804330**

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The institution has well-equipped physical facilities to support the teaching-learning process. The institution has 2 well-equipped Science laboratories and Method laboratories for each Optional subject. The instructional material which are beneficial in accentuating the curriculum of each optional group are

catalogued in each Method lab. The library is well-equipped with Online Information Zone, Electronic Resource Centre, Online Public Access Catalogue, Digital library, Reprographic facilities, N-list, DELNET etc. The library serves as an Information Centre not only for the faculty, researchers and students of the institution and even of other institutions under M G University. The institution has an expansive playground in the campus where tournaments and sports activities are conducted periodically. The Sports Day competitions comprising of athletics and game events are conducted annually. A fully equipped Computer laboratory functions in the college , where the B.Ed. and M.Ed. students can do their reference and research work. The classes for the UGC sponsored Certificate Add on Course in Computer Application is conducted in the Computer lab. There are adequate number of seminar halls and classrooms where the Core, Elective and Pedagogic Courses are carried out methodically. These seminar halls and classrooms are well-equipped with LCD screens / Smart boards which are regularly used by the faculty. The teacher trainees also are given ample opportunities in handling technological devices during paper presentations and while taking micro-teaching/criticism classes.

http://mountcarmelcollege.ac.in/quality-policy/quality-policy

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Financial support for Deserving students	3	33125
Financial Support from Other Sources			
a) National	e-grants	37	123210
b)International	Nil	Nill	0
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Language Lab training	18/06/2018	50	Info Weavers
Social skill training	18/12/2018	50	Nil
Communicative English Training	05/11/2018	50	Nil
Soft skill training	01/09/2018	50	Nil
Self-defence skill development	31/08/2018	50	Police Department
Mentoring	20/07/2018	100	Nil
Remedial coaching	02/07/2018	100	Nil
Yoga/Meditation	21/06/2018	50	Nil
No file uploaded.			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2018	Coaching in NET/SET and KTET	50	50	38	26

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
2	2	30

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
Bethlehem International School	32	5	Vivekavardhini Public School, Karnataka	6	2

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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2019	1	M.Ed.	Education	Mount Carmel College of Teacher Education for Women	Post-graduation
2019	1	M.Ed.	Education	SPS, MG University	Post-graduation
2019	1	B.Ed.	Education	St.Alberts College, Ernakulam	Post-graduation

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying

SET	12
Any Other	21
Any Other	5
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Poetry writing	Institution	33
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	First Prize in Ranglotsav	National	Nill	1	NIL	Giza Rachael George
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The institution has an active Student Council which takes an active responsibility in organizing the curricular as well as as co-curricular activities within and outside the institution. In addition to this, there are Committees and administrative bodies that take initiative in implementing various activities within the institution. These are as follows: Student Council/College Union The Student Council or College Union comprises the Chairperson, Vice-Chairperson, University Union Councillor, Arts Club Secretary, Magazine Editor, Sports Secretary and M.Ed. representatives. The Student Council arranges frequent meetings to discuss the programmes and activities to be conducted in the college or issues connected to their academic or co-curricular activities. The activities and decisions of the Student Council is monitored by the Principal or Student Advisor. The other Committees of which the students are part of are the Grievance Redressal Committee, Sports and Games Committee, Anti-Ragging Committee, Magazine Committee and Alumni Executive Committee. The Grievance Redressal Committee comprises, the Principal, the Programme Coordinator, one Senior faculty members, Women's Cell Coordinator, one Senior Non-teaching staff representative, some representatives of the Student Council and the Group leaders of the various batches. The objective of the Committee is to deal with any kind of grievances on the part of the teacher trainees. The Sports and Games Committee comprises the Principal, the Programme Coordinator, Head of the Physical Education Department, one Senior faculty member, one representative of the non-teaching staff, the Sports Secretary, some representatives of the Student Council and the Group leaders of the various batches. The purpose of the Committee is to ensure the smooth and safe implementation of the Sports Day events and the occasional conduct of the sports activities, yoga and aerobics sessions. The Anti-Ragging Committee includes the Principal, the Programme Coordinator, one Senior faculty member, Women's Cell Coordinator, one Senior Non-teaching staff member, some representatives of the Student Council and the Group leaders of the different batches. The objective of the Committee is to monitor cases of harassment if any. The Magazine Committee comprises the Principal, the Staff

Editor, Student Magazine Editor and Editorial Board members. The Committee has to monitor work related to the Annual College magazine. The Alumni Executive Committee provides opportunities for the alumni to keep in contact with the institution and provide guidance and support to the oncoming batches of teacher trainees. They also arrange training programmes and classes for the coming batches of students.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

53

5.4.3 – Alumni contribution during the year (in Rupees) :

6500

5.4.4 – Meetings/activities organized by Alumni Association :

The Alumni Association of Mount Carmel College of Teacher Education for Women plays an important role in the functioning of the institution. A meeting of the alumni is arranged every year, so that the former students get a chance to meet each other. The College makes it a point to arrange placement programmes for the alumni. On this day, some educational institutions are invited to arrange job interviews for the alumni. The alumni are also invited to take demonstration classes for the junior B.Ed. students. The alumni also helps the institution in the recruitment of teachers to schools in and outside the state. They also provide constructive feedback about the conduct of the curricular and co-curricular activities and suggest ways to improve the functioning of the B.Ed. and M.Ed. Programmes. Some of the alumni also express their willingness to arrange training programmes for the junior B.Ed. students, based on relevant and informative topics.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Mount Carmel College of Teacher Education for Women has been continuing with the practices of decentralization and participative management for the systematic functioning of the institution. The Governing Council led by the Manager is the supreme decision-making body of the institution. The responsibility of implementing the decisions made by the Governing Council rests with the Principal of the institution. Hence during the commencement of the academic year, a series of meetings were arranged to plan out the activities to be conducted within the institution, in accordance with the Academic calendar of the University. During the Staff Council meetings, the Principal, faculty members and non-teaching staff members discussed the major decisions to be taken and activities to be conducted within the institution. The faculty members were allotted charges of various Committees, Associations, clubs and other activities to be conducted within the institution. The decisions discussed during the course of the Staff Council meetings were documented in the Staff Meeting Register. In addition to this, the Students College Union had a substantial role in carrying out the programmes related to the activities of the activities of the students. Decisions were carried out regarding the preparation to be undertaken as part of AQAR. The major practices

that were carried out based on decentralization and participatory management are as follows: One of the practices of decentralization and participatory management were the planning conducted during the Staff Council meetings to entrust faculty to arrange training programmes to empower the B.Ed. students. Based on this, a Self-defence skill development programme, yoga sessions, personality programmes, Communicative English classes and a Community Living Camp was arranged under the initiative of the teachers. The second practice of decentralization and participative management were the discussions conducted during the Staff Council meetings about the procedure to be adopted by the teachers to coordinate flood relief activities among the inmates of the flood relief camps arranged in the College and School auditorium. Accordingly, the teacher trainees were mobilized to assist the inmates of the relief camps, Food packets and toiletries were distributed by the staff and students for those affected by flood in the locality and in other affected regions. The staff and students also involved themselves in the distribution of blankets and clothing to those affected floods.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	Transparency is ensured while conducting admission to B.Ed. and M.Ed. programmes. While taking admissions, priority is given to students from marginalized backgrounds. The institution sees to it that the stipulated admission criterion is maintained while granting admissions to students from reserved classes.
Industry Interaction / Collaboration	The institution conducted Interfaces with Heads of Institutions/ Senior teachers of Practice teaching schools prior to their School Internship programme. During this session, the representatives from various Practice teaching schools get a chance to offer their suggestions about the improvements to be made while undergoing the training sessions. Similarly the teacher trainees get the opportunity to clarify their doubts and apprehensions regarding their duties and responsibilities while undergoing the training period. As part of collaboration, classes are arranged on Women Self-defence Skill Development under the auspices of the Police Department. The M.Ed. students get the opportunity to conduct their Internship programme in collaboration with Teacher Training Institutes, Higher Secondary, Secondary and Primary schools.
Human Resource Management	The appointment of the staff is

	carried out based on the regulations of NCTE,UGC, State Government and the University. The College functions based on participative management and various duties are shared by the staff. The academic requirements of the trainees are addressed through various Commitees and Associations. The institution takes keen interest in providing Placement services for the teacher trainees in the neighbouring schools and in schools outside Kerala. The institution provides facilities for the school authorities to conduct job interviews for the teacher trainees. The teacher trainees are given practice in preparation of resumes and in giving self-introduction. Several rounds of Mock interviews are conducted so that the teacher trainees become more confident while attending job interviews.
Library, ICT and Physical Infrastructure / Instrumentation	The institution has a full-fledged digital library with ENLIST connection, in addition to a wide array of reference books, encyclopaedias, journals and magazines. The institution has adequate infrastructure with ICT enabled seminar halls, classrooms and computer labs. The teacher trainees are encouraged to utilize the technological devices while teaching during their Micro-teaching, Link practice, School Induction and School Internship sessions. The teacher trainees are given the opportunity to practice their teaching skills in the Micro-teaching studio and the Smart boards and LCD screens available in the institution.
Research and Development	The faculty had attended many seminars and workshops as part of developing their professional competencies. They have also published research articles in educational journals and in the College Journal 'Carmel Graphics'. The M.Ed. students were given guidance and encouragement in participating and presenting scientific papers during a National Seminar.
Examination and Evaluation	The institution had conducted University examinations, Model examinations and class tests for B.Ed. and M.Ed. Programmes at the stipulated time. The evaluation of the Model examinations and class tests are carried out by the Course Co-ordinator.

	In addition to this, the Practical work and Practicum is assessed as part of Internal evaluation. Evaluation of practical work done in school, college or as part of extension work is properly documented. Open book examinations and class tests are conducted periodically. The practice of indirect grading system was introduced.
Teaching and Learning	The College conducts a systematic teaching-learning procedure interspersed with seminars, workshops and awareness classes. The teacher trainees are trained to prepare teaching manuals based on the Constructivist method. While teaching, the faculty makes use of brainstorming,peer-teaching, cooperative learning, collaborative learning etc. Prior to the internship programmes, the video-recordings of expert classes were shown to the B.Ed. trainees. An Orientation class was carried out based on the preparation of learning materials. The teacher trainees were illuminated on the procedure of preparing instructional aids like charts, activity cards and flash cards. Later on, they were given first-hand experience in preparing these teaching aids during a Workshop arranged in the institution.
Curriculum Development	The faculty members assisted in organising an Orientation programme based on the B.Ed. Reviewed Syllabus for teacher educators under M.G. University, in collaboration with the All Kerala Training College Teachers Association. Some of the faculty members had been Conveners for subject-wise Orientation programmes. They had taken initiative in restructuring the existing B.Ed. Curriculum and in conducting training programmes for the teacher educators of other institutions under M.G. University. Most of the faculty members had contributed in restructuring the B.Ed. Curriculum.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	The Planning Committee determines the developmental activities related to the government or Management conducted in the College. Developmental activities to be carried out are discussed during the Staff Council meetings.The staff

	members are assigned charges in order to monitor these activities.
Administration	The Principal is the head of the academic and administrative aspects of the institution. The different aspects related to the academic and administrative aspects are shared and distributed among the staff members.
Finance and Accounts	The financial aspects are done with due transparency. The fees collected from the students are remitted to the State government and the University. Various registers are maintained to document the financial transactions undertaken. The College conducts periodical financial auditing. The salary bills are generated through SPARK.
Student Admission and Support	The College calls forth applications for the B.Ed. and M.Ed programmes in accordance with the Unversity guidelines. A rank list and waiting list is prepared for Open quota, Scheduled caste, Scheduled tribe and Community quota respectively. While considering the Management seats, there is consideration for socially and economically deprived students. Details regarding the admission process and students who are admitted will be displayed.
Examination	The proceedings related to the examination process is done through the examination portal electronically. For the B.Ed. and M.Ed. Programmes, class tests, mid-term and term-end examinations are conducted. External examinations stipulated by the University is also conducted. Internal marks will be displayed prior to the University examinations and grievances will be addressed accordingly.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	Nil	Nil	Nil	Nill
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	Orientation programme for B.Ed. Reviewed Syllabus	Nill	15/10/2018	Nill	7	Nill
2018	Nill	Orientation on Biometric Punching Machine	21/08/2018	22/08/2018	Nill	6
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
UGC Sponsored Refresher Course at HRDC, University of Kerala	1	26/06/2018	16/07/2018	21
UGC Sponsored Orientation Course at HRDC, University of Kerala	1	28/02/2018	27/03/2019	28
Short term course	1	03/12/2018	17/12/2018	14
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	2	Nill	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
The staff who face financial difficulty are given salary in advance. The faculty are honoured for their meritorious achievements. Periodical	The College provides salary advance to the non-teaching staff members in case of financial difficulties. The faculty members offer financial	The students who face financial difficulties are given fees reduction. Those who cannot pay their hostel fees are given accommodation at

medical check-ups are arranged within the institution. The faculty are encouraged to attend seminars and workshops, and also to undertake research work.1	help during times of financial crisis. The retiring non-teaching staff are honoured during their time of retirement. staff	reduced rate or free of cost. Students are provided with personality development programmes, counselling service, placement service etc. They also can make use of restrooms, indoor and outdoor game facility, yoga sessions, book lending facility etc.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The institution conducts internal audit on financial and administrative matters. The financial auditing is conducted by the Deputy Director of Collegiate Education, Kottayam. Corrections that are pointed out will be rectified immediately. Annual auditing is done by a Chartered Accountant. The receipts, payment statements and balance sheet will be prepared.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Commander M.O oommen Foundation Educational Scholarship Fund	103700	Fee for 5 students
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	Yes	Management
Administrative	No	Nill	Yes	Management

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

General body and executive meetings are held annually. PTA supports the institution in all its activities. 2. Several issues like students' attendance shortage, uniform, use of mobile phone in the campus etc. were also discussed. 3. The PTA provides financial support to the institution for building college infrastructure 4. PTA Collects the annual feedback on Curriculum from parents.

6.5.3 – Development programmes for support staff (at least three)

1. Training in website updation 2. Self-defence Skill development training 3. Training in Yoga and Fitness

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Improvement of infrastructure and Learning Resources 2. Conduct of UGC Sponsored Add on Courses and Value added courses 3. Adoption of more extension

activities	

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	Nill
c)ISO certification	Nill
d)NBA or any other quality audit	Nill

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Self Defence Training Programme	31/08/2018	31/08/2018	Nill	50

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Workshop on Women Self-defence Skill Development Programme	31/08/2018	03/09/2018	95	Nill
Seminar on Personality Development -Challenges and Possibilities as a Woman	17/01/2019	Nill	94	Nill

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
The environment around the campus is maintained as plastic-free. The waste material generated within the institution is separated as biodegradable, e-waste and to be disposed. Dustbins have been installed at different places within the buildings and also in the campus area. An incinerator has been functioning in the girls lavatory. The staff and students make it a point to use only steel flasks and tiffin boxes. The College has conducted many activities to spread the need to protect the environment. Accordingly, the college has arranged National Science Day, World Environment Day, Ozone Day and the like. The staff and students had planted plant saplings in the campus and in their place of residence, so as to add more greenery to our ecosystem. A Herbal and Medicinal is maintained in the campus. Many ecofriendly activities have been arranged by Ecozone, the Nature club of the institution.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Rest Rooms	Yes	Nill
Physical facilities	Yes	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	1	Nill	19/08/2018	8	Assistance to flood relief camp in the campus	Flood	35

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Handbook	25/07/2018	The Code of Conduct for the different sections of the stakeholders has been drafted based on the visionary outlook of the Foundress of the institution. The Code of Conduct has been exhibited on the College website and the College Handbook. The Code of Conduct has been amended at times. The staff and students have been given an Orientation programme about the vision and mission of the institution and the Code of Conduct to be followed. Various Committees monitor the adherence of the stakeholders of the institution to the stipulated Code of Conduct.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Annual Retreat	12/02/2019	14/02/2019	100

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

The institution celebrated World Environment day by planting saplings and plants which were beneficial for the environment.

Herbal garden is maintained in the college campus.

Campus cleaning was conducted regularly by the teacher trainees

A Workshop on Fabrication of Eco-friendly Product was conducted.

Preparation of paper bags, paper pen etc. were carried out as part of National Science day celebrations.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

The institution has been transacting the teaching-learning process based on the vision and mission propounded by the Foundress. The best practices of the institution are as follows: 1. Empowerment of teacher trainees- The institution has always stressed the need to provide quality education to the teacher trainees and empower them to use education as an instrument to influence and transform the marginalized women and children in society. In addition to imparting curricular aspects, various co-curricular as well as extension activities have been arranged for the teacher trainees of both B.Ed.and M.Ed.programmes. Under the guidance of the faculty, the teacher trainees have planned, organized and implemented various programmes and activities within and outside the institution. A wide array of programmes like celebration of days of national importance, national festivals, commemoration of important personalities etc are arranged by the teacher trainees. Initially they have been trained to conduct these programmes at their own alma mater and later on organize the same for school children and for students of other colleges as well. As part of Yoga Day, a Yoga demonstration was arranged in the institution in order to ensure the mental and physical well-being of the teacher trainees. Through the Talent Show organized on 11-07-2018, the teacher trainees got an insight into their own talents and strengths.Through the Workshop on Drama organized on 03-08-2018, the teacher trainees were encouraged to express themselves through dramatics. The teacher trainees are then encouraged to partake of their capabilities and talents to be of service to the marginalized in society, especially women and children. By their involvement in flood relief activities, the teacher trainees realized how their efforts could be helpful for the community especially during the time of natural calamities.The teacher trainees were physically equipped to take care of themselves through the Women Self-defence Skill Development Programme arranged on 31-08-2018. The Orientation programme on Personality development arranged on 01-09-2018, instilled among the teacher trainees about the need to maintain their own personalities. Environmental-friendly activities- The institution has taken up the conduct of environment-friendly activities as the other best practice. Several environment-friendly activities have been conducted as part of making the teacher trainees aware of the need of protecting the environment. The teacher trainees have been encouraged to prepare and implement awareness programmes within and outside the campus. The celebration of World Environment Day was conducted based on the theme 'Beat Plastic Pollution' and a pledge was taken on 05-06-2018. Ozone Day Celebrations was carried out within the institution on 14-09-2018 so as to focus on environmental issues. An awareness class on ' Plastic Pollution' was conducted in the institution on 11-01-2019 to convey practical viewpoints regarding the use of plastic items. A cleaning programme was organized on the same day in a nearby market-place, so as to stress the need to keep our environment free from litter. The institution

conducted National Science Day Celebrations from 26th to 28th February 2019 . A Workshop on 'Energy Conservation' was conducted on 27-02-2019, so as to create awareness among the teacher trainees to conserve and protect natural resources in our environment.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://mountcarmelcollege.ac.in/best-practices/best-practices

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The Vision of the institution focuses on the need to empower women especially the marginalized in society. Hence the institution has constantly made efforts to empower the B.Ed. trainees to be empowered and have faith in their own abilities. They are also given opportunities to be part of activities that deal with the empowerment of the marginalized women in society as well as children. Many programmes and activities have been organized within and outside the institution so as to spread the message of being empowered themselves as well as to empower others. The programmes undertaken at the institution in this regard are as follows: • The teacher trainees were given training in performing Yoga exercises on 21-06-2018 so as to be empowered physically and emotionally. • The teacher trainees were given the opportunity to exhibit their artistic and creative skills through the Talent Show which was held on 11th July 2018. • An Orientation programme on Personality development was conducted on 1st September 2018 by Brothers of Vadathoor Seminary, Kottayam. • Classes on Women Self-Defence Skill Development Programme were arranged on 3rd September 2018 by Civil Police Officers of Kottayam, as part of empowering the teacher trainees. • It was decided to assist the M.Ed. teacher trainees to participate and present scientific papers during the National Seminar on 'Teaching-learning Platforms for Digital Natives' organized by St. Thomas College of Teacher Education, Pala on 27th and 28th of September 2018. • Social visits to destitute homes like Abhaya Bhavan and Shanti Bhavan were arranged on 18th December 2018 so as to train the teacher trainees to be instruments of social change. • The Community Living Camp for the Second year B.Ed. students was conducted from 14th to 18th January 2019 based on the theme 'Search Your Uniqueness'. • A Seminar on 'Personality Development on Challenges and Possibilities as a Woman' was taken by Mr.Abhilash Joseph, Counsellor and Training Team Head, IPCAI on 17th January 2019, as part of the Community Living Camp. • The teacher trainees were encouraged to participate in the State Level Training College Youth Festival 'Rangolsav' which was held on 8th and 9th of March 2019. • Students were encouraged to participate in the M.G. University Athletic Meet on 9th March 2019.

Provide the weblink of the institution
http://mountcarmelcollege.ac.in/distinctiveness/distinctiveness

8.Future Plans of Actions for Next Academic Year

 # To prepare AQAR of the academic year #To Conduct Communicative English and Remedial classes for the disadvantaged students # To organise various activities to promote unity and national integration # To Collect Feedback from the stakeholders # To organise more extension activities