# YEARLY STATUS REPORT - 2020-2021

| 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 its own campus? | Yes |
| • Alternate phone No. | 04812575820 |
| • Mobile No: | 9495873120 |
| • Registered e-mail ID (Principal) | mountcarmeltrainingcollege@gmail.com |
| • Alternate Email ID | mountcarmel_college@yahoo.com |
| • Address | Mount Carmel College of Teacher Education for Women, Muttambalam P.O, kanjikuzhy |
| • City/Town | Kottayam |
| • State/UT | Kerala |
| • Pin Code | 686004 |
| **2.Institutional status** | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Women |

| | | |
|---|---|---|
| • Location | **Semi-Urban** | |
| • Financial Status | **UGC 2f and 12(B)** | |
| • Name of the Affiliating University | **Mahathma Gandhi University** | |
| • Name of the IQAC Co-ordinator/Director | **Dr. Mary Sheba Jose** | |
| • Phone No. | **04812575820** | |
| • Alternate phone No.(IQAC) | **04812575820** | |
| • Mobile (IQAC) | **9495873120** | |
| • IQAC e-mail address | **mountcarmeltrainingcollege@gmail.com** | |
| • Alternate e-mail address (IQAC) | **mountcarmel_college@yahoo.com** | |
| **3.Website address** | mountcarmelcollege.ac.in | |
| • Web-link of the AQAR: (Previous Academic Year) | http://mountcarmelcollege.ac.in/public/docs/1640757664-2019-2020.pdf | |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** | |
| • if yes, whether it is uploaded in the Institutional website Web link: | http://mountcarmelcollege.ac.in/academics/academic-calendar | |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 2** | **A** | **3.23** | **2008** | **16/09/2008** | **15/09/2013** |

| | |
|---|---|
| **6.Date of Establishment of IQAC** | **01/06/2005** |

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

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **NIL** | **NIL** | **NIL** | **Nil** | **0** |

| | | |
|---|---|---|
| **8.Whether composition of IQAC as per latest NAAC guidelines** | `Yes` | |
| • Upload latest notification of formation of IQAC | View File | |
| **9.No. of IQAC meetings held during the year** | `6` | |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | `Yes` | |
| • (Please upload, minutes of meetings and action taken report) | View File | |
| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | `No` | |
| • If yes, mention the amount | | |

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

`Webinar on Self Publishing by Shri. Vimal Kumar , Technical .Assistant, Mahatma Gandhi University as part of Reading Week Celebrations .Online Foundation Programme in Communicative English on 8 th July 2020 by Ms. Preethi George, certified Trainer from Trinity College , London .Seminar on Cyber Security by Mr. Jins T Thomas, Digital Forensic Examiner arranged by Womens Cell .ESPERANTO -Summer Camp for the students belonging to children's home. .Awareness on POCSO Act and Juvenile Justice Act by Mr. George Kutty, District Probation Officer, Grade II, Department of Social Justice, Kerala.`

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| To enhance the quality in teaching-learning process | ? UGC sponsored Add on Certificate Course in Counsellor Training and Computer Application have been for B. Ed Trainees. ? Value Added Courses for students ? Orientation and Training on Yoga, Communicative English Classes were organised. ? Commencement of Coursera for Campus Programmes ? Several webinars were organised for the students ? Webinar on Digital Tools for Smart Teachers by Dr. K.S Sajan, Associate Professor, NSS Training College, Ottapalam was conducted for Students and Teachers during the lockdown period. ? Online course in Video Content Creation for students ? Commencement of VENTEL Action Plan ? MOOC in Organic farming ? Seminars on Cyber Security, POCSO Act and Cyber Security, Covid and Mental Health etc. |
| Encouraging the faculty members to enhance their professional competence | ? Participation in National and Regional Seminars/ Workshops by the Faculty. ? One week online Faculty Development Programme was arranged for the faculty on Prospects of Virtual Learning: Engaging Learners and Empowering Teachers in Collaboration with School of Physical Education and Sports Sciences, M.G. University ? Participation in SWAYAM and Coursera Programmes |
| To administer various feedback mechanisms from Students, Employers, Alumnae, Teachers and Parents. | Feedback from Students, parents and other stakeholders was collected, compiled and analysed |
| To Promote a culture of human excellence | ? Orientation / awareness programmes on personality |

| | |
|---|---|
| | development, environmental sustainability, value added courses in Zumba, arts and crafts, tailoring and embroidery, mushroom cultivation; online celebrations of days of importance, inter departmental competitions, community living camp, , participation in competitions were conducted. |
| To conscientize the teacher trainees about the need for compassion and consideration for the fellow beings. | ? Visits to Abhaya Bhavan, District hospital were arranged. ? Rendered service at Ashraya Charitable trust ? Free tuition for the students of Sr. Alphonsa UP School ? Esperanto- Summer camp for the inmates of Children's Home under the care of Carmelite Sisters of St. Teresa. |
| To Publish the Annual Peer Reviewed International Research Journal on Education | ? Carmel graphics, Volume 8, ISSN 2320-7299 was published on April 2020. |
| To promote publication of Research Article in National and International Journals by the faculty | ? Faculty and students published several Research articles in reputed journals. |
| To provide placement services for the trainees | Student Teachers were placed in 1. Mount Carmel Vidya Nikethan 2. St. Jude Public School 3. St. Joseph C.G.H.S.S. 4. Mount Camel G.H.S S 5. Don Bosco H S S, Puthupally 6. SFS Public School, Ettumanoor 7. Mangalam Public School, Ettumanoor. 8. Chavara Public School, Pala. 9. Mar Baselious CBSE School, Kottayam. |
| **13.Whether the AQAR was placed before statutory body?** | Yes |

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Staff Council | 04/08/2021 |

## 14.Whether institutional data submitted to AISHE

| Year | Date of Submission |
|---|---|
| 2020 | 05/05/2020 |

## 15.Multidisciplinary / interdisciplinary

The Institution currently offers two year B.Ed and M.Ed programmes. In tune with NEP 2020 the Institution plans to introduce four year Integrated Teacher Education Programme (ITEP). As a preparatory step, the institution has started renovating and extending its existing infrastructural facilities to accelerate the efforts to get transformed into a holistic multidisciplinary one. ITEP being a dual-major holistic Bachelor's Degree programme (B.A. B.Ed./B.Sc. B.Ed.) will prepare teachers for the Foundational, Preparatory, Middle and Secondary stages as per the new school structure of NEP 2020 (5+3+3+4 design). In addition to the 4-year integrated B.Ed, the institution will be offering two year B.Ed programme for students who have already received three year Bachelor's Degree as well as one year B.Ed. programme for students who have received a four year undergraduate Degree or for who have obtained a Master's degree. The institution also plans to initiate B.Ed. - M.Ed. three years Integrated Programme. The institution will also strive to become a Research centre that encourages multi-disciplinary research to address social issues and challenges. Teaching of children with specific disabilities, gender sensitization and sensitization towards socio-economically disadvantaged groups etc. will be an integral part of the teacher education programmes.

## 16.Academic bank of credits (ABC):

The institution is committed to initiate academic Bank of Credits as proposed in NEP 2020. Being an affiliated institution we are waiting for the directions from the affiliating University in this regard. Currently, the institution is not registered under the Academic Bank of Credits. As a preparatory step we are encouraging our students to enroll and complete MOOCs through platforms like SWAYAM , COURSERA etc.

## 17.Skill development:

The distinctive feature of the institution is its vision to impart a life oriented education that empowers the student teachers. Hence

the institution has been engaged in facilitating quality education programmes for the students to become resourceful and skilled enough to contribute to the transformation of society. Student teachers are trained to enhance life skills, vocational skills and 21st century skills required for the teaching profession and to develop concern towards the marginalized. UGC career oriented Add on Certificate courses in Counsellor training and Computer applications and several value added courses are conducted. The institution collaborated with Coursera and initiated MCCTE- COURSERA learning programme to provide opportunity for the students and public to gain access to various courses and to secure MOOC certificates free of cost during the time of Covid -19 pandemic. Several orientation classes, awareness talks, webinars seminars and workshops are conducted. Several online training sessions were organized for the student teachers to incorporate digital technologies effectively in the teaching learning process. Students successfully complete massive open online courses offered by SWAYAM and other similar platforms. Students are also undertaking MOOC in Organic Farming offered by the affiliating university. The institution collaborated with Mahatma Gandhi National Council of Rural Education, Hyderabad, and participated in the Vocational Education Nai Talim Experimental Learning (VENTEL) Action Plan. Various activities under the sub themes Vocational Education, Self-Reliance activities, Swachtha and Health Related & Community Engagement activities were planned and implemented. The institution plans and implements several extension activities for the development of humanistic, ethical and universal human values among student teachers. The institution organized a one week online Summer Camp ESPERANTO for the inmates of Children's Home under the care of Carmelite Sisters of St. Teresa. ESPERANTO is an innovative and adaptive programme, which was designed to help girls feeling supported, safe and healthy during the pandemic. Weekly visits to Abhaya Bhavan- a destitute home, community extension programme and tailoring classes for the marginalized etc. generated compassion towards human suffering among student teachers. Communicative English class and free tuition were arranged by the student teachers for the marginalized school students. The institution has adopted Sr. Alphonsa Upper Primary School, Chenamattom, a school which was identified uneconomic due to low enrollment rate. Regular online classes were arranged in different subjects during Covid Pandemic. Weekly visits to Abhaya Bhavan and Shanthi Bhavan,- homes for the destitutes. Student teachers interact with them, clean the premises, distribute food items and toiletries. Students celebrate Christmas with the inmates and distribute gifts. Occasionally student teachers provide service at Navajeevan Charitable trust and Ashraya Trust - rehabilitation centre for patients of Kottayam Medical College. The institution runs Carmel Tailoring centre and has been conducting

certificate course in Tailoring for marginalized women of the locality since 2007. Social visits are occasionally arranged to blind school, schools for intellectually disabled, physically handicapped and Government Children's home for Boys.

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

The curriculum of the B. Ed. and M. Ed. programmes include several courses where Indian knowledge system is integrated. The educational heritage of India, Indian schools of Philosophy, Indian Philosophers and social reformers, sociological bases of education etc. are discussed comprehensively in the classrooms. Knowledge and understanding on different arts forms in India and Kerala, significance of Indian literature, classical and folk music, role of music, dance and drama in promoting the rich heritage of India, significance of national anthem, national song and patriotic songs , cultural values, Indian languages etc are developed among student teachers. Students even conduct interviews with a local folk artist and an eminent teacher. Student teachers conduct classes on different art forms, cultural heritage of India and national integration.

The teachers who are proficient in English and regional language adopts bilingual mode of teaching for both B.Ed and M.Ed programmes. The students are given freedom to select the medium of instruction for their school internship and are provided training in the preparatory practical works according to the language chosen (English/ Malayalam). The students can choose any of these two languages as the medium of examination, writing assignments, completing practical records and works. The institution celebrates religious festivals and national days of importance. This promotes communal harmony and understanding of different cultures and traditions. Mother tongue day is celebrated every year. The institution provides training in various art forms and prepare the students to participate in various inter collegiate cultural competitions. Food fest on traditional food items was conducted to raise funds for charity. Part time faculty in fine arts and performing arts were appointed to train the students in traditional art forms. The institution plans to start value added courses (offline/online) in traditional Indian languages, Indian culture and Indian traditional knowledge.

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

The institution has taken efforts to transform the curriculum of B.Ed and M.Ed programmes towards Outcome Based Education (OBE). The Institution ensures that the curriculum is operationalized according to stated Programme learning outcomes (PLO's) & Course learning outcomes (CLO's). The institution has clearly defined student learning outcomes for all the courses. The teachers do the mapping of the Programme outcomes with the respective Course outcomes. Unit wise student learning outcomes are also prepared by the teachers for the courses they handle. All the teaching learning activities and the assessment procedures are in tune with the learning outcomes. The teaching and learning process is thus centred on the student learning outcomes. The comprehensive attainment of the PLO's and CLO's was analysed and the remediation programmes were chalked out.

## 20.Distance education/online education:

The Covid pandemic accelerated the efforts of the institution to integrate technology in the teaching learning process. Training programmes/ workshops were organized in the institution for the faculty members to use digital technology in teaching. As a result teachers became resourceful in using video content creation softwares/apps, google apps, whatsapp, youtube and Google classrooms to develop video lessons, communicate and share resources with students. Live classes were conducted through platforms like Zoom, webex, google meet etc. Students were enrolled in Google classrooms for managing and evaluating their learning. Teachers participated in several webinars and online workshops for developing their digital skills. Students were also provided necessary training in intergrating technology in the teaching learning process. An online course in Video content creation conducted by the institution helped the students to become proficient in using various video content creation tools and editing softwares available for laptops and smartphones. The institution collaborated with Coursera and initiated MCCTE- COURSERA learning programme to provide opportunity for the students and public to gain access to various courses and to secure MOOC certificates free of cost during the Covid pandemic. The institution plans to initiate MOODLE LMS and to run online courses.

# Extended Profile

## 1.Student

| 2.1 Number of students on roll during the year | 60 |
| --- | --- |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.2 | **100** |
|---|---|
| Number of seats sanctioned during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 | **10** |
|---|---|
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.4 | **49** |
|---|---|
| Number of outgoing / final year students during the year: | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.5Number of graduating students during the year | **52** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.6 | **60** |
|---|---|
| Number of students enrolled during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| **2.Institution** | |
|---|---|

| 4.1 | **8,37,807.82** |
|---|---|
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |

| 4.2 Total number of computers on campus for academic purposes | **64** |
|---|---|

| **3.Teacher** | |
|---|---|

| 5.1 Number of full-time teachers during the year: | **16** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |
| Data Template | View File |

| 5.2 Number of sanctioned posts for the year: | **2** |
|---|---|

# Part B

| **CURRICULAR ASPECTS** |
|---|

| **1.1 - Curriculum Planning** |
|---|

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

**`The college is affiliated to Mahatma Gandhi University and the curricular aspects of the college are governed by university regulations. The Staff Council deliberates over the curriculum for the B.Ed., /M.Ed., programmes and plans a detailed Academic Calendar for the year. Periodic review of curriculum transaction is carried out during Staff Council meetings based on the timely feedback obtained from students and mid-semester re-planning is done if necessary. If any changes have made are also communicated to the relevant stakeholders as needed.**

**Besides regular lectures, a variety of practical and practicum such as community living camp, workshops, projects, assignments, portfolio of the prescribed curriculum are carried out in great vigor and enthusiasm. Internal assessment is done transparently in accordance with university guidelines. Student enrichment programme such as mentoring, remedial classes and peer tutoring are also integrated into the curriculum to nurture student diversity. Practice teaching is scheduled with utmost care and discipline in an online platform due to covid pandemic strictly following the**

**University guidelines. Apart from academics, activities of clubs, workshop in drama and theatre arts, personalityand communication and soft skills development programmes, annual study tour, a secular spiritual animation programme are also carried out effectively.**

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

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

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

| | |
|---|---|
| **1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers** | **B. Any 3 of the Above** |

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| URL to the page on website where the PLOs and CLOs are listed | [http://mountcarmelcollege.ac.in/academics/pos-cos](http://mountcarmelcollege.ac.in/academics/pos-cos) |
| Prospectus for the academic year | [View File](#) |
| Report and photographs with caption and date of student induction programmes | [View File](#) |
| Report and photographs with caption and date of teacher orientation programmes | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**1.2 - Academic Flexibility**

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

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

**5 / 3**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View File |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View File |
| Any other relevant information | Nil |

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

5

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

5

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Brochure and Course content along with CLOs of value-added courses | View File |
| Any other relevant information | No File Uploaded |

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

100

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

100

| File Description | Documents |
|---|---|
| List of the students enrolled in the value-added course as defined in 1.2.2 | [View File](#) |
| Course completion certificates | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | [View File](#) |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

**67**

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

**55**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Certificates / evidences for completing the self-study course(s) | [View File](#) |
| List of students enrolled and completed in self study course(s) | [View File](#) |
| Any other relevant information | **No File Uploaded** |

## 1.3 - Curriculum Enrichment

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

**Our institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. Students are taught the advanced concepts of many subjects through lectures. Group discussion is another form of curriculum enrichment that encourages students' participation in the classroom. In this learning form topics are divided among students and they express their views on the given topic and teachers work as moderators and guide the discussion. Students are encouraged to use the latest technology to enhance their skills and knowledge. We cater to give our teacher trainees ample opportunities to help in curriculum enrichment by providing exposure-based learning. In this learning form students take the advantage of conducting social visits, summer camp and study tours. They interact with real-world professionals and students of different backgrounds to create an enriching learning experience for them. By keeping this in mind, the institution supplements the curriculum by variety of means: Curriculum delivery and Pedagogy, Skill development training, Certification Programmes, Workshops and Webinars, Placement Opportunities, Institution Interface Programmes, Field Visits, Seminars and Conferences, Value Added Classes and Courses, Celebration of National/International Days and Encourage trainees to take up online Programs offered by accredited Universities.**

| File Description | Documents |
|---|---|
| List of activities conducted in support of each of the above | [View File]() |
| Documentary evidence in support of the claim | [View File]() |
| Any other relevant information | **No File Uploaded** |
| Photographs indicating the participation of students, if any | [View File]() |

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

**Our College implements the curriculum of the Mahatma Gandhi University. According to the norms of the University, the School Induction programme is conducted very effectively to provide the student-teachers an opportunity to have primary experiences with the functioning of the school at Kerala State Syllabus. The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. The teaching practice in the COVID pandemic period was conducted online and classes were taken for students studying in State Syllabus. Moreover, the curriculum of each subject includes and ensures the development of proper value system by means of the activities of various clubs functioning in the college under each optional subject. Besides, a comparative perspective of education worldwide, based on the school systems in USA, UK and Canada, with special emphasis to secondary school curriculum approaches are also transacted to the students in an effective manner by online interaction with our Alumni working in those countries. A Webinar on "German Language" by D.H. Pradeep was conducted on 09th December 2020 in the Google Meet platform to highlight the role of education in civilizations and in the Global Perspective.**

| File Description | Documents |
|---|---|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | [View File](#) |
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

**Our institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. Students are taught the advanced concepts of many subjects through lectures. Group discussion is another form of curriculum enrichment that encourages students' participation in the classroom. In this learning form topics are divided among students and they express their views on the given topic and teachers work as moderators and guide the discussion. Students are encouraged to use the latest technology to enhance their skills and knowledge. We cater to give our teacher trainees ample opportunities to help in curriculum enrichment by providing exposure-based learning. In this learning form students take the advantage of conducting social visits, summer camp and study tours. They interact with real-world professionals and students of different backgrounds to create an enriching learning experience for them. By keeping this in mind, the institution supplements the curriculum by variety of means: Curriculum delivery and Pedagogy, Skill development training, Certification Programmes, Workshops and Webinars, Placement Opportunities, Institution Interface Programmes, Field Visits, Seminars and Conferences, Value Added Classes and Courses, Celebration of National/International Days and Encourage trainees to take up online Programs offered by accredited Universities.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**1.4 - Feedback System**

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

| File Description | Documents |
|---|---|
| Sample filled-in feedback forms of the stake holders | View File |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---|
| Stakeholder feedback analysis report with seal and signature of the Principal | View File |
| Action taken report of the institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment of students during the year**

**60**

**2.1.1.1 - Number of students enrolled during the year**

**60**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Document relating to sanction of intake from university | View File |
| Approval letter of NCTE for intake of all programs | View File |
| Approved admission list year-wise/ program-wise | View File |
| Any other relevant information | **No File Uploaded** |

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

9

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

9

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) | View File |
| Final admission list published by the HEI | View File |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | View File |
| Any other relevant information | **No File Uploaded** |

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

0

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

0

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Certificate of EWS and Divyangjan | **No File Uploaded** |
| List of students enrolled from EWS and Divyangjan | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**2.2 - Honoring Student Diversity**

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

**The entry-level assessments help to identify the different learning needs of students and to provide appropriate academic support. Assessment at entry level is done with respect to Teaching Aptitude, English Language Proficiency, Aptitude for Guidance and Counselling and Computer Literacy for the newly admitted students of the B. Ed Programme. Similarly for the M. Ed students entry-level assessment includes the tests for English Language Proficiency, Computer Literacy and Research Aptitude.**

**In order to overcome the deficiencies in Computer skills, Guidance and Counselling skills and language skills of the students, value added Certificate courses in Computer Applications, Counsellor Training and Communicative English is arranged. Based on the performance in the teaching aptitude test and Research Aptitude Test concerned teachers give special attention and support to the students. Their progress and performance are monitored systematically and interventions are provided.**

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

| **2.2.2 - Mechanisms are in place to honour** | **Six/Five of the above** |
|---|---|

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Relevant documents highlighting the activities to address the student diversities | View File |
| Reports with seal and signature of Principal | View File |
| Photographs with caption and date, if any | View File |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Relevant documents highlighting the activities to address the differential student needs | View File |
| Reports with seal and signature of the Principal | View File |
| Photographs with caption and date | **No File Uploaded** |
| Any other relevant information | View File |

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

Ratio 10:1

## 2.2.4.1 - Number of mentors in the Institution

11

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

## 2.3 - Teaching- Learning Process

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

The practice teaching sessions provide experiential leaning to the trainees as they are in the field to get the first hand experience of the profession and develop teaching skills.Field trips, projects, creating portfolios, reflective practices, surveys, certificate courses, participation in webinars, extension activities, conducting interviews, organizing, conducting competitions, cultural programmes, theatre practice etc. provide first hand experience to students.

The involvement in group discussions , cooperative learning, peer tutoring, group projects, group presentations, club activities, group competitions, debates, documentaries, shortfilms, Brainstorming, community living camps, educational tours, regular practicums and practicals etc. nuture critical thinking, reflective thinking and participatory learning in students.

The trainees take up projects, conduct action research, write reflective journal, Visual mapping techniques like concept maps, mind maps, graphic organizer, creative writing, preparation of journal articles, conducting SWOT analysis, framing Vision and mission as a teacher, group discussions etc . fosters problem

solving skills and learner autonomy.

For online teaching ZOOM, Google Meet platforms were used. Google classrooms were used to manage the learning of the students. Students were encouraged to undertake courses offered through SWAYAM platform. Communication with the students are done through whatsapp groups. Blog creation, Digital albums, ICT enabled learning materials , short films and documentaries prepared by students were helpful in fostering ICT skills. The UGC sponsored career oriented add-on course in computer Applications are offered for students.

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

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

**9**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Link to LMS | https://docs.google.com/document/d/1k2Au9WU9EfJs2MKQ93sZusvk-m39w1Ct/edit?usp=sharing&ouid=10205177659431834498&rtpof=true&sd=true |
| Any other relevant information | [View File](#) |

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

**113**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | View File |
| Geo-tagged photographs wherever applicable | **No File Uploaded** |
| Link of resources used | https://docs.google.com/document/d/1cbthYEdAMQ93rAsW-oduk6ndxEzO9iUQ/edit?usp=sharing&ouid=102051776594318344918&rtpof=true&sd=true |
| Any other relevant information | View File |

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

**The morning assembly, cultural programmes, extension activities, collaborative tasks, sports and games, community living camps, field trips, study tour, organizing, conducting and participating in competitions etc. help students in developing social competencies**

needed to work in teams. Participatory learning strategies are adopted in the teaching learning process.

Students are given orientation towards learner diversities, inclusive classrooms and differentiated instructional strategies. Students during the school internship identify the learning problems of the students in their classes, conducts case study and sociometry. Students are given training in construction and administration of diagnostic test and remedial instruction. Visits to special schools are occasionally organized.

Students are given orientation towards the institution, its vision and mission, code of conduct, need for respectful communication and behaviour and being responsible of ones actions.The various activities organized in the institution provide opportunities for the students to interact and work with colleagues and authorities. Classes on Professional ethics, accountability of teachers are also conducted. School based practicals provide opportunity to interact with school students, teacher s and authorities.Students also conducts interviews with teachers, police officers, folk artists, advocates etc.

Family Life Education classes, four days pre marital counselling course in collaboration with Directorate of Minority Welfare, personal counseling, add on certificate course in Counsellor Training, special care and support by the mentors etc. help students to balance home and work stress.

Awareness classes, workshops, seminars and webinars are conducted to update students' knowledge regarding recent developments.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | No File Uploaded |

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

**from local to regional to national to global**

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

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

**The curriculum transaction in the college is basically experience based, participatory and learner centric. The college has designed various programmes/ activities in such a way that students are nurtured in creativity, innovativeness, intellectual and thinking skills, empathy and life skills during teaching learning process. The teaching learning practices focus on achieving the PLOs and CLOs. Multiple modalities of instruction like; think pair share, cooperative learning, Brain Storming, debates, peer tutoring, concept mapping, small group discussions, reflective journaling, dramatization, projects, role play, ICT integrated teaching etc. are used. The preparation of improvised aids, student portfolio, lesson plans, Practical works, blogs, ICT Oriented Lessons, Activity Oriented Classes, digital album, short films, documentaries, E-Content Preparation, dissertations etc. promotes nurtures creativity, innovativeness, intellectual and thinking skills among students. Daily morning assembly, thought of the day, common prayer and singing, SUPW, Arts fest, celebrations of days of importance, club activities, drama and art in education, Creative Writing, social visits, Community Extension activities, community living camp, educational tours, field trips, value added courses are helpful in developing empathy, life skills and social responsibility among students.**

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

**2.4 - Competency and Skill Development**

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

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

| 2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement | **Six/Seven of the above** |
|---|---|

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

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

`All of the above`

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Details of the activities carried out during the academic year in respect of each response indicated | [View File](#) |
| Any other relevant information | [View File](#) |

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

`Four of the above`

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

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

**All of the above**

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

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

**Four of the above**

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

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

**Four of the above**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Samples of assessed assignments for theory courses of different programmes | [View File](#) |
| Any other relevant information | [View File](#) |

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

**The college plans the commencement of the School internship programme in accordance to the Academic calendar published by the affiliating University. Due to COVID Pandemic the School Internship Programme was conducted online. The planning is carried out based on the discussions with school authorities and by considering the academic calendar and the time table of the practice teaching school. The students are allotted based on requirements of the schools, availability of facilities, batches of classes, the medium of instruction and the convenience of the teacher trainees. The interface meeting was arranged online by the institution with the heads and senior teachers of the schools provide a platform to interact with the school authorities. A detailed orientation to the**

School internship was alsogiven by the programme coordinator and concerned course coordinators online.

The practice teaching is done under the general supervision of the Head of the school. The school teacher who acts as mentor teacher is expected to evaluate all the classes taken by the student teachers. The teacher educators will observe at least 3 classes.During this academic year the classes conductedonline were observed by the teacher educator. Feedback was also collected from the mentor teachers in the schools regarding the teaching performance of the teacher trainees. Necessary feedback about the classes is given to the students. Students are sent to government/ private/aided, rural/urban schools of different boards such as CBSE and state,and primary,secondary, higher secondary schools/TTIs etc.

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

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

## 2.4.9.1 - Number of final year students during the academic year

51 (48+3)

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Sample copies for each of selected activities claimed | View File |
| School-wise internship reports showing student engagement in activities claimed | View File |
| Wherever the documents are in regional language, provide English translated version | **No File Uploaded** |
| Any other relevant information | View File |

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

**The internship is done under the general supervision of the Head of the school and under the supervision of a teacher of the concerned subject. The school teacher who acts as mentor is expected to evaluate all the classes taken by the student teachers. Based on the timetable given by each student teacher, the teacher educator prepares a detailed plan regarding the lessons, which will later be taken by the teacher trainee. The teacher educators will observe at least 3 classes. At the time of visiting the schools, the teacher educator interacts with the Head of the Institution as well as the mentor teachers in the schools, so as to get feedback about the teaching performance of the teacher trainees. Necessary feedback about the classes is given to the students. The teacher educators and mentor teachers assess the performance of the teacher trainees using an evaluation proforma. At the end of the week, the teacher educator corrects the teaching manuals and monitors whether the teaching manuals are submitted in time.**

**Peers will observe at least two lessons in their respective schools. This helps them imbibe skills which are effectively used by their peers. The teacher trainees are required to give the feedback regarding the lesson observation of their peers, suggesting to them how to improve the skills they used in teaching. A peer reviewed report along with the evaluation proforma for peers is to be submitted to the teacher educators.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the response | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

**All of the above**

| File Description | Documents |
|---|---|
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | [View File](#) |
| Two filled in sample observation formats for each of the claimed assessors | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

**Five of the above**

| File Description | Documents |
|---|---|
| Format for criteria and weightages for interns' performance appraisal used | [View File](#) |
| Five filled in formats for each of the aspects claimed | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**2.5 - Teacher Profile and Quality**

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

```
7 against 9
```

| File Description | Documents |
|---|---|
| Data as per Data Template | *View File* |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | *View File* |
| English translation of sanction letter, if it is in regional language | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

```
10
```

| File Description | Documents |
|---|---|
| Data as per Data Template | *View File* |
| Certificates of Doctoral Degree (Ph.D) of the faculty | *View File* |
| Any other relevant information | **No File Uploaded** |

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

```
23,23,21,14,14,8,5,6,3,10,8,7,3,3
```

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

```
148
```

| File Description | Documents |
|---|---|
| Copy of the appointment letters of the fulltime teachers | *View File* |
| Any other relevant information | **No File Uploaded** |

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

```
The institution encourages teachers to update themselves
```

professionally. Majority of the teachers have completed Ph.D. and others are pursuing it. The teachers attend State, National and International level seminars, workshops, webinars, FDPs, Short term courses, orientation, Refresher courses and so on to update their knowledge. Internal arrangements are made for teachers to attend refresher, orientation courses, workshops and seminars without affecting the regular routine of the college. The institution itself organizes several professional development programmes for the faculty. Faculty complete online courses and keep themselves updated on modern trends in education. The teachers who get a chance for knowledge updating by participating in a seminar/workshop/conference share what they have learnt with the others teachers in the institution. Teachers are the members of several professional associations and academic groups. Networking with faculty/ professionals of other academic institutions is helpful in sharing and updating the knowledge. Also In-house deliberations take place informally among the teachers on recent topics in Education. Two of our faculty members serve as are Research guides in Bharathiar University, Coimbatore and Mahatma Gandhi University, Kottayam. Faculty also serves as resource person in various orientation programmes, seminars and webinars.

| File Description | Documents |
| --- | --- |
| Documentary evidence to support the claim | [View File](#) |
| Any other relevant information | No File Uploaded |

## 2.6 - Evaluation Process

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

The institution follows continuous and comprehensive evaluation system that allows students to demonstrate their learning at regular intervals. At the beginning of the Programme the students are given an orientation about the Internal Evaluation for both the Theory courses as well as Practical courses carried out in accordance with the curriculum prescribed by the affiliating University. Internal Evaluation for the Theory courses is based on the class tests and the related practicum. While Internal Evaluation for Practical courses are based on the criteria for each items prepared by the institution. The course coordinators are responsible for the internal assessment of their respective courses and necessary instructions are given to the students. The class tests and submission of practical items are conducted as per the academic

calendar. The answer scripts are corrected by the respective teachers and distributed to the students. Students clarify their doubts, if any about the evaluation process. On the basis of continuous internal assessment, teachers diagnose the learning difficulties of the students and plan remedial instruction accordingly. Timely feedback to students on their performance motivates and accelerates learning. The internal marks of the Theory courses are published in the notice board and students will have the opportunity to address their grievances if any. The marks are uploaded in the examination portal of the affiliated University before the commencement of semester examination.

| File Description | Documents |
|---|---|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | [View File](#) |
| Any other relevant information | [View File](#) |

| **2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually** | **Three of the above** |
|---|---|

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

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

Mechanism for grievance redressal related to examination is operationally made effective through the Grievance Redressal Committee .The Grievance Redressal Committee at the college level is chaired by the Principal, Programme Coordinator, Course coordinator and Staff Advisor as the members. Whenever there is a grievance related to examination or allotment of marks, the students can approach any of the members of the committee to report their grievances. On receiving the grievance the committee meets immediately to redress it. Rescheduling of the dates of internal examinations, submission of practical works, reappearing for the internal examination, shortage of attendance, grievances related to internal marks etc. are addressed by the committee. Annual Plan for Internal Assessment is prepared at the beginning of the year and this is included in the Academic calendar. The students are given orientation on the procedure at the beginning of the Programme. The corrected answer scripts are distributed to the students. If the students are not satisfied with the explanation provided by the faculty member, they can approach the members of the Grievance Redressal Committee for further action. The students are advised to report their grievances immediately after the declaration of results of internal assessment. Any grievances related to University examinations are also reported to the Committee. If a student fails to appear for the internal examination due to genuine reasons if any, she is given a chance to reappear in the exam on another date only after submitting a request for it to the Principal.

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

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

The Institution adheres to Academic calendar in line with the academic calendar of the affiliating University for the conduct of Internal Evaluation. The Course coordinators develop a tentative annual plan for internal evaluation at the beginning of the academic year and the academic calendar includes the dates for the conduct of internal evaluation. This helps the teachers and students to plan the teaching learning process accordingly. The institution tries to follow the academic calendar for the conduct of internal evaluation. But occurrences of certain unavoidable circumstances sometimes

result in slight changes in the internal evaluation schedules. The time duration for School Internship is also entered in the Academic calendar. Dates for the submission of Practical works and practicum are informed to the students at appropriate time. The teaching and non teaching staff members cooperate in implementing the academic calendar.

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

## 2.7 - Student Performance and Learning Outcomes

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

The institution has stated well defined Programme Learning Outcomes (PLOs) for both B.Ed and M.Ed programmes in line with its vision and mission. The PLOs are mapped with the Course Learning Outcomes (CLOs). The Programme Learning Outcomes (PLOs) are realized through the attainment of Course Learning Outcomes (CLOs). The prospectus and College website displays these learning outcomes. The orientation towards the programmme familiarizes the students about PLOs and CLOs. The Syllabus of each programme and college handbook also communicates PLOs and CLOs. The entire teaching learning process and evaluation are aligned with the stated PLOs and CLOs. The course coordinators handling various courses discusses about the CLOs to be achieved on completion of the course and assessment strategies with the students and prepares the teaching plans accordingly. Question papers based on learning outcomes are also discussed with the students. After completing each module in the syllabus the course coordinator checks the attainment of the corresponding learning outcomes.

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

## 2.7.2 - Pass percentage of Students during the year

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File] |
| Result sheet for each year received from the Affiliating University | [View File] |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | [View File] |
| Any other relevant information | **No File Uploaded** |

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

**The institution has stated the PLOs and CLOs in such a manner that they gradually lead to the development of personal and professional attributes among students. All assessments measure student progress with respect to the attainment of learning outcomes at cognitive process level in the Revised Blooms 'Taxonomy. The attainment of CLOs is ensured through continuous evaluation and semester end examination. Through class tests, practical works and practicums the course coordinator monitor the progress in student performance and check the attainment of CLOs. Each practical item is evaluated on the basis of evaluation proforma prepared by the institution with respect to the course learning outcomes. For the end semester exam conducted by the affiliated University, the question papers are prepared based on CLOs. Majority of our faculty (course coordinators) have participated in the Question bank preparation initiated by the affiliating university and have contributed in setting the question with respect to the CLOs. The continuous assessment and end semester examination results provide essential feedback to teachers as well as students on the extent to which the course outcomes are achieved. Based on the evaluation results of the entire programme, steps are taken immediately to address the deficiencies/ gap identified in the attainment of learning outcomes.**

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

**2.7.4 - Performance of outgoing students in internal assessment**

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

100%

| File Description | Documents |
|---|---|
| Number of students achieving on an average 70% or more in internal assessment activities during t | View File |
| Record of student-wise / programme-wise / semester-wise internal assessment of students during the year | View File |
| Any other relevant information | No File Uploaded |

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

The institution is committed to identify the initial learning needs of students at the entry level, to provide appropriate academic support, to monitor the progression of students and to assess the attainment of learning needs at the exit level. The initial learning needs of students are identified through entry-level assessment tests and through mentoring sessions. Assessment at entry level is done with respect to Teaching Aptitude, English Language Proficiency, Computer Literacy, Aptitude for Guidance and Counselling and Research aptitude for the newly admitted students. Value added Certificate courses in Computer Applications, Counsellor Training and Communicative English are conducted to address the deficiencies in the respective fields. The gaps in Teaching aptitude and Research Aptitude is specially taken care of and efforts are taken to develop the teaching competencies and research skills among the students. The multitude of curricular/ co curricular/ extension activities organized in the institution reflects how far the initially identified learning needs of the students are addressed in the transformation of a novice to an empowered well trained teacher. The exit level assessment data shows a notable increase in the Teaching Aptitude, English Language Proficiency, Computer Literacy, Aptitude for Guidance and Counselling and Research aptitude of the students. The entry and exit level assessment results highlights the efforts taken by the institution in addressing the learning needs of

**the students.**

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

**2.8 - Student Satisfaction Survey**

**2.8.1 - Online student satisfaction survey regarding teaching learning process**

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

**RESEARCH AND OUTREACH ACTIVITIES**

**3.1 - Resource Mobilization for Research**

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

0

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

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

0

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

| | |
|---|---|
| **3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting** | Four of the above |

**study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Institutional Policy document detailing scheme of incentives | **No File Uploaded** |
| Sanction letters of award of incentives | **No File Uploaded** |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | **No File Uploaded** |
| Documentary evidence for each of the claims | View File |
| Any other relevant information | View File |

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

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

**3.2 - Research Publications**

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

**11**

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

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

**8**

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

**3.3 - Outreach Activities**

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

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

**4**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | View File |
| Any other relevant information | **No File Uploaded** |

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

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

**121**

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

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

**121**

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

**121**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence in support of the claim along with photographs with caption and date | View File |
| Any other relevant information | **No File Uploaded** |

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

The outreach activities that conducted in the community helped to influence and sensitize students to various social issues and also helped them to contribute to the community development as well. In 2020-2021 the institution collaborated with Mahatma Gandhi National Council of Rural Education, Hyderabad, under Ministry of Education, Government of India and participated in the Vocational Education Nai Talim Experimental Learning (VENTEL) Action Plan. Various activities under the sub themes Vocational Education, Self-Reliance activities, Swachtha and Health Related & Community Engagement activities were planned and implemented. Self reliance activities were successfully carried out. Hand stitching and Embroidery and kitchen gardening were selected under the subtheme. Learning the basics of Hand Stitching and Embroidery was the first activity initiated. Swachtha and Health Related activities were conducted. She pad making, Compost making and cleaning the premises were the activities selected under the subtheme. Moreover MCCTE-Coursera programme offered 4547 courses of Worldwide prestigious universities. The college sponsored 1500 candidates across the globe free of cost.In addition the institution organized an online summer camp for the inmates of Carmelites sisters of of St. Teresa. It provided to create awareness among the students about various issues like Environment, Nutrition, Covid-19 etc and it gave a platform for all kids to explore and express their creativity ,in any form. As part of the community engagement activities free tuition for the students of St. Alphonsa UPSchool, Chennamattom the teacher trainees of the institution conducted online classes for the school students for 2 months.

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

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

2

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Appropriate certificates from the awarding agency | [View File](#) |
| Any other relevant information | [View File](#) |

## 3.4 - Collaboration and Linkages

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

**1**

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

**1**

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

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

**2**

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

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

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

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

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

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

**Physical Facilities**

**The college is situated in the heart of Kottayam Municipality. The main building of the institution has the College office, staff room, classrooms and methods lab, General lecture halls, library, Net resource center, mini conference room, Health and Physical education room, Placement cell, Store, counseling room, and language lab. The college office is fully automated. Each administrative staff has separate cabins with computers with an internet facility. The office is equipped with fax, laser printers, scanners , and reprographic unit. The office is equipped with LAN & WAN.**

**The staffroom is computerized with individual cubicle for each staff with internet facility. There are enough number of classrooms equipped with LCD projectors and computer facilities. The laboratories and the methods labs help the students to have hands on learning experiences.**

**The Institution has a three storied M.Ed block which accommodatesClass rooms,Director Room,Faculty Room,Learning Disability Centre,Computer lab with internet facility,AC Conference**

**Hall,Technology lab,Micro teaching studio, M.Ed Library,Psychology lab,Guest Room,IQAC Office,Prayer room andCanteen.Our College auditorium is spacious, properly ventilated with a seating capacityof 1000.**

| File Description | Documents |
| --- | --- |
| List of physical facilities available for teaching learning | [View File](#) |
| Geo-tagged photographs | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

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

**15**

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

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

**NIL**

| File Description | Documents |
| --- | --- |
| Data as per Data Template | **No File Uploaded** |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**4.2 - Library as a Learning Resource**

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

**The Mount Carmel College of Teacher Education for Women Library , home of nearly 20,000 books,Theses manuscripts and other items, has adopted Radio Frequency Identification (RFID) Software , its tags to identify and manage a big chunk of its large collection The reliability of the system, its ease of operations and the flexibility of tagging all kinds of media easily are important in the library environment. Using RFID Scanner, the libraryfindsmisplaced books more quickly, maximising floor space with frequently requested items and streamlining the inventory process. When the RFID project is completed, the inventory checking and circulation of documents is very easy and time saving. The library extended the system to access control, loan management and issuing- tagged badges to staff, students and researches. RFID is used in this library for circulation operations and theft detection systems. The RFID system also acts as tracking systems that combine security and including easier and faster charge and discharge, inventorying and materials handling..**

| File Description | Documents |
|---|---|
| Bill for augmentation of library signed by the Principal | [View File](#) |
| Web-link to library facilities, if available | http://mountcarmelcollege.ac.in/facilities/library-and-information-centre |
| Any other relevant information | **No File Uploaded** |

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

**Mount Carmel College Library has regular subscription for different e –resources namely e-journals, e-books, databases, access to open sources,access to e-question papers and extended library online services through smart phone**

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

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

| File Description | Documents |
|---|---|
| Data as per Data template | View File |
| Receipts of subscription /membership to e-resources | View File |
| E-copy of the letter of subscription /member ship in the name of institution | View File |
| Any other relevant information | **No File Uploaded** |

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

**Rs.19470/-**

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

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

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

**510**

| File Description | Documents |
|---|---|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | [View File](#) |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | http://mountcarmelcollege.ac.in/public/docs/ 1661412588-Gate%20Register%20For%20Faculty_c ompressed%20(1).pdf |
| Any other relevant information | [View File](#) |

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

**All of the above**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Any other relevant information | **No File Uploaded** |

## 4.3 - ICT Infrastructure

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

**The computing resources at Mount Carmel College of Teacher Education for Women Kottayam is intended to support the educational, instructional, research, and administrative activities of the college and the use of these resources is a privilege that is extended to members of the local women community. The IT policy of the college is formulated to maintain, secure, and ensure legal and appropriate use of Information technology infrastructure established**

on the campus and provide guidelines on acceptable and unacceptable use of IT resources of the college. This policy establishes strategies and responsibilities for protecting the confidentiality, integrity, and availability of the information assets that are accessed, created, managed, and/or controlled by the College. . Mount Carmel College of Teacher Education for Women ICT department is responsible for running the intranet and Internet services of the college. The college concluded that IT Policy that works as guidelines for using the college's computing facilities including computer hardware, software, email, information resources, intranet and Internet access facilities should be formulated. While creating these policies, every effort has been made to have a careful balance between security and the ability to conduct the rightful functions by the users of Institution.

| File Description | Documents |
| --- | --- |
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | View File |
| Any other relevant information | No File Uploaded |

**4.3.2 - Student – Computer ratio during the academic year**

2:1

| File Description | Documents |
| --- | --- |
| Data as per data template | View File |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

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

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Link to videos of the e-content development facilities | [https://youtu.be/xBqYuJzPMzw](https://youtu.be/xBqYuJzPMzw) |
| List the equipment purchased for claimed facilities along with the relevant bills | [View File](#) |
| Link to the e-content developed by the faculty of the institution | [https://youtu.be/PpQZjTpFuSk](https://youtu.be/PpQZjTpFuSk)<br>[https://youtu.be/3OGEhw44ZYw](https://youtu.be/3OGEhw44ZYw)<br>[https://youtu.be/uDkx_fWYdsY](https://youtu.be/uDkx_fWYdsY)<br>[https://youtu.be/tRJ9LQbPK6E](https://youtu.be/tRJ9LQbPK6E)<br>[https://youtu.be/-CmPoiqBacs](https://youtu.be/-CmPoiqBacs)<br>[https://youtu.be/qeqd9xql4Nq](https://youtu.be/qeqd9xql4Nq)<br>[https://youtu.be/RwnsLJZUnKM](https://youtu.be/RwnsLJZUnKM)<br>[https://youtu.be/nxgAr0Xxy5k](https://youtu.be/nxgAr0Xxy5k)<br>[https://youtu.be/V9UzJkt6_uU](https://youtu.be/V9UzJkt6_uU)<br>[https://youtu.be/pUiOqH8x3b4](https://youtu.be/pUiOqH8x3b4)<br>[https://youtu.be/5JYMMoGeeKI](https://youtu.be/5JYMMoGeeKI)<br>[https://youtu.be/soJLKVBMw4Y](https://youtu.be/soJLKVBMw4Y)<br>[https://youtu.be/pdyNPLSmGY4](https://youtu.be/pdyNPLSmGY4)<br>[https://youtu.be/BIwWxIQhSbq](https://youtu.be/BIwWxIQhSbq)<br>[https://youtu.be/8KxPbDQrI3Y](https://youtu.be/8KxPbDQrI3Y)<br>[https://youtu.be/wksUBo8Wgpq?t=4479](https://youtu.be/wksUBo8Wgpq?t=4479) |
| Any other relevant information | **No File Uploaded** |

## 4.4 - Maintenance of Campus and Infrastructure

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

**837807**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | [View File](#) |
| Any other relevant information | [View File](#) |

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

Awell-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities. Classroom management Classroom being the most primary and important work space. The classrooms are well equipped with all modern technology like the smart boards, mike systems, and other technologies for better and effective teaching.TheLibrary has its own mechanisms and system in place to identify the purchases based on the courses offered, check on the facilities to be provided for the students and the staff.Yearly statistics for utilization of library resources helps in collection development policy of the library Sports committee looks after maintaining the sports ground and sports equipment.It organizes various indoor and outdoor sports competitions for students at intra and intercollegiate level. Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance contracts for computers, copier machines, software, CCTV, garden, security are in place. Policy is developed to maintain a balanced student and computer ratio, so that all students will be benefited for academic purposes. Website is maintained and updated. Safety of girls is specially handled and appropriate measures are taken to make the campus safe for students.

| File Description | Documents |
|---|---|
| Appropriate link(s) on the institutional website | http://mountcarmelcollege.ac.in/public/docs/ 1671532153-Policies.pdf |
| Any other relevant information | **No File Uploaded** |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View File |
| Sample feedback sheets from the students participating in each of the initiative | View File |
| Photographs with date and caption for each initiative | View File |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| Data as per Data Template for the applicable options | View File |
| Institutional guidelines for students' grievance redressal | View File |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View File |
| Samples of grievance submitted offline | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---|
| Data as per Data template | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | View File |
| Report of the Placement Cell | View File |
| Any other relevant information | **No File Uploaded** |

## 5.2 - Student Progression

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

| Number of students placed as teachers/teacher educators | Total number of graduating students |
|---|---|
| **38** | **48** |

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Reports of Placement Cell for during the year | View File |
| Appointment letters of 10 percent graduates for each year | View File |
| Any other relevant information | **No File Uploaded** |

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

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

**11**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Details of graduating students and their progression to higher education with seal and signature of the principal | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | **No File Uploaded** |

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

**4/22/32/27**

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

## 5.3 - Student Participation and Activities

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

**Student Council Plays a major and proactive role in the institutional functioning and shares the responsibility of conducting various curricular and co-curricular activities in accord with the Principal and Staff Advisor of the institution. Since the college union was not elected due to Covid-19 the activities of the college were conducted with the help of B.Ed.,M.Ed. representatives, cultural group leaders, Ventel AP leaders and Sports Secretary. Arts Fest and Sports Meet was fully organised by the Students Council. Students also played a major role in the extension activities. Students took free online tution classes for the students of the adopted school. VENTEL Programme was conducted in collaboration with Mahathma Gandhi National Council for Rural Education under the Ministry of Education. The four sub themes namely Vocational Education, Self-Reliance Activities, Swatchatha and Health Related and Community Engagement Activities were selected. Students prepared**

Face Mask, Hand Wash, Compost and initiated kitchen gardening, Stitching, and cleaning of premises. Summer Camp ESPERANRTO was conducted to horn life skills of children in the age group of seven to teen years while having fun by B.Ed. and M.Ed. students. It was a pleasure to witness children participating and benefitting from the one-week online summer camp.

| File Description | Documents |
|---|---|
| Copy of constitution of student council signed by the Principal | View File |
| List of students represented on different bodies of the Institution signed by the Principal | View File |
| Documentary evidence for alumni role in institution functioning and for student welfare | View File |
| Any other relevant information | No File Uploaded |

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

16

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Reports of the events along with the photographs with captions and dates | View File |
| Copy of circular / brochure indicating such kind of events | View File |
| Any other relevant information | No File Uploaded |

## 5.4 - Alumni Engagement

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

The Alumni Association of Mount Carmel College of Teacher Education for Women provides dedicated support in all the activities of the Institution. Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Alumni

Members render their service in the curricular aspects as Resource Persons and in all other developmental activities as support pillars. An alumni fund of Rs 10,000 is handed over by Dr. Soosamma George, former Principal to the college as part of awarding endowments to students. The alumnae of the college Ms. Sneha and Ms. Reenu are active in guiding students towards placement in schools. On 17th February Ms. Reenu Elizabeth Abraham, Alumna, led a class on Sex Education. The class helped to develop a progressive attitude towards breaking gender strategies. It was an enriching experience which helped the teacher trainees to become responsible citizens.

| File Description | Documents |
|---|---|
| Details of office bearers and members of alumni association | View File |
| Certificate of registration of Alumni Association, if registered | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Three/Four of the above

| File Description | Documents |
|---|---|
| Documentary evidence for the selected claim | View File |
| Income Expenditure statement highlighting the alumni contribution | View File |
| Report of alumni participation in institutional functioning for the academic year | View File |
| Any other relevant information. | No File Uploaded |

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

2

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File]() |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | [View File]() |
| Any other relevant information | **No File Uploaded** |

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

**The Alumni Association of Mount Carmel College of Teacher Education provides dedicated support in all activities of the institution. During the meet, the alumnae of the college shared their success stories in their respective fields during their interaction with the students. They also shared how the institution contributed in their all-round development. They recollected how the institution moulded them in the academics as well as co-curricular activities and also in community services. The alumnae encouraged the students to pursue their higher studies. Mrs. Minimol Mathew, alumna, took initiative and made arrangements for the extension activities of the college. The institution adopted St. Alphonsa U.P. School Chennamattom where there were no teachers. A zoom meeting with the head of the Alphonsa School was arranged to discuss the school's requirement on 6th November. Students took the responsibility of taking classes for the students of standard 5,6 and 7. Online classes were arranged on a regular basis and various programmes were conducted for the students. The programme lasted for 3 months. During Covid pandemic it was decided by the institution to initiate Each One Teach One programme. It ensured that each student teacher took the responsibility of teaching a neighbouring student.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File]() |
| Any other relevant information | **No File Uploaded** |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

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

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

**The institution strives to follow a democratic and systematic mode of governance with all stakeholders actively participating in tune with the guidelines and duties assigned by the Governing Body. The Principal and Staff members work together with the functionaries at different levels for the smooth functioning of the college. The institution has a perspective plan which focuses on the academic and administrative quality enhancement of the institution, extension and renovation of the prevailing infrastructure of the institution, improving the scope for greater use of ICT, and mobilization of funds and projects through the alumnae and other stakeholders. The teachers play a pivotal role in implementing the vision and mission of the college by accomplishing the various roles, tasks and duties assigned to them, through the Staff Council, various committees and bodies. During the Staff Council meetings, the Principal, faculty members and non-teaching staff members discusses the major decisions to be taken and activities to be conducted within the institution. The College Union which functions within the institution aims at promoting and facilitating the student activities within and outside the campus. The College Union is instrumental in nominating representatives to the Students' Grievance Redressal Cell, Anti Ragging Cell and Women's Cell.**

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

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

**Mount Carmel College of Teacher Education for Women practices the policy of decentralization and participative management for the systematic functioning of the institution. The Governing Body headed**

by the Manager which is the supreme decision-making body of the institution entrusts all the academic and non-academic decisions to the College Committee lead by the Principal. The College Committee in turn entrusts various roles to both teaching and non-teaching staff members. During the Staff Council meetings, the Principal, faculty members and non-teaching staff members discuss the major decisions to be taken and activities to be conducted within the institution. The Coordinators of various Committees manage the day-to-day activities and keep a track of co-curricular and extra-curricular activities within the institution. Under the auspices of the various Committees/Clubs/Associations, a multitude of programmes are conducted and the students are also given the opportunity to take part in the decision-taking process. For example, during the Covid pandemic period, online mode of curriculum transaction as well as dissemination of awareness programmes were initiated by participatory involvement of both faculty and students.The IQAC collects feedback from all the stakeholders annually and the feedback is instrumental in improving the academic quality of the Institution.

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

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

Mount Carmel College of Teacher Education for Women maintains complete transparency in financial, academic, administrative and supplementary functions, by clearly defining its vision, mission, objectives and by propagating them at all levels. All the procedures are strictly followed according to government norms. The Institution is affiliated to Mahatma Gandhi University and abides by its terms and stipulations. Admission is conducted as an online process which is strictly on the basis of merit in accordance to the government reservation policies. The various Committees in the college monitors each and every academic and non-academic activities of the college. Important notices related to the functioning of the college are regularly posted in the college website to ensure complete transparency. Financial transactions are handled through online banking and by maintaining vouchers. The Institution ensures that timely and accurate information is conveyed to the University as

well as government bodies at State and Central level. The internal marks of both B.Ed. and M.Ed. students are displayed before uploading to the University. The students are given the opportunity to redress their grievances with regard to their internal marks.

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

## 6.2 - Strategy Development and Deployment

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

Mount Carmel College of Teacher Education for Women has always strived to propagate quality education to student teachers especially women, keeping the vision and mission of the college in the forefront. It focusedon promoting online based education especially during the Covid pandemic period for the dissemination of knowledge to the students.

Collaborationwith Coursera - The institutioninitiated the MCCTE-COURSERA Learning Programme to provide opportunity for the students and public to gain access to various courses in leading Universities and to secure MOOC certificates free of cost. MCCTE - COURSERA programme offered 4547 courses of worldwide prestigious universities free of cost. The programme was initiated in July 2020 and lasted until December 31, 2020.

Initiation of Zoom and Google Classes - During the Covid pandemic period, the faculty provided online education to the students of the B.Ed. and M.Ed. Programmes through Zoom meetings, Google meets and Google Classrooms. Assessment of the Class tests and Terminal examinations were conducted through the Google classrooms. Instructions were provided to the students through the Whatsapp groups.

Promotion of co-curricular activities - Various co-curricular activities and competitions were conducted through different online modes.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | http://www.mountcarmelcollege.ac.in/iqac/strategic-plan |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

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

**The Institutional Management is designed in a systematic way with transparency to get optimum results. A hierarchical set up is adopted from top to bottom level clearly pointing out the duties, responsibilities and nature of accountability at every stage. The institution has a Governing body which meets annually to supervise and accomplish the vision and mission of the institution. It has an effective organizational structure which monitors the effective functioning of the institution. The Institutional bodies review the institutional strategic plan and sets up the academic objectives and also identifies the financial and recruitment strategies. The decision-making procedures are made at appropriate levels in the organizational hierarchy by the active participation of the respective bodies.Variouscommittees have their own well-defined functions which help in the planning and implementation of various activities within and outside the institution. An optimum level of decentralization is maintained in the decision-making process.Recruitment process for Governent Guest Lecturers had beencarried outaccording to the norms of the University, which was conducted by a body comprising of Management representative, Principal and External Subject Expert who decided the worthiness of the candidates by theperformance in the interview.**

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | http://www.mountcarmelcollege.ac.in/about-us/organogram |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

| 6.2.3 - Implementation of e-governance are in | All of the above |
|---|---|

**the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

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

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

**Decision of the Planning Committee held on 10/08/2020**

**It had been decided at the meeting to organize programmes with a view to engage learners and empower teachers to equip them to overcome the challenges of teaching in the virtual platform as a result of the outbreak of the Covid-19 Pandemic. To that end, it had been resolved to arrange training programmes for both teachers and students to equip them about the different aspects of virtual teaching. It had also been decided to organize the said Webinar in collaboration with an institution committed to the cause.**

**Successful Implementation of the Minutes of the concerned meeting:**

**Accordingly, a One-Week International Online Faculty Development Programme "On Prospects of Virtual Teaching: Engaging Learners and Empowering Learners" was conducted in collaboration with School of Physical Education and Sports Sciences, Mahatma Gandhi University, Kottayam from 23rd to 29th September, 2020 which was hosted by the Institution. The training programme remained true to the decision enumerated in the meeting of the Planning Committee and attempted to implement the same with meticulous fidelity. As envisaged in the meeting, the Resource persons provide awareness about the different facets of online teaching.**

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

## 6.3 - Faculty Empowerment Strategies

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

**Welfare measures are given to employees in addition to regular wages. The Institution is keen in providing welfare measures to the teaching and non-teaching staff for their betterment. The provision of welfare measures helps in enhancing the morale and motivation of the staff. The Welfare measures provided to the teaching staff of the Institution are encouraging faculty for doing Part-time Ph.D., salary advance on request, accommodation in the college hostel, honouring faculty for their meritorious achievements, special meetings for honouring faculty on their retirement, organization of orientation programmes for their professional development, utilizing the technological facilities of the institution, parking facility, encouraging the faculty to attend professional development activities and round the clock security. The welfare measures provided to the non-teaching staff of the Institution are salary advance on request, extending financial support during contingency, conduct of professional development activities, honouring the staff on their retirement, ample parking spaces, and round the clock security.**

| File Description | Documents |
|---|---|
| List of welfare measures provided by the institution with seal and signature of the Principal | *View File* |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | *View File* |
| Any other relevant information | **No File Uploaded** |

## 6.3.2 - Number of teachers provided with financial support to attend seminars / conferences /

**workshops and towards membership fees of professional bodies during the year**

0

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

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

05

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

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

7

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Copy of Course completion certificates | View File |
| Any other relevant information | **No File Uploaded** |

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

**The institution has its own performance appraisal system for teaching and non-teaching staff. The teacher educators are expected to conduct self-appraisal of their own performance while working in the institution. They assess themselves based on their workload and regularity in the teaching process. The participation in duties like internal evaluation, paper setting, conduct of examinations and evaluation of practical work and practicum is also assessed. Their efforts towards improving their professional competence is evaluated based on their participation in workshops/seminars/orientation/refresher courses etc. Their research contribution, participation in organizing seminars and workshops, membership in professional bodies are considered. Their contribution towards engaging in co-curricular activities, cultural programmes and student welfare activities are also considered.**

**The non-teaching staff members are expected to assess themselves based on the nature of their current responsibilities. They assess themselves based on the efforts they carry out for their own professional advancement. They are expected to improve themselves professionally by attending seminars, workshops and other training programmes.**

| File Description | Documents |
|---|---|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal | View File |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | View File |
| Any other relevant information | **No File Uploaded** |

**6.4 - Financial Management and Resource Mobilization**

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

The Deputy Directorate of Collegiate Education, Kottayam conducts financial audit annually. The audit by the Deputy DCE, Kottayam for the period 2020- 2021 was conducted on 06/11/2020. Defects pointed out were rectified immediately. The college also conducts annual audit by a Chartered Accountant. The receipt and payment statements, as well as the Balance Sheets was prepared. UGC funds are also audited.

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

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

1,45,000.00

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

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

The institution has obtained the financial support from a humanitarian group named Commander M.O.Foundation, which is a

registered Public Charitable Trust functioning in Kottayam, Kerala. The services of the group has been obtained through personal contacts of one of the faculty members.This humanitarian group has been offering funds for almost 6 students from the B.Ed. and M.Ed. Programmes. The fund donated by the group is used for covering the college tuition fees of these economically disadvantaged students. An amount of more than 1 lakh is provided by this humanitarian group. Yetanother financial support has been provided by our former Principal Dr Susamma George, who donated a Fixed Deposit of 1 lakh rupees for meeting the educational expenses of any one economically disadvantaged student who had academic merit. Accordingly every year, the interest accumulated from this Fixed Deposit is taken for meeting the college fee expense of one deserving student.

| File Description | Documents |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | [View File](#) |
| Any other relevant information | [View File](#) |

## 6.5 - Internal Quality Assurance System

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

The IQAC of the Institution always strives to develop a systematic procedure to improve the academic and administrative performance of all the concerned staff members. It also promotes measures for institutional functioning towards quality enhancement through internalization of quality culture. The IQAC ensures timely, efficient and progressive performance of academic, administrative and financial tasks, strives to enhance quality of academic and research programmes, organization of multidisciplinary activities. It ensures the documentation of the various programmes and activities leading to quality improvement, as well as extension activities. It promotes the integration of innovative methods of teaching and learning. It ensures the credibility of evaluation procedures through arrangement of feedback response from students, parents and other stakeholders with regard to quality-related aspects. The feedback received from the students and other

stakeholders are discussed and shared during the subsequent IQAC meetings held. The IQAC plans, evaluates and implementquality assurance strategies through praparation of Annual Quality Assurance Report, Student Feedback Survey, Action Taken Reports, Academic and Administrative Audit Report and so on.

| File Description | Documents |
|---|---|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | [View File](View File) |
| Any other relevant information | No File Uploaded |

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

The institution reviews its teaching-learning process periodically through IQAC. The Academic Calendar is prepared and the details are communicated to the staff members. Newly admitted students are given the opportunity to attend the Orientation Programme, in which they are made aware of the vision and mission of the institution, the educational requirements of the B.Ed. and M.Ed. Programmes,as well as the different aspects related to the teaching-learning process.They are provided with Student Handbooks,Time-Table, Programme structure and syllabi of the courses. Interaction is conducted with the students to review the suitability of the curricular activities conducted in the college. Feedback had been collected from the students, alumni and parents so as to review the activities related to the teaching-learning process.During the IQAC meetings, the suggestions and recommendations of the faculty members are taken into account and necessary steps are initiated to bring about improvements in the teaching-learning process. During the Covid pandamic period, webinars and traininghadbeen arranged to equip teachers and students with the latest onlinestrategies. The B.Ed. students had been trained with video contentcreation courses. They also attended a workshopon using digital tools andanother one for promoting vocational education.

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

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

**14**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Link to the minutes of the meeting of IQAC | http://mountcarmelcollege.ac.in/public/docs/ 1661323022-Minutes%202020-2021.pdf |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | http://mountcarmelcollege.ac.in/iqac/aqar |
| Consolidated report of Academic Administrative Audit (AAA) | View File |
| e-Copies of the accreditations and certifications | View File |
| • Supporting document of participation in NIRF | **No File Uploaded** |
| Feedback analysis report | View File |
| Any other relevant information | **No File Uploaded** |

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

**The institution has kept track of continuous improvements in academic domains by introducing ICT enabled teaching-learning within the institution. Major improvements were made within the institution by installing ICT enabled classrooms,and starting a micro-teaching studio, so that the B.Ed. students got the opportunity to improve their teaching skills. The B.Ed. students were able to take their micro-teaching as well as Criticism classes in the Micro-teaching studio.The B.Ed. students were able to practise their blackboard writing skills by making use of the interactive board, installed in the Micro-teaching Studio. Method laboratories were started adjacent to each Subject Classroom. The hostel complex was upgraded with additional infrastructural facilities.During the Covid pandemic period, onlinetraining wasprovided to both teachers and students andonline education was used for curriculum transaction.Another major improvement was the introduction of the Diploma and Certificate Add-on Courses in Computer Applicationand Certificate Course in Counsellor Training. These Courses were carried on simultaneous with the regular teaching-learning process. Thus the**

**students got the opportunity to get trained in becoming computer literate and in developing counselling skills.**

| File Description | Documents |
| --- | --- |
| Relevant documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

**The institution has a well stated energy policy that promotes energy conservation as well as the use of alternate energy sources. Use of star rated appliances and LED bulbs and tubes are practiced. The biogas plant installed at the college hostel which produce gas for cooking from the kitchen waste. The institution strictly adheres to the practice of switching off the lights, fan, air conditioners, and other equipments when they are not in use. Regular monitoring and maintenance of equipments and immediate rectification of any problems are done. Electrical wires, switch boxes and stabilizers are properly covered in order to avoid any danger. The institution participated in the VENTEL action plan and students undertook the activity of compost making using kitchen waste and garden waste generated at their homes.**

| File Description | Documents |
| --- | --- |
| Institution's energy policy document | View File |
| Any other relevant information | **No File Uploaded** |

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

**The institution is committed to minimize and ensure safe and proper handling, storage and disposal of waste generated in the campus.**

Housekeeping staff have been appointed by the management for ensuring campus cleanliness. Segregation of biodegradable and non biodegradable waste is done. Separate dustbins are provided in all class rooms, general halls, common places etc. to collect the solid waste including paper waste. Incinerators are placed in the women's toilet both at the college and hostel for safe disposal of sanitary napkins.

Biogas plant at the hostel performs an efficient management of food-waste generated. At the college separate bins are kept to collect food waste. This food waste is used to make pipe and pot compost. Use of plastics is strictly prohibited in the campus. Use of cloth banners and cloth/ paper bags are promoted. Students are directed to use steel water bottles and lunch boxes. A value added course in fabrication of eco friendly products is conducted.

Decoration materials used for various cultural celebrations in the campus are stored for later use. Proper drainage system for the disposal of waste water is in practice. The liquid waste generated from the washrooms is channelled into scientifically built underground tanks.

E-wastes are part of buy-back-schemes and are replaced with new devices. Old electronic components of computers and projectors are also reused as spares for repairs. Other scrap material like paper waste, metal, wood, glass, etc is given to scrap dealers for recycling.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---|
| Documentary evidence in support of each selected response | View File |
| Geo-tagged photographs | View File |
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---|
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Documentary evidence in support of the claim | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

The institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment.

Cleanliness and Sanitation

The supporting staff cleans and disinfects bathrooms, class rooms and other common areas on a daily basis. There are dustbins all around the college premises. Sanitizer and facility for hand washing is provided at the entrance of the institution. The water storage tanks and the open wells in the college are cleaned in frequent intervals to ensure the quality of water. Incinerators are available for the safe disposal of sanitary napkins. Proper drainage system

**for the disposal of waste water is in practice.**

**Green Cover and Pollution free environment**

**Use of LED bulbs and tubes are promoted in the college. Use of plastics is prohibited. Steel lunch boxes, water bottles and glasses are used. Biogas plant at the hostel performs an efficient management of food-waste generated. At the college separate bins are kept to collect food waste. This food waste is used to make pipe and pot compost. Use of cloth banners and cloth/ paper bags are promoted. Efforts towards paperless office are initiated by the institution. E-wastes are part of buy-back-schemes and are replaced with new devices. Old electronic components form the damaged devices are reused as spares for repairs. Green landscaping is done with trees and plants. As part of environment day celebrations**

| File Description | Documents |
|---|---|
| Documents and/or photographs in support of the claim | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | [View File](#) |
| Circulars and relevant policy papers for the claims made | [View File](#) |
| Snap shots and documents related to exclusive software packages used for paperless office | **No File Uploaded** |
| Income- Expenditure statement highlighting the specific components | **No File Uploaded** |

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

| Nil | |
|---|---|

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Income Expenditure statement on green initiatives, energy and waste management | [View File](#) |
| Any other relevant information | [View File](#) |

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

COVID-19 pandemic brought forth new challenges related to safety and social connectivity. The Institution conducted several programmes that strengthened its ties with the Community and to remain engaged and connected with others. MCCTE- COURSERA learning programme was initiated to provide opportunity for the students and public to gain access to various courses and to secure MOOC certificates free of cost. 1500 learners across the globe enrolled for various courses and obtained certification successfully.

The institution extended its support to Sr. Alphonsa UP School, a school which did not have sufficient number of teachers by conducting online classes for them. The institution organized a one week online Summer Camp ESPERANTO for the inmates of Children's Home. 86 girls belonging to 8 children's home from 5 districts of Kerala participated in the camp. and helped them to combat feelings of isolation and disconnects during lockdown. The institution also incorporates ideas of stakeholder's while planning the activities of the institution. Experts from international, national and local levels were invited to conduct webinars. The institution participated in the VENTEL Action Plan. Activities under the sub themes Vocational Education, Self-Reliance, Swachtha and Health Related & Community Engagement were planned and implemented. Through these practices the institution could support the community to develop new skills, continue learning, and stay connected with others.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | **No File Uploaded** |

| 7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | View File |
| Web-Link to the Code of Conduct displayed on the institution's website | View File |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | No File Uploaded |
| Details of the Monitoring Committee, Professional ethics programmes, if any | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 7.2 - Best Practices

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

**Best Practice 1**

**Empowered to Serve:Programme for Awakening Social Conscience among Student Teachers**

**Objectives:**

- **To become sensitive to the problems /issues in the society**
- **To identify ones role, rights, duties and responsibilities in the society**
- **To discover and develop one's own social conscience**

- To treat everyone with human dignity and to acknowledge the necessity to share
- To provide opportunities to serve others/society
- To encourage student teachers to become an asset to the entire community.
- To promote spiritual, moral and genuine human values

**Best Practice 2**

**Ambassadors of Change:Mission to leverage the power of education for a better tomorrow**

**Objectives**

- To educate, enlighten and encourage student teachers to become change agents
- To improve the capacity of student teachers to provide quality education
- To cultivate a climate for human and academic excellence
- To ensure empowerment among individuals through the development of professional competencies and skills
- To institute plans for providing free education for the disadvantaged sections of the society
- To develop linkages between schools / institutions to provide educational opportunities for children.
- To help student teachers identify that teaching is not merely a profession, but a responsibility.
- To help student teachers to understand the multi-faceted teacher's role that goes beyond teaching, and involves playing diverse roles to shape a child's learning, achievement, and behaviour.
- To evolve as a teacher who touch the lives of the students and make a difference.

| File Description | Documents |
|---|---|
| Photos related to two best practices of the Institution | [View File](#) |
| Any other relevant information | [View File](#) |

## 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision,

| priority and thrust in not more than 100 -200 words |
|---|

**The institution strives for the empowerment of the women teacher trainees as well as the women and girls belonging to the marginalized sections of the society. In keeping with the mission of training women for academic excellence, development of skills and character formation, the institution has been engaged in facilitating quality education to make them responsible for the advancement of the society.Having a long tradition for supporting and empowering women, the institution strives to promote women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others. Student teachers are trained to enhance interpersonal communication skills, leadership skills, and concern towards the marginalized through various activities. Self defense training is given to the women student trainees. Students conduct debates, awareness talks, role plays and skits for spreading awareness on domestic violence, girl education and abuse. The college organizes several extension activities like regular social visits, free tuition, summer camp, communicative English classes for the deserving students, and even runs a tailoring institute for empowering the marginalized women in the community.UGC career oriented Add on Certificate courses in Counsellor training and Computer application and several value added courses are conducted. Several programmes are arranged to enlighten and synergize women regarding their basic human rights.**

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