YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution   MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN, KOTTAYAM

- Name of the Head of the institution   Dr. Mary Sheba Jose

- Designation   Principal

- Does the institution function from its own campus?   Yes

- Alternate phone No.   04812575820

- Mobile No: 9495873120

- Registered e-mail ID (Principal)   mtcarmeltrainingcollege@gmail.com

- Alternate Email ID   mountcarmel_college@yahoo.com

- Address   Kanjikuzhy, Muttambalam P.O

- 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. Liz Kuriackose**

- Phone No.   **04812575820**

- Alternate phone No.(IQAC)   **04812575820**

- Mobile (IQAC)   **9495873120**

- IQAC e-mail address   **mtcarmeltrainingcollege@gmail.com**

- Alternate e-mail address (IQAC)   **mountcarmel_college@yahoo.com**

3.Website address   http://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	**0**	**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   5

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   Nil

- (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)

Orientation programme for the Teaching and Non- Teaching staff Commencement of the webinar series "Carmel Forum". A Webinar on "Anti Drugs and Narcotics: Innovative Strategies for Addiction Free Campus. Commencement of Free tuition classes for the adopted school students Workshop on Making Various Artistic Products on behalf of Fevicryl Ltd. Eye camp by Vasan Eye care. Social visit to Abhaya Bhavan- Home for the Destitute Women and to Sr. Alphonsa U P School, Chennamattom- (Adopted school) Seminar on 'Family Counselling-Marriage Laws and Rights

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
Encouraging the faculty members to enhance their professional competence	Orientation programme for Teaching and Administrative staff
Familiarizing the students to an unknown campus environment, faculties and infrastructure. To enable the sstudents to make essential connection with studies and develop network among other peers.	Orientation programme for B.Ed. and M.Ed. students
To give due importance to research and to widen the horizons of the recent knowledge students to	Commencement of the webinar series "Carmel Forum".
To provide the trainees the opportunity to serve the less privileged children of the society	Commencement of Free tuition classes for the adopted school students
To inculcate in teacher trainees the Social responsibilities	Social visit to Abhaya Bhavan-Home for the Destitute Women and to Sr. Alphonsa U P School, Chennamattom- (Adopted school)
To prepare the students and train them in life skills	A Seminar on 'Family Counselling- Marriage Laws and Rights.'

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	12/08/2021

14. Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
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• If yes, mention the amount	

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

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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	12/08/2021

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	15/02/2023

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 had renovated and extended its existing infrastructural facilities to accelerate the efforts to get transformed into a holistic multidisciplinary one.It is a mission of our institution to provide students access to a variety of disciplines, to create opportunities for self-learning, creativity and innovation. To operationalise this, we have taken steps to transform itself into an institution providing holistic, multidisciplinary education. 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 (5renovated+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 towards socio-economically disadvantaged groups etc. will be an integral part of the teacher education programmes.

16.Academic bank of credits (ABC):

The institution has taken steps to initiate academic Bank of Credits as proposed in NEP 2020. Currently, the institution is not registered under the Academic Bank of Credits. Initiative is taken by the IQAC . A committee is formed for the same . As a preparatory step we are encouraging our students to enroll and complete MOOCs through platforms like SWAYAM .

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.. Several orientation classes, awareness talks, webinars seminars and workshops are conducted. 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. 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. 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 centered 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 initiated MOODLE LMS and to run online courses.

   In the post-pandemic period the transition from online to offline was initiated. still the teachers adopted a blended mode in the teaching learning process. Submissssion of projects, assignments and conduct of seminars were done in the online mode so as to equip the students in the use of ICT in teaching learning process. Students were encouraged to showcase their talents through online cultural activities including festival celebrations. Carmel Forum (Lecture series) were arranged for the studdents on everymonth via online on different topics. Thus the college ensured to provide holistic developments to teacher trainees which is emphasized in NEP 2020.

Extended Profile

1.Student

2.1 Number of students on roll during the year	121

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

2.2 Number of seats sanctioned during the year	100

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	7

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	48

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	48

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	50

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	3,46,169
4.2 Total number of computers on campus for academic purposes	43

3.Teacher

5.1	10

Number of full-time teachers during the year:	

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

5.2 Number of sanctioned posts for the year:	0

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

Mount Carmel College of Teacher Education for Women is affiliated to Mahatma Gandhi University and the curricular aspects of the college are governed by university regulations. Our Institution has adapted various steps for planning and reviewing, revising curriculum and adapting it to the local context, such as: Annual Academic Calendar is prepared according to the University Calendar, specifying available dates for significant activities, Syllabus of each subject for the academic session is provided to the students at the commencement of the course. Theory, remedial classes and guidelines for Practical/practicum on each paper is executed according to the Timetable and is conveyed to the students on time. Class tests and Model Examinations are conducted regularly to check whether the students have acquired knowledge as outlined in the objectives of the curriculum and their internal score sheet is displayed on notice board. ICT-enabled teaching-learning process is also used for effective curriculum transaction. Feedback is collected from stakeholders on curriculum delivery and necessary steps are taken for improvement after analyzing it.

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	C. Any 3 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	No File Uploaded

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	B. Any 3 of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

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
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

5

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

116

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

116

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

7

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

7

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

Curriculum and pedagogic courses of the Institution incorporate the latest trends in learning and pedagogical theories that touches various domains of the subject concerned, considering local- cultural historical- environmental and educational dimensions of Kerala and its divergent demands in the teacher education process. School Induction and Internship, is conducted to lead to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers. 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. Our students are encouraged to do Socially Useful and Productive Work (SUPW) to enhance their skills and nurture their passion. Our 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.

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

1.4 - Feedback System

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

61

2.1.1.1 - Number of students enrolled during the year

61

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

30

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

30

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	**No File Uploaded**
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, Computer Literacy

and Guidance and Counselling Aptitudefor 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 and language skills of the students, value added courses in Computer Applications and Communicative English is arranged. Based on the performance in the teaching aptitude test, Research Aptitude Test, and Guidance and Counselling 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	No File Uploaded

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

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	**Two of the above**

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

2.2.4 - Student-Mentor ratio for the academic year

6:1

2.2.4.1 - Number of mentors in the Institution

10

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	**No File Uploaded**

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

11

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=102051776594318344918&rtpof=true&sd=true
Any other relevant information	**No File Uploaded**

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

119

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	**Four of the above**

Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

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

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	View File

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

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

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

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 the 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 and nurtures creativity, innovativeness, intellectual and thinking skills among students. Daily morning assembly, thought forthe 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	**Eight /Nine 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	**All of the above**

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

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

Four of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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. 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 arranged in 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 is given by the programme coordinator and concerned course coordinators.

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. 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. 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

58

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)	Three 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	**Three 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

11

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	View File

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

9

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

24,22,16,16,9,6,7,4,11,4,4

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

123

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	View File

2.6 - Evaluation Process

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

The 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	**Four 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	No File Uploaded

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

The Grievance Redressal Committee at the college level is chaired by the Principal, Programme 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 included in the Academic calendar.

The students are given orientation on the procedure of internal assessment as well as the procedure for redressal of grievances at the beginning of the Programme. The corrected answer scripts are distributed to the students and they are free to clarify their doubts related to it with the concerned teachers. If the students are not satisfied with the explanation provided by the teacher, they can approach the members of the GRC 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

51

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	**No File Uploaded**
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	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	**Three 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	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

8

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

3

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

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

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

118

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	**No File Uploaded**

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

60 on average

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

60 on average

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.

- **As an attempt to reach out to the academic community, a monthly webinar series under the name,' Carmel Forum' had been initiated in June 2021. Deliberations are made on educationally relevant issues .**
- **School adoption : Sr. Alphonsa's UP school , Chenamattom, Kottayam, Kerala.**
- **Visit and gift distribution to old age home in the community, Abhaya Bhavan.**
- **Reachout to the migrant labour community – 'Chengathi'.**
- **The institution has linkage with adult literacy centre.**
- **Reachout with yoga programmes:, " Be with yoga-be at home", competitions and awareness classes.**
- **Reachout programmes in anti- drug and narcotic drive, like " Innovative strategies for addiction free campus", health awareness programme and medical check up .**
- **Family counseling: Marriage laws and rights.**
- **Gender sensitization programmes are among the other outreach activities.**

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	**No File Uploaded**
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	No File Uploaded

3.4 - Collaboration and Linkages

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

3

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

3

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	View File
Any other relevant information	View File

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

3

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	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities	Three/Four of the above

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

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	**No File Uploaded**

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 and Micro-Teaching 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 well furnished laboratories and the methods labs help the students to have hands on learning experiences.

The Institution has a three storied M.Ed block which accommodates

Class 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 , Canteen and Tailoring Centre Our College auditorium is spacious, properly ventilated with a seating capacity of 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

14

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
Any other relevant information	No File Uploaded

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

Rs.5029516/-

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

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 N-List and DELNET including e-journals, e-books, databases. It is access to all members who are registered .Other open resources namely e-question papers and e-thesis are available and extended library online services through

smart phone and mail.

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 | **All of the above**

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

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

Rs.30880/-

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	**No File Uploaded**

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

252

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/facilities-services/facilities-services
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	View File

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:	A. ?1GBPS

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

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/live/wksUBo8Wqpq?feature=share https://www.youtube.com/live/2Tfi3RnhmnQ?feature=share https://www.youtube.com/live/ILRYStXtEAc?feature=share https://www.youtube.com/live/hXmekpV7n-4?feature=share https://www.youtube.com/live/4S_zPo5ZkFc?feature=share https://www.youtube.com/live/Mf8_X8mDzXo?feature=share https://www.youtube.com/live/tyb1D7ZNWlc?feature=share https://www.youtube.com/live/va7Zvi_Yf0M?feature=share https://www.youtube.com/live/21AGvp5ZA-M?feature=share https://www.youtube.com/live/qPUE4lF-Q5I?feature=share https://www.youtube.com/live/9HoK-EaHBP0?feature=share https://www.youtube.com/live/e8wglO9WmFc?feature=share https://www.youtube.com/live/y2cf92Q9dSU?feature=share https://www.youtube.com/live/OEsSLOhmEUE?feature=share
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded

Link to the e-content developed by the faculty of the institution	https://www.youtube.com/live/wksUBo8Wgpg?feature=share https://www.youtube.com/live/2Tfi3RnhmnQ?feature=share https://www.youtube.com/live/ILRYStXtEAc?feature=share https://www.youtube.com/live/hXmekpV7n-4?feature=share https://www.youtube.com/live/4S_zPo5ZkFc?feature=share https://www.youtube.com/live/Mf8_X8mDzXo?feature=share https://www.youtube.com/live/tyb1D7ZNWlc?feature=share https://www.youtube.com/live/va7Zvi_YfOM?feature=share https://www.youtube.com/live/21AGvp5ZA-M?feature=share https://www.youtube.com/live/qPUE4lF-Q5I?feature=share https://www.youtube.com/live/9HoK-EaHBP0?feature=share https://www.youtube.com/live/e8wglO9WmFc?feature=share https://www.youtube.com/live/y2cf92Q9dSU?feature=share https://www.youtube.com/live/OEsSLOhmEUE?feature=share
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)

4167833

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

Mount Carmel college of Teacher Education for Women, Kottayam with its green cover of 9.45 acres has been a haven for humans and

animals alike. The development of infrastructural facilities while maintaining the ecological balance on campus has been at the crux of the experience gained by all who are accepted into folds of this institution. The College Management, in consultation with architects, oversees the development of infrastructure on campus. The Management deputes Campus Maintenance Managers usually from within their own Community of Sisters who is constantly monitor and meet the requirements of the College community. The infrastructure includes s, seminar halls, conference rooms, audio visual rooms, classrooms, buildings to house administrative offices, staff rooms, well equipped laboratories, a video conferencing facility, Micro teaching studios, library, a prayer room, Public Library ,Canteen, students' common room, guest room, infirmary, wellness centre, games field, browsing centre .the Extension Centre of the College with improved infrastructure and facilities is used for the conduct of various outreach activities including lay counselling and conduct of skill development. Special Centres like ALDI which have varied facilities for Learning Disability students, Net Resource Centre and Learning Resource Centre are used extensively for enhancing research, quality initiatives and networking amongst other needs of the college community

File Description	Documents
Appropriate link(s) on the institutional website	http://mountcarmelcollege.ac.in/quality-policy/quality-policy
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	**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)	**Three of the above**

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	**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
30	53

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).

6

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)

3/18/23/28

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. The College Union was elected on March 15th. Cultural programmes and Sports Meet was fully organised by the Students Council. Students also played a major role in the extension activities. Students took free online tuition classes for the students of the adopted school. As an initiative to strengthen the research and extension-activities of the institution, a Webinar Series commenced from 18th June 2021 onwards. Students took the role of resource persons on various topics related to Teaching field. The various clubs and associations related to each optional subject were inaugurated and this marked the flagging off for all the activities of the various Clubs as well as the Association programmes for the academic year under the leadership of student representatives. The College Union and Arts Club Inauguration was conducted on 30th March 2022 under the leadership of elected members. The members of the student council actively participate on the various committees of the institution for student welfare.

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

13

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

5.4 - Alumni Engagement

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

The Alumni Association of Mount Carmel College of Teacher Education for Women, Kottayam has an effective alumni network that actively participate in the institution's developmental activities. The association supports the institution and contributes to its institutional, academic and infrastructural development. Alumni have consistently given back to the institute and this has enabled the institute to undertake initiatives that would otherwise have not been possible. In its curricular activities, arrangements for the extension activities of the college were undertaken by Mrs. Minimol Mathew, alumna, of the Institution. St. Alphonsa U.P. School Chennamattom was adopted for free extension classes for a period of one month wherein the B.Ed. trainees actively and effectively taught various classes. Sr. Bindhumol T., alumna and Assistant Professor of the Institution provided timely guidance and support for students to take class.in its co-curricular activities Hands on training on handicraft items was provided by Ms. Sharu Raveendranath, alumna of the Institution on behalf of Fevicryl Ltd.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	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	Five/Six 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 acts as an effective support system. Alumni are the real human product and experience holders of an Institution. Senior Students and Alumnae of the college take demonstration classes and

when invited judge various events during intramural competitions. During the get-together and online meet, the former students shared their memorable experiences while studying in the College and also shared their professional and family life. The alumnae encouraged the students to pursue their higher studies. They also shared how the institution contributed in their all-round development. Sr. Mrudul CSST, alumna and Local Manager of the Institution is always present for encouraging and motivating the students on various occasions. Arrangements for the extension activities of the college was undertaken by Mrs. Minimol Mathew, alumna, of the Institution. St. Alphonsa U.P. School Chennamattom was adopted for free extension classes for a period of one month wherein the B.Ed. trainees actively and effectively taught various classes. Sr. Bindhumol T., alumna and Assistant Professor of the Institution provided timely guidance for students to take class. Hands on training on handicraft items was provided by Ms. Sharu Raveendranath, alumna of the Institution on behalf of Fevicryl Ltd.

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.

Mount Carmel College of Teacher Education for Women follows a well-planned and democratic type of governance based on the stipulations and norms prescribed by the Governing Body. A systematic and consistent plan of action which strives for quality maintenance of academic and administrative aspects, renovation of the infrastructure of the institution, effective use of technological devices, implementationof online mode of teaching and learning and better utilization of human resources within the institution. The Principal, faculty and non-teaching staff members share the responsibility of performing their duties based on the vision and mission of the institution. Utmost importance is given for promoting quality education and for empowering the student

trainees. The activities of the institution are planned out duringthe Staff Council, College Council and various Committee meetings. The decisions undertaken during these meetings are disseminated to the students during the College Union meetings and are implemented through various curricular and co-curricular activities. in addition to this, various Cells have been functioning like Student Grievance Redressal Cell, Women's Cell etc.

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	**No File Uploaded**

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

The institution is keen to put into practice the policies of decentralization and participative management for the smooth functioning of the academic and adminstrative aspects. The Governing Body presided by the Manager is responsible for the main decisions taken by the institution. Further decisions related to the academic and non-academic matters are assigned to the College Committee lead by the Principal. During the course of various College Committee meetings, various roles are divided among the staff members. The Coordinators of the different Committees monitor and carry out the curricular and co-curricular activities within the institution. In addition to this, the students are also given the chance to take part in various discussions pertaining to the functioning of the institution. Various programmes related to the empowerment of the students as well as online awareness classes have been have been initiated through the participatory involvement of faculty and students. The IQAC collects feedback from all the stakeholders every year, which is in turn considerede for ensuring qualitative improvement.

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.

The institution ensures transparency in financial, academic, administrative and other functions, keeping in mind the vision and mission of the institution. All academic and administrative procedures are carried out based on governmentnorms. The institution which is affiliated to Mahatma Gandhi University, follows the terms and conditions stipulated by the same. Financial transactions are carried out by online mode and proof is maintained by keeping vouchers and receipts. Admission is carried out online which is strictly based on merit, and by goving due weightage to reservation requirements. Accurate and timely information is conveyed to the University as well as governmental bodies at Central and State level. The internal marks of both B.Ed. and M.Ed. students are displayed on notice boards just before uploading it to the University. Thus the students are given the opportunity to clarify their doubts and voice their grievances. The documents and registers related to various administrative aspects are maintained in an uptodate manner and produced for verification at the D.D. and D.C. offices if needed.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	[View File](#)

6.2 - Strategy Development and Deployment

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

The institution focuses on providing quality education to student teachers especially women, according to the vision and mission of the institution. A significant institutional strategy is to strenghen research and extension activities of the institution.

Initiation of Webinar Series - A Webinar Series'Carmel Forum' has been instituted.Every month a talk related to the field of education is conducted online or offlineby an eminent teacher, academician or talented student. At the end of the verbal discussion, a discussion round will be conducted.Some of the sessions have been carried out in collaboration with Loreto College, Kolkota.

Peer-reviewed Journal - A peer-reviewed journal 'Carmel Graphics' with ISSN 2320-7299 is published annually by the institution, so as to promote the research-mindedness of the staff within the institution as well as other teacher educators and research scholars outside the institution. The journal articles are reviewed by an Editorial Board comprising eminent teacher educators and scholarly academicians from within and outside Universities.

Publication of research articles - The students of the M.Ed. Department are encouraged to present their research papers during seminars conducted in various Training Colleges. These articles are published in the Research Proceedings prepared by the concerned Training Colleges.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://mountcarmelcollege.ac.in/iqac/about-iqac
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 functioning of the institutional bodies are designed in a systematic manner, which is in accordance with the vision and mission of the institution. The institution has a Governing body at the apex which meets annually to redefine the policies that has to be followed. A hierarchy is maintained from top to bottom, and the various duties and responsibilities are distributed in the form of Committees and Cells. The institutional bodies monitors thefunctioning of the institution by reviewing the strategic plans and course of action to be undertaken with regard to the academic and administrative functioning. The main decisions to be taken are

carried out withinthe organizational hierarchy by the active participation of the respective bodies. Permanent appointments have all been carried out with due consideration to the UGC rules and regulations and by taking into consideration the stipulations of the State government. The recruitment of the Government Guest Lecturers have also been undertaken, based on pure merit. The selection of the candidates are doneby a Committee comprising of the Management representative, Principal and the Subject Expert.

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

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

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

Decision of the Planning Committee held on 14-12-2021

During the course of the meeting, it had been decided that efforts should be taken by the institution to develop awareness about

research and the latest trends in the field of education among the student community. It was recommended that a linkage should be set up with other institutions within and outside the institution so as to promote collaboration among students as well as institutions. This will help to foster creative and critical thinking skills among students.

Successful Implementation of the Minutes of the concerned meeting

Accordingly, a Memorandum of Understanding was established with Loreto College, Kolkota on 14-12-2021. Based on this, a talk was presented by Dr.T.C. Thankachan, Associate Professor, St. Thomas College of Teacher Education, Pala based on the need to foster research skills among students and about the various trends related to the field of research. This was followed by a discussion round during which the student teachers of Loreto College and Mount Carmel College of teacher Education got an opportunity to clarify their doubts regarding the topic of discussion.

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

Certain welfare measures are provided for both teaching and non-teaching staff in order to encourage and motivate them to perform their duties and responsibilities in an effective manner. The welfare measures provided to the teaching staff are encouraging them to pursue research work by providing flexibility in timetable and additional preparation time; providing salary advance on request in case of any kind of delay; honouring faculty for their meritorious achievements, special meetings to honour faculty at the time of retirement; organizing training programmes and workshops for skill development; freedom to utilize the technological devices in the institution, encouraging them to

attend seminars and workshops conducted by neighbouring institutions; parking facility; round the clock securityetc. The welfare measures provided to the non-teaching staff members include honouring them for securing prizes in competitions for administrative staff; providing salary on advance in case of delay, organizing training programmes; encouraging them to take part in training programmes and workshops.

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.

10

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	No File Uploaded
Any other relevant information	No File Uploaded

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

8

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 members. The faculty are expected to conduct self-appraisal of their own performance while working in the institution. They are expected to assess themselves based on their workload and regularity in the teaching process. The participation of the teachers in duties like internal evaluation, paper setting, conduct of examinations and evaluation of practical work and practicum is also assessed. The steps adopted by them for improving their professional competence is evaluated based on their participation in seminars, workshops, orientation and refresher courses. Their research contribution, participation in organizing seminars and workshops, membership in professional bodies are also considered. their contribution towards engaging in co-curricular activities, cultural programmes and welfare activites for students are also taken into account during their performance appraisal.

The non-teaching staff members are expected to assess themselves based on the nature of their current responsibilities. They evaluate themselves based on thesteps they adopt for enhancing their own professional advancement. They are expected to improve their professional skillsby attaending seminars, workshops and 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. The audit by the Deputy Directorate, Kottayam for the period 2021-2022 was conducted. The defects pointed out were then rectified immediately. The College also conducts annual audit by a Chatered Accountant. The receipts and payment statements were verified and checked.

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)

1,92,250.00

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	View File
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 is fortunate to receive financial support from a humanitarian group named Commander M.O. Foundation, which is a registered Public charitable Trust functioning in Kottayam, Kerala. This humanitarian support has been obtained through the personal contacts of one of the faculty members. This humanitarian group has been supporting almost 6 students of both B.Ed. and M.Ed. Departments, who belong to economically disadvantaged groups in society. The financial support provided for these students are used for covering the tuition fees of these students. Another financial support has been offered by our former Principal Dr. Susamma George, who donated a Fixed Deposit Saving of Rs.1 lakh for covering the tuition fees of some economically disadvantaged students in the College, who have academic merit. Henceforth, the interest accruing from this Fixed Deposit amount is utilized for covering the College fees 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 Internal Quality Assurance Cell in theinstitution has made significant efforts for adopting quality assurance strategies. In order to strengthen the research-orientedness of the institution, the Webinar Series 'Carmel Graphics' was initiated. This was a successful platform for the presentation of educationally and socially relevant issues and for the dissemination of the same to teacher educators, research scholars and students within and outside the institution. Almost 12 Series of the Webinar Series was conducted based on relevant topics related to mental health, teacher resilience, media addiction, implementation of NEP etc. In addition to this, further Webinars were conducted based on Anti-Drugs and Narcotics, Stress Management, Protection of Parents and Senior Citizens etc. Seminars and Workshopswere conducted based on topics like Family Counselling, Marriage Laws and Rights, Importance of Yoga etc. An Orientation Programme on KTET Coaching was conducted in collaboration with two teacher education institutions. The various Subject Associations had conducted multidisciplinary training programmes for the students within the institution. An Adult Education Programme as well as a Literacy survey was conducted for the other State labourers as part of extension activities of the institution.

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

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

The institution has madeall efforts to review its teaching-learning process periodically through its IQAC meetings and connected discussions. The Academic Calendar is prepared and its details are communicated to the Staff members. The various aspects of the teaching-learning process are disseminated to the students of the B.Ed. and M.Ed.Programmes through the Student Handbooks, Timetable, Programme Structure and Syllabii. Frequent interaction is conducted with the students to review the credibility of the curricular and co-curricular activities within the institution. Feedback is collected from the students, alumni, parents and

stakeholders in order to assess the relevance of the teaching-learning activities conducted within the institution. During the course of the IQAC meetings, the suggestions and recommendations of the faculty members are discussed and adequate steps are adopted to bring about changes and improvements in in the prevailing teaching-learning process. During the wake of the Covid pandemic period, the teaching-learning sessions were conducted simultaneously in online and offline mode, as instructed by M.G.University.

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

39

File Description	Documents
Data as per Data Template	[View File]
Report of the work done by IQAC or other quality mechanisms	**No File Uploaded**
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View File]
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	http://mountcarmelcollege.ac.in/iqac/about-iqac
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://mountcarmelcollege.ac.in/iqac/about-iqac
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 keeps abreast of the the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives. Having identified the need to promote research-mindedness among the students, the institution initiated a Webinar Series 'Carmel Forum', so as to maintain a platform for the presentation of educationally and socially relevant issues and for the dissemination of the same to teacher educators, research scholars and students within and outside the institution. Almost 12 series of the Carmel Forum were conducted based on relevant topics related to mental health, media addiction, implementation of NEP etc. In addition to these, further Webinars were conducted based on Anti-drugs and Narcotics, Stress Management, Protection of Parents and Senior citizens etc. An MOU was signed with Loreto College, Kolkota, to conduct Webinars and Seminars for the students of both institutions.Another example to show incremental improvement

achieved within the institution was the School Adoption Extension Programme. The institution adopted Sr. Alphonsa UP School, Chennamattom. Free extension-oriented classes were organized for one month, wherein the B.Ed. trainees taught the school students who were mostly from the marginalized sections of society.

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. All students completed MOOC in Organic Farming and practised compost making using kitchen waste and garden waste.

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 and college 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 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.

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.

Efforts towards paperless office are initiated by the institution.

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

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

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 plant saplings are distributed to students. Entry of vehicles is restricted inside the campus. Our buildings are made compatible for rain water harvesting. We are planning to install solar panels to meet the energy requirements of the campus.

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

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

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

The institution makes use of the local environment, locational knowledge, resources, community practices and challenges for the benefit of student community. The institution initiated a monthly webinar series, "Carmel Forum" on 18 th June 2021 in order to strengthen its research and extension activities. This webinar was free and was open to the public. Several resource persons from the community handled different sessions in the webinar. During the current academic year the institution collaborated with many departments /organizations and conducted several programmes within the campus. Overseas English Academy conducted a class on communicative skills, students participated in the state level seminar conducted by Human rights protection Council, an expert from Fevicryl India conducted a workshop on making Artistic products, Janamythri Police conducted an awareness class on Nirbhaya App, District Social Justice Department organized a webinar on Law of protection and welfare of parents and senior citizens, Department of Minority Welfare conducted a four day seminar on marriage counseling, District women and child welfare office conducted a programme on Gender Awareness, Child development Directorate organized a debate competition on dowry system etc. Our students participate in several inter collegiate competitions and secured several prizes. MOU was signed with Loreto College and Jesus and Mary College to undertake several collaborative programmes.Several extension programmes were organized to help the disadvantaged women and children of the locality.

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	A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	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

1.Empowered to Serve

Objectives

- To become sensitive to the problems /issues and injustices in the society
- To educate, enlighten and empower most vulnerable members of the community
- To be concerned with the welfare of the marginalized and socially disadvantaged

The Context

The thrust of the programme Empowered to Serve is to establish a 'civilization of love' as envisaged and promoted by our foundress, Mother Teresa of St. Rose of Lima.

The Practice

Our students conducted free classes for a month for the students of our adopted school. An exhibition on teaching learning aids was also arranged .As part of Adult Literacy programme, our students took English classes and also participated in Survey on Literacy among labourers of other states. Arranged Tailoring class for marginalized women. Regular visits are conducted to Abhaya Bhavan.

II.CARMEL FORUM

Objectives

1. To strengthen the efforts of the institution to reach out the larger audience

3. To educate on a wide variety of topics

4. To familiarise students on the process of hosting a webinar

The Context

This free webinar series was initiated to leverage the power of technology and education for creating a better tomorrow. It aims to promote a climate for human and academic excellence with opennessto learning, research, and the development of professional skills.

The Practice

Under the auspices of Carmel Forum, 11 sessions were conducted during the year on a variety of topics. Talented resource persons

as well as some of our M.Ed students handled the sessions.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

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 children belonging to the marginalized sections 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 communication skills, counselling skills, computer skills, leadership skills, life skills and concern towards the marginalized through various activities.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.

Several programmes are arranged to enlighten and synergize women regarding their basic human rights. Seminars/webinars, workshops, training programmes (offline/online), awareness talks, orientation classes etc are conducted to develop professional competencies and skills of the student teachers. The various experiences are intended to gain confidence and knowledge to make informed decisions about herself, her future and her family.

The institution regularly conducts campus placement services for the students. Apart from academic excellence the College has been continuously giving priority to inculcate moral and ethical values. Value Education sessions, annual retreats, personal counselling services are arranged for students. Being enlightened and empowered we expect that each student teacher will take a stand, make a difference and transform the world.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	**No File Uploaded**