



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution	
	MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN
• Name of the Head of the institution	Prof. Dr. SUMA JOSEPH
• Designation	Professor
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04812575820
• Mobile No:	9495873120
• Registered e-mail ID (Principal)	mountcarmeltrainingcollege@gmail.com
• Alternate Email ID	mountcarmel_college@yahoo.com
• Address	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 Kuriakose				
• Phone No.	04812575820				
• Alternate phone No.(IQAC)	04812575820				
• Mobile (IQAC)	9495873120				
• IQAC e-mail address	mountcarmeltrainingcollege@gmail.com				
• Alternate e-mail address (IQAC)	mountcarmel_college@yahoo.com				
3.Website address	https://www.mountcarmelcollege.ac.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://mountcarmelcollege.ac.in/iqac/aqar				
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/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	5	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (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	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>Carmel Forum -the Webinar Series. Introduction of more Value added courses CARMEX- Exhibition on Teaching and learning aids Interface with Educational experts and Heads of the institutions Bodhpoornima -an Anti-drug campaign for the students, Anti-Drug rally and Flash Mob Initiated NSS Programme in the Institution Upgradation of existing Infrastructural facilities Pathway- A Social life wellness programme for the minority students</p>		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
To continue the webinar series- Carmel Forum	Nine sessions of the webinar were conducted
To showcase the competence of student teachers in preparing teaching learning materials	CARMEX- An exhibition on Teaching and learning aids was conducted
To familiarize student teachers with the school climate	Interface with Educational experts and Heads of the institutions
To spread awareness on drug abuse and addiction	Different programmes were arranged like Anti- Narcotic, Flash Mob against -No Drugs and Campaign rally, flash mob, Human chain against Drug abuse.
Enhancement of Skills among Student Teachers	Four new value added courses were started.

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Staff council	28/11/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2023	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. ITEP being a dual major holistic Bachelor's Degree programme (B.A. B.Ed./B.Sc. B.Ed.) will prepare teachers for the Foundational, Preparatory, Middle and

Secondary stages as per the new school structure of NEP 2020 (5+3+3+4 design). In addition to the 4-year integrated B.Ed, the institution will be offering two year B.Ed programme for students who have already received three year Bachelor's Degree as well as one year B.Ed. programme for students who have received a four year undergraduate Degree or for who have obtained a Master's degree. The institution also plans to initiate B.Ed. - M.Ed. three years Integrated Programme. The institution will also strive to become a Research centre that encourages multi-disciplinary research to address social issues and challenges. Teaching of children with specific disabilities, gender sensitization towards socio- economically disadvantaged groups etc. will be an integral part of the teacher education programmes.

16.Academic bank of credits (ABC):

The institution is committed to initiate academic Bank of Credits as proposed in NEP 2020. Being an affiliated institution we are waiting for the directions from the affiliating University in this regard. Currently, the institution is not registered under the Academic Bank of Credits. The institution has given an orientation to students on creating an account on Digilocker and to obtain the ABC Id. Our students have created their Digilocker account and have obtained their APAAR id. We are also encouraging our students to enroll and complete MOOCs through platforms like SWAYAM, Coursera etc.

17.Skill development:

The distinctive feature of the institution is its vision to impart a life oriented education that empowers the student teachers. Hence the institution has been engaged in facilitating quality education programmes for the students to become resourceful and skilled enough to contribute to the transformation of society. Student teachers are trained to enhance life skills, vocational skills and 21st century skills required for the teaching profession and to develop concern towards the marginalized. UGC career oriented Add on Certificate courses in Counsellor training and Computer applications and several value added courses are conducted.. 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 also started two value added courses namely UNDETRSTANDING INDIA and DRAMA and THEATRE ARTS

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

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

20.Distance education/online education:

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 has initiated a MOODLE LMS to run various courses.

Extended Profile

1.Student

2.1		116
Number of students on roll during the year		
File Description		Documents
Data Template	View File	
2.2		100
Number of seats sanctioned during the year		
File Description		Documents
Data Template	View File	
2.3		10
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description		Documents
Data Template	View File	
2.4		59
Number of outgoing / final year students during the year:		
File Description		Documents
Data Template	View File	
2.5	Number of graduating students during the year	59
File Description		Documents
Data Template	View File	
2.6		57
Number of students enrolled during the year		
File Description		Documents
Data Template	View File	
2.Institution		

4.1	4,97,740
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	67
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	11
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	NIL
Number of sanctioned posts for the year:	
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	
<p>The curricular aspects of the college are governed by university regulations. At the start of every academic year, the Curriculum Planning Committee reviews the analysis of the detailed feedback of the previous academic year and frames its decisions considering the needs of the stakeholders and the demands of the upcoming academic year.</p> <p>A variety of practicals and practicum such as community living camp, Workshops, projects, assignments, portfolios are carried out in great rigor along with regular classroom interaction. Practice teaching is implemented with great care. The Institution also organizes certificate courses, value added courses, guest lectures, seminars, debates, quiz programmes and demonstration classes Measures like mentoring, tutoring, remedial classes, peer tutoring, enrichment programmes are also integrated into the curriculum to</p>	

cater to student diversity.

Apart from academics, activities under various clubs, workshop in drama and theatre arts, personality development programmes, communication and soft skills development programmes, annual study tour, a secular spiritual animation programme are carried out to meet the requirements of regular feature of the curriculum.

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	No File Uploaded

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

B. Any 5 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 are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

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

1.2 - Academic Flexibility

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

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

8

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

10

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

10

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

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

98

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

98

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

All of the above

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

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

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	View File

1.3 - Curriculum Enrichment

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

Our college adheres to the curriculum set forth by Mahatma Gandhi University, with a commitment to delivering a comprehensive and effective educational experience. In accordance with the university norms, our School Induction program is meticulously designed to offer student-teachers valuable firsthand experiences within the framework of the Kerala State Syllabus.

The curriculum ensures that student-teachers to gain a thorough understanding of the functioning of various Boards of School Education and different assessment systems, aligning with the educational landscape of the region. Furthermore, each subject's curriculum is crafted to foster the development of a robust value system. This is achieved through the engagement of various clubs associated with each optional subject within the college. These activities play a crucial role in shaping the holistic development of our students.

In addition to a focus on local education practices, our curriculum takes a global perspective. A comparative analysis of education systems worldwide, particularly those in the USA, UAE, Maldives, UK and Canada is facilitated through online interactions with our esteemed alumni working in these countries. This approach provides our students with valuable insights into diverse secondary school curriculum approaches and enriches their understanding of global

educational dynamics.

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

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

B. Ed. Degree Course providing historical perspective on education give a clear idea to students how the school system has evolved over a period of time. Textbooks State/CBSC are available in the library. Students are familiarized with the theory and practical assessment techniques as part of their course work. Students demonstrate and understands different school syllabus through discussion, presentations and reflections. For the curriculum transaction in schools Students develop lesson plans prior to their internship.

M. Ed students are motivated to gain research exposure. They develop a research aptitude through their dissertation work. In M. Ed Course Philosophy and Sociological Foundations familiarizes Indian and Western Schools of Philosophy.UG students are offered add-on-courses for the development of their professional career. There are field trips, study tours and internships for both the UG and PG students. Internship in schools makes the students to gain an in-depth knowledge about the school system.

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

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

The institution's curriculum and pedagogic courses have been thoughtfully redesigned to embrace the latest trends in learning and pedagogical theories that span various domains of the subject matter. The School Induction and Internship programs are strategically crafted to foster the development of a comprehensive range of perspectives, professional capacities, teacher sensibilities and skills among prospective teachers. To complement the curriculum, the institution employs a multifaceted approach, incorporating various initiatives such as Curriculum Delivery and Pedagogy, Skill Development Training, Certification Programs, Workshops, and Webinars.

The institution provides Placement Opportunities, School Interface Programs, Field Visits, Seminars and Conferences to expose teacher trainees to real-world scenarios and enhance their understanding of the educational landscape. Value-Added Classes and Courses further enrich their learning experience, while the celebration of National and International Days instills a global perspective. We encourage our students to enroll and complete MOOCs through platforms like SWAYAM.

To facilitate curriculum enrichment, students are provided with exposure-based learning opportunities, including social visits, summer camps, and study tours. These experiences contribute to a holistic teacher education process, preparing students not only with theoretical knowledge but also with practical insights and a well-rounded skill set for their future roles as educators.

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	View File

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

Feedback collected, analyzed and action taken

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

57

2.1.1.1 - Number of students enrolled during the year

57

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

27

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

27

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

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

In order to overcome the deficiencies in Computer skills 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	View File

2.2.2 - Mechanisms are in place to honour

Six/Five of the above

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

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

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

One 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

12:1

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	View File

2.3 - Teaching- Learning Process

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

The practice teaching sessions play an important role in providing hands-on experiential learning opportunities for trainees. Various activities such as field trips, projects, portfolio creation, reflective practices, surveys, certificate courses, webinars, extension activities, interviews, competitions, cultural programs, and theatre practices offer invaluable first-hand experiences to students. Engaging in group discussions, cooperative learning, peer tutoring, group projects, presentations, club activities, competitions, debates, documentaries, short films, brainstorming, community living camps, educational tours, regular practicums, and practicals further enhance critical thinking, reflective thinking, and participatory learning among students.

Trainees actively undertake projects, conduct action research, maintain reflective journals, and employ visual mapping techniques like concept maps, mind maps and graphic organizers. Creative writing, journal article preparation, SWOT analysis, framing a vision and mission as a teacher and group discussions contribute to honing problem-solving skills and fostering learner autonomy. Students are encouraged to enrol in courses offered through the SWAYAM platform, MOOC Course and communication is facilitated through WhatsApp groups.

The creation of blogs, digital albums, ICT-enabled learning materials, and student-produced short films and documentaries proves instrumental in nurturing ICT skills. Additionally, a career-oriented add-on course in computer applications is available for interested students, further enriching their educational experience.

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	No File Uploaded

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://mctclms.in/
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

116

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	No File Uploaded

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/liG9siKEP6WYwb7zbVC14jv-9hhHVbwvC/edit?usp=sharing&ouid=112017517408423336675&rtpof=true&sd=true
Any other relevant information	View File

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

To keep students abreast of recent developments, awareness classes, workshops, seminars, and webinars are regularly conducted, ensuring that their knowledge remains current and relevant to the evolving educational landscape. The teaching-learning process incorporates participatory learning strategies, providing students with a foundation in learner diversities, inclusive classrooms, and differentiated instructional strategies.

During school internships, students identify learning problems within their classes, conduct case studies, and employ sociometry. Occasional visits to special schools further enrich their understanding. Students are oriented toward the institution's vision, mission, code of conduct, the importance of respectful communication, and the need for responsible behaviour.

Various activities within the institution offer opportunities for students to interact and collaborate with colleagues and authorities. Classes on professional ethics and the accountability of teachers are conducted, while school-based practicals allow

students to engage with school students, teachers, and authorities. Additionally, students conduct interviews with diverse professionals, including teachers, police officers, folk artists, and advocates.

The curriculum includes Family Life Education classes, a four-day pre-marital counseling course in collaboration with the Directorate of Minority Welfare, personal counseling, an add-on certificate course in Counsellor Training, and special care and support from mentors.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- 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	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

The manner in which the curriculum is transacted in the college is experience based and participatory in nature. Various programmes and activities have been arranged in the college so that the students are able to develop their creativity, innovativeness, intellectual

and thinking skills, empathy and life skills during the teaching learning process. The teaching learning process is based on achieving the PLOs and CLOs. Various instructional strategies like cooperative learning, brainstorming, debates, peer tutoring, concept mapping, small group discussions, reflective journaling, dramatization, projects, role play, ICT integrated teaching etc. are practised. 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. Activities like daily morning assembly, thought for the day, common prayer and singing, SUPW, Arts fest, celebrations of days of importance, club events, drama and art in education, Creative Writing, social visits, Community Extension activities, community living camp, educational tours, field trips, value added courses etc. are beneficial in developing empathy and life skills among students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

<p>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)</p>	<p>Seven/Eight of the above</p>
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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 possible	View File
Any other relevant information	No File Uploaded
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 through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different	All of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>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</p>	<p>All of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p>View File</p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>View File</p>
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>Four of the above</p>

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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All 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	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above
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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 according to the academic calendar published by the affiliated university. The planning is carried out based on the discussions with school authorities and by considering the academic calendar and the timetable of the practice teaching school. The students are allotted based on the requirements of the schools, the 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 provides 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 a mentor teacher is expected to evaluate all the classes taken by the student teachers. The teachers and educators will observe at least three classes. At the time of visiting th schools, the teacher educator interacts with the head of the institute 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**

59

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

**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 three 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 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 on time.

Peers will observe at least two lessons in their respective schools. This helps them imbibe skills which are effectively used by their peer. The teacher trainees are required to give feedback regarding the lesson observations of their peers, suggesting to them how to improve the skills they use 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	View File

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

All of the above

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

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

9

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

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

8

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

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

25,23,16,16,10,7,2,5,12,4,5

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

125

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	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 as professionals. The 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 teacher who gets a chance to update their knowledge by participating in a seminar, workshop, or conference shares what they have learned with the other teachers in the institution. Teachers are members of several professional associations and academic groups. Networking with faculty professionals from other academic institutions is helpful in sharing and updating knowledge. Also, in-house deliberations take place informally among the teachers on recent topics in Education. Two of the faculty members serve as research guides at Bharathiar University, Coimbatore, and Mahatma Gandhi University, Kottayam. Faculty also serve as resource persons in various orientation programmes, seminars, and webinars.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

The university has adopted major reform in evaluation by introducing Credit based grading system from the academic year 2016-17 and our college has adopted the same. The college has adopted a method of assessing the academic performance of the students on a continuous basis. Continuous assessment in theory subjects:

Internal exams are conducted twice in a semester Mid Semester and End- Semester examinations. Assignments and seminars are also given to evaluate the performance of the students in the teaching learning process

Marks will be awarded for all the above activities and the average is taken as the assignment marks. Pre-final exams are conducted for all the students which serves as a prelude to the university end semester examination.

More assignments are given for practice. The students will be informed the mistakes committed and guided to improve their performance in next examinations. Each student is encouraged to give seminars in the class. Individual difference in the class is taken care of. They are given remedial coaching.

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

Four of the above

Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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	No File Uploaded
Any other relevant information	View File

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

The grievance mechanism in the institution is active in addressing the grievances of the students. Especially the grievance related to internal evaluation. A Committee, consisting of Principal, Programme co-ordinator, student advisor, Co-ordinator and student co-ordinator of grievance cell and a member from the administrative staff who is engaged with CE. Examination related grievances will be informed by the student to the Principal within one/two working days in a written application immediately after the internal marks are placed on the notice board. The Principal then forwards the application to the Grievance Redressal committee cell. The committee then meets together to address the redressal one by one and bring it to the notice of CE (Continuous Evaluation Office). Actions are taken after the consultation with the concerned authorities. The resolution of grievance is informed to the students immediately after getting reply from the CE office.

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 for the conduct of internal evaluation. Before the commencement of the academic year, the Institution prepares and publishes 'Academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organized, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and it is also published on website of the college and a copy of it is given to the students.

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 programme 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 discuss 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	No File Uploaded

2.7.2 - Pass percentage of Students during the year

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

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

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, .

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	No File Uploaded

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

48

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

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

The institution 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 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	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

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

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

<p>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</p>	<p>Three of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="84 611 542 678">File Description</th> <th data-bbox="550 611 1474 678">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="84 678 542 745">Data as per Data Template</td> <td data-bbox="550 678 1474 745">View File</td> </tr> <tr> <td data-bbox="84 745 542 846">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="550 745 1474 846">View File</td> </tr> <tr> <td data-bbox="84 846 542 947">Sanction letters of award of incentives</td> <td data-bbox="550 846 1474 947">No File Uploaded</td> </tr> <tr> <td data-bbox="84 947 542 1126">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="550 947 1474 1126">No File Uploaded</td> </tr> <tr> <td data-bbox="84 1126 542 1227">Documentary evidence for each of the claims</td> <td data-bbox="550 1126 1474 1227">View File</td> </tr> <tr> <td data-bbox="84 1227 542 1294">Any other relevant information</td> <td data-bbox="550 1227 1474 1294">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Institutional Policy document detailing scheme of incentives	View File	Sanction letters of award of incentives	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	No File Uploaded	
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Data as per Data Template	View File														
Institutional Policy document detailing scheme of incentives	View File														
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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	No File Uploaded														
<p>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</p>	<p>Four of the above</p>														

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

7

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

12

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

9

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

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

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

115

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
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

115

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

115

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 June 2021. Deliberations are made on educationally relevant issue School adoption: Sr. Alphonsa's UP school , Chenamattom, Kottayam, Kerala. Visit and gift distribution to old age home in the community, Abh Bhavan. Reach out to the migrant labour community - '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 programs, and medical

checkups. 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	View File
Any other relevant information	No File Uploaded

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

4

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

15

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

15

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
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 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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Physical Facilities

The main building of the institution has the College office, staff room, classrooms and methods lab, General lecture halls, library, Net resource centre, mini conference room, Health and Physical

education room, Placement cell, Store, counselling room, and language lab and Micro-Teaching Lab. The college office is fully automated. staff has separate cabins with computers equipped with fax, laser printers, scanners, reprographic unit. equipped with LAN & WAN. The staffroom is computerized with individual cubicle with internet facility. 5 Newly added classrooms with Interactive smart board with wired internet and Wi-Fi connectivity. The well-furnished laboratories students to have hands on experiences. A well-equipped Library with fully computerised, software called KOHA integrated with RFID with Wi-Fi. LMS MOODLE for the betterment of the teaching learning activity. Three storied M.Ed block with 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. The College also introduced Solar Energy System, proper waste management system with biogas Plant and avon.

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

19

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://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)

3502028

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

4.2 - Library as a Learning Resource

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

The 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	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently

Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Mount Carmel College Library has regular subscription for different e-resources namely 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)

54704

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

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

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

1040

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://mountcarmelcollege.ac.in/public/docs/1702634286-Gate%20Register%20for%20Students%202022-23_compressed.pdf
Any other relevant information	No File Uploaded

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 the academic 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

Four 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/@carmeltube2535
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/@carmeltube2535
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)**3831520**

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

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

Mount Carmel college of Teacher Education for Women, Kottayam with its green cover of 9.45 acres. 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 deputed 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 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	https://mountcarmelcollege.ac.in/quality-policy/quality-policy
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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	View File
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)

Four 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
15	60

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).

7

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)

47

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

To carry over the responsibilities of various activities within the Institution, the Student Council is elected from the student population. After the Covid pandemic, the Student Council for the academic year was selected via election. The College Union election was held on 29th November 2022. The College Union & Arts Club Inauguration for the year 2022-2023 was inaugurated on 15th December 2022. The Student Council is the main channel of communication between the teachers and the students. The Student Council is always active in student related decisions, viz. matters related to student issues, internship, decision related to cultural activities, club activities, intramural competitions, college timing, remedial classes, extension activities, uniform, value added courses and timings for library work. They are also keen related to the maintenance of campus facilities. The representatives of the different clubs with the help of the teacher-in-charge strives hard

to organize meaningful programmes related to the all-round development of prospective women teachers. Various cultural activities related to important days and festivals are also organized. A democratic atmosphere is maintained within the campus by the joint effort of the Student Council and Teachers.

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

37

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 is a registered is a registered body which plays an important functioning in the organizational hierarchy. The institution over the years has produced efficient teachers as productive members of the society who always treasure the bond with the institution and are always receptive to the functioning of the Alumni Association.

The Alumni Association contributes immensely to the functioning of the institution by providing experts not only for discussions but also for organizing enriching programmes for the all-round enhancement of the student community. In its curricular activities, Ms. Amala Jayan, Alumna of the Institution joined as Assistant Professor in the M.Ed. department. Being a student of the institution, Ms. Amala Jayan was active in all the curricular and co-curricular activities and this experience was carried over in motivating both B.Ed. and M.Ed. students both in academic and extra activities. Awareness programme on World No Tobacco Day and Aids Day was conducted within the campus. The resource persons were Ms. Nimmy Kurian and Ms. Amala Jayan respectively, alumni of the Institution who gave awareness on the haphazard of Tobacco and Aids in their respective field.

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

All of the above

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

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

1

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

When an institution is taken into consideration, Alumni are the real human product and experience holders of the Institution. The Alumni Association of Mount Carmel College of Teacher Education acts as an effective support system for motivating students as well as recognizing, nurturing and furthering any special talent/s in them. The teachers especially the alumni of the institution focus on the talents in areas like academic, sports, technical, interpersonal, creativity and social aspects. Students are encouraged to take part in intramural competitions as well as inter-collegiate competitions. On various occasions and celebrations of festivals cultural events are organized to enhance the talents of students. The Financial and human resources are mobilized by the alumni for training students in their respective area of interest. Senior Students and Alumnae of the college take demonstration classes, seminars, awareness programmes, and when invited judge various events during intramural competitions. During Alumni meeting, the former students shared their memorable experiences. Sr. Mrudul CSST, alumna and Local Manager of the Institution is always present for encouraging and motivating the students on various occasions. Further development of the special talents of students is ensured by the Alumni Association by providing opportunities to train their peers.

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 is the First Govt. Aided Training College established in the year 1953, which imparts life-centered education as envisaged by the Foundress, Mother Teresa of St. Rose of Lima. The educational objectives of the institution achieved through exercising effective leadership and participatory management. The Governing Body Council headed by the Manager undertakes the major decisions concerning the institution. The implementation of the decisions is vested with the Principal, bearing in mind the vision and mission of the institution. At the beginning of the academic year, the Staff Council meets to plan out the curricular and co-curricular activities of the institution by retaining vision and mission in accordance with the academic calendar.

The Principal, IQAC Coordinator, teaching and non-teaching staff members share their ideas regarding the governance of the institution. Monthly staff council meetings provide feedback for informed planning, while year-end faculty evaluations enhance program quality. Non-teaching staff undergo periodic reviews, and continuous feedback from teaching staff and students ensures effective administrative improvement. The inter-face meeting prior to teaching practice, parents meeting, college website, student teachers' hand book, are being designed to transfer the principle of our vision and mission to the stake holders. Different committees, clubs and associations were constituted to carry out the academic, co-curricular and extension activities of the institution. The College Union members plays a major role in organizing and implementing various curricular and co-curricular activities related to the functioning of the College.

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

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

Mount Carmel College of Teacher Education for Women is one of the first premier institution of Kerala established by its parent body St. Teresa's Convent in the Year 1953. Decentralization of administration begins from the parent body itself. The institution follows the practice of adopting the policies of decentralization and participative management for the systematic functioning of the curricular as well as co-curricular aspects pertaining to the B.Ed. and M.Ed Programme. The Governing Body presided by the Manager decides upon the major decisions related to the institution. Administrative system inside the Institution is a great model of decentralization among teacher education institutions all over India.

Principal is the supreme administrator of all teacher education programmes here. They coordinates all curricular, Co-Curricular activities in consultation with other statutory, non-statutory authorities, IQAC co-ordinator and the Principal. Other decisions related to the academic and co-curricular matters are taken up by the Principal with the help of the College Council. Following the meetings of the College Council, various responsibilities are assigned to the different staff members. Internship Coordinator coordinates all the matters regarding School/College Internship spread over various semesters of B.Ed. & M.Ed. Programmes. Extension activities Coordinator strives to create socially responsible citizens and extends the institution to the society. School Adoption Project coordinator designs and implements various projects in the adopted School during the Environmental Day Celebration, Reading Week, Community Living Camp, Onam and Christmas Celebrations etc.

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 maintains transparency in its financial, academic, administrative and other functions in concurrence with the vision and mission of the institution. It's a non-profit organization dedicated for serving the women community. All administrative matters are dealt with based on the Kerala State Rules. The registers and documents related to administrative matters are kept updated and produced at the AG's and D.D Office for auditing according to the queries received.

Financial transactions are carried out by online mode and sufficient proof is maintained by keeping vouchers and receipts. The institution subjects itself to internal and external by DD's audits at regular intervals, ensuring a meticulous examination of financial records.

Academic transparency is an important quality of Mount Carmel College's governance framework. The institution has constituted an external expert committee, mandated to conduct academic and administrative audits.

These systems, designed for the smooth conduct of extension activities and welfare measures, are managed by dedicated committees and subject to periodic audits, ensuring that every rupee is accounted for and serves its intended purpose. All academic matters are carried out as per the guidelines of M.G. University and follows the terms and conditions stipulated by the same. As the College is affiliated to M.G. University, admission is carried out by following its rules and regulations. Proper priority is given to the reservation requirements and in sports quota. Transparency is also ensured while publishing the internal marks and students are given the opportunity to offer their clarifications.

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

6.2 - Strategy Development and Deployment

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

Mount Carmel College of Teacher Education for Women has planned and executed many long term projects in achieving the objectives envisaged in the vision and mission of the Institution.

SCHOOL ADOPTION PROJECT

One among the long term projects envisioned, implemented, still continuing as a project of Mount Carmel College is 'The School Adoption Project'. The institution decided to extend its support to Sr. Alphonsa UP School, Chenamattom since 2018. The School was an uneconomic school due to insufficient student enrollment. This school was under the verge of closure and did not have sufficient number of teachers. Several Programmes were planned and conducted in the adopted school for the last years aimed at raising the standard and student enrollment of the school. Over these years there was a raise in the standard of the school and substantial increase in student enrollment:

INFRASTRUCTURE UPGRADATION OF THE INSTITUTION

As part of improving the infrastructure of the institution to impart quality education to the students several initiatives were planned and implemented. The old tiled roof was upgraded to concrete roofing, new flooring arrangements and additional classrooms were added to the institution. Several technological advancements like RFID and interactive boards were established in the institution. The Institution installed on grid Solar Power system module (9Kw). A new Bio gas plant was installed in the college. A new waste management system was also installed in the institution for the safe disposal of dry waste. A new Office automation software was also installed in the institution.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://mountcarmelcollege.ac.in/igac/about-igac
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.

Mount Carmel College, is an Institution within a decentralized system of administration, ensuring efficiency and effectiveness in its institutional functioning. Principal, who leads and coordinates activities administrative and academic coordinatio within the institution is based on the vision and mission of the institution. The Governing Body of the institution decides upon the policies of the institution. The various duties and responsibilities are assigned to the members within each Committee and Cell. The norms and regulations of Kerala government, UGC, NCTE, and M.G University have been followed in the academic and service rules of both Teaching staff and administrative staff. Recruitment to various Teaching and Non- Teaching staff has been made strictly on merit basishave been followed for all permanent appointments. The appointment of the Government Guest Lecturers have also been undertaken based on merit andhave been carried out by a Committee comprising of the Management representative, Principal and Subject Expert.

The Internal Quality Assurance Cell (IQAC) plays a crucial role in enhancing the quality of the institution by coordinating various improvement activities. Regular staff council meetings, held everymonth, serve as a platform for planning, implementing, and evaluating day-to-day academic activities.

Placement and promotion of the faculty members are being carried out as per Career Advancement Scheme set by UGC. The directions of the Government of Kerala, NCTE are also considered in this regard.

Grievances of various stakeholders are addressed by concerned grievance redressal mechanisms constituted as per the directions of the UGC, Govt. of Kerala and University.

File Description	Documents
Link to organogram on the institutional website	https://mountcarmelcollege.ac.in/public/docs/1690616085-Organogrram.pdf
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

All 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	No File Uploaded

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 Meeting

It was decided during the meeting that the institution should foster the research-mindedness of the teacher trainees. Hencethe Webinar Series 'Carmel Forum' should be continued, so that the teacher trainees could be enlightened by the Seminar presentations of various experts and academicians from the field of education. It was also added that the collaboration with Loreto College, Kolkota, should be continued.

Implementation of the Minutes of the concerned meeting

The B.Ed. and M.Ed. students were given the opportunity to attend a

Virtual Inspirational Talk by Prof. Sandeep Shasthri, Vice Chancellor of Jagran Lake City University on 13-08-2022, based on the topic 'Anxieties and Aspirations of an Emerging Young India' , organized by Loreto College, Kolkata.

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

Some welfare measures were initiated for both teaching and non-teaching staff, so as to provide support and to encourage them to perform their duties in a better manner. The welfare measures adopted for the faculty was to encourage them to pursue their research studies by granting flexibility in the timetable and by providing additional preparation time. Those who attained academic achievements were felicitated and those who retired were felicitated at the time of their retirement.

The welfare measures provided to the non-teaching staff members included providing salary in advance during the time of delay and organizing training programmes.

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

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

2

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

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

08

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	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 College maintains its own performance appraisal system for teaching and non-teaching staff members. The faculty conduct their own evaluation 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 internal assessment, paper setting, conduct of examinations and evaluation of practical work and practicum is also evaluated. Their efforts at enhancing their professional competencies is assessed based on their participation in seminars, workshops and training programmes. The contribution to the field of research like preparation of publications for research journals and edited books is also considered. Their involvement in the organization of co-curricular activities and cultural programmes is also taken into consideration.

The non-teaching staff members are expected to assess themselves based on their current responsibilities. They are also assessed based on their interest in attending 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 financial audit is conducted by the Deputy Directorate of Collegiate Education, Kottayam. The audit process for the period 2022-2023 will be conducted in due course. The College also conducts annual internal audit by a registered Chartered Accountant. The registers and files are kept upto date, so as to avoid errors during the audit process.

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	View File
Any other relevant information	View File

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

1,30,000.00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	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 obtains financial assistance from a humanitarian group named Commander Ommen Foundation, which is a registered Public Charitable Trust functioning in Kottayam, Kerala. This humanitarian group has been supporting almost 6 students of both B.Ed. and M.Ed. Programmes, who belong to economically underprivileged groups in society. The tuition fees of these students are reimbursed from the

financial aid obtained.

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 for certain economically disadvantaged students in the college, who have yet good academic merit. Based on the interest accruing from this fixed deposit, the tuition fees of any one deserving student is paid.

The alumni of the institution have offered their support to the institution through the Alumni Fund, which is kept as a separate bank account.

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 has made commendable efforts for taking up quality assurance strategies. In order to enhance the research-mindedness of the teacher trainees, the Webinar Series 'Carmel Forum' which was initiated earlier, was continued during this period. This was a beneficial programme for the teacher educators and students within and outside the institution for developing more awareness about the innovative trends in the field of education. Thus during this academic year, the Carmel Forum Webinar Series dealt with topics like Gender and Sexuality: An Analysis of LGBTIQ+, Water Resource Management, Life Defining Secrets of Inclusion, Zotero: An Aid in Managing References in Academic Writing etc. Seminars and workshops were conducted based on topics like Family counselling, Marriage Laws and Rights etc. The various Subject Associations had also conducted multidisciplinary training programmes for the students within the institution. An Interface with various Heads of Institutions or Senior teachers were conducted on 13th October 2022, so as to obtain feedback from various stakeholders.

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 done continuous efforts to review its teaching-learning process periodically through its IQAC meetings and related discussions. The Academic Calendar is prepared and its details are provided to the staff members. The procedure to be adopted is provided to the teacher trainees of the B.Ed. and M.Ed. programmes through the Student Handbooks, Timetable, Programme Structure and the syllabus Book. Feedback is collected occasionally from the students, parents, alumni and stakeholders in order to evaluate the credibility of the teaching-learning activities followed in the institution. During the IQAC Meetings, the suggestions made based on the feedback is discussed and steps are adopted to introduce changes and improvements in the teaching-learning process. Various programmes and activities which would help to enhance the life skills of the student trainees were initiated in the B.Ed. and M.Ed. Programme based on the demand of the situation.

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

25

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://mountcarmelcollege.ac.in/igac/about-igac
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mountcarmelcollege.ac.in/igac/about-igac
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 makes a keen note of the incremental improvements that has been attained in the academic as well as the administrative domains of its functioning through various quality assurance initiatives. In keeping with the need to develop a sense of research-mindedness among the teacher trainees, the Webinar Series 'Carmel Forum' was continued during the academic year as well. Innovative topics that were relevant to the present scenario were disseminated and discussed through online as well as offline mode by various educational experts and academicians.

Another innovative effort adopted by the institution was the improvements done in the infrastructural facilities as well as the technological innovations adopted. As part of the improvements to the institution, a permanent concrete roofing was constructed for the building. Several additional classrooms were constructed, so as to accomodate the two batches of B.Ed. students. Some of the rooms were furnished with Interactive Boards, so that both the teachers and students could make use of the internet, to make use of powerpoints, and to use videos and audioclips while teaching. The library was updated withRFID, so that the utilization of the library could be carried out in an effective manner.

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. During the year the Institution installed on grid Solar Power system module (9Kw). Use of star rated appliances and LED bulbs and tubes are practiced. A new Bio gas plant was also installed in the college and produce cooking gas from the food waste. The biogas plant installed at the college hostel produce gas for cooking from the kitchen waste. A new waste management system was also installed in the institution. 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. All students completed MOOC in Organic Farming and practiced compost making using kitchen waste and garden waste.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

The institution installed a new Bio gas plant was also in the college which produces cooking gas from the food waste. A new waste management system was also installed in the institution for the safe disposal of dry waste. The biogas plant installed at the college hostel produce gas for cooking from the kitchen waste. 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. The food waste is also 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. All students completed MOOC in Organic Farming and practiced compost making using kitchen waste and garden waste. 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. The newly installed a office automation system accelerates the efforts of the institution towards paperless

office.

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

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

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	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	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. The newly installed bio gas plant and waste management system ensure the proper disposal of the waste generated in the campus. 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

The institution installed solar panels to meet the energy requirements of the campus. 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 college and hostel performs an efficient management of food-waste generated. Use of cloth banners and cloth/ paper bags are promoted. The newly installed office automation system accelerates the efforts of the institution towards paperless office. E-wastes are part of buy-back-schemes and are replaced with new devices. Old electronic components from the damaged devices are reused as spares for repairs. Green landscaping is done with trees and plants. Indoor plants are grown by the students and are used to decorate the classrooms and premises. Entry of vehicles is restricted inside the campus. Our buildings are made compatible for rain water harvesting.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

383926/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	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. A NSS unit was initiated in the institution (Unit No. 246) and several community service programmes were conducted during the year. The institution continues the monthly webinar series, "Carmel Forum" initiated previous year in order to strengthen its research and extension activities. This webinar is free and 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. Department of Minority Welfare conducted a three day Pathway Social Life Wellness Programme, a workshop on fuel

conservation by Petroleum conservation research association, One day workshop was arranged in collaboration with DSS, students participated in the Inspirational talks of Prof. Sandeep Sasthri and Mr. Derek Obrien conducted online by Loreto College, Kolkata. Our students participated and presented papers in the Inetrnational conference conducted by St, John of God College of Special Education and in the National Seminar conducted by SPS, Mahatma Gandhi University. Our students participate in several inter collegiate competitions and secured several prizes. 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

B. Any 3 of the above

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

7.2 - Best Practices

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

Best Practice 1: Empowered to Serve: Programme for Awakening Social Conscience among Student Teachers

A NSS unit was initiated in the institution (Unit No. 246) and several community service programmes were conducted during the year. Our college conducted various programmes for the students of our adopted school, Sr. Alphonsa U.P. School, Chenamattom. An exhibition on teaching learning aids was arranged for the students of the adopted school. As part of Christmas celebration our students visited the school and distributed gifts. Regular visits are conducted to Abhaya Bhavan and Shanthi Bhavan- home for destitutes. A cloth bank was started in the institution and the clothes collected were distributed to the needy. CARMEX an exhibition on teaching aids was arranged for school students. Carmel Fest Inter school competitions was conducted. Carmel Tailoring centre conducts Tailoring class for marginalized women. Visit to District Jail at kottayam and helped in setting the library. Student teachers conducted various programmes to generate awareness against the use of drugs and AIDS.

Best Practice II: CARMEL FORUM - a free monthly webinar series

Under the auspices of Carmel Forum, 10 sessions were conducted during the year on a variety of topics. Our students got an opportunity to familiarise the process of hosting a webinar. These sessions enlightened the students, research scholars, academicians and public in their journey towards academic excellence. The feedback received from the participants highlighted the right step made by the institution in providing an access to quality education for the public free of cost.

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

7.3 - Institutional Distinctiveness

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

The institution strives for the empowerment of the women teacher trainees as well as the women and children belonging to the marginalized sections of the society. In keeping with the mission of training women for academic excellence, development of skills and character formation, the institution has been engaged in facilitating quality education to make them responsible for the advancement of the society.

Student teachers are trained to enhance communication skills, leadership skills, and concern towards the marginalized through various activities. Self defense and yoga training is given to student trainees. Students conduct webinars, awareness talks and skits for spreading awareness on drug addiction, ragging, sexual harrasment, girl education and abuse. Students extend their hands to help the marginalized women and children in the society. The college organizes several extension activities like regular social visits, free tuition, cloth bank and even runs a tailoring institute for the marginalized women.

UGC career oriented Add on courses and several value added courses are conducted. Seminars/webinars, workshops, training programmes, awareness talks, etc are conducted to develop professional competencies and skills of the student teachers. Carmel Forum

webinar series were arranged for the students and public, A three day Pathway Social Life Wellness Programme was organized by the Department of Minority Welfare. The institution regularly conducts campus placement services . 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	View File