SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MOUNT CARMEL COLLEGE OF TEACHER OF EDUCATION FOR WOMEN

MOUNT CARMEL COLLEGE OF EDUCATION FOR WOMEN MUTTAMBALAM P.O.,KANJIKUZHY KOTTAYAM
686004
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mount Carmel College of Teacher Education for Women established on June 17, 1953 is the first Aided Training College in Kerala. The institution was initially affiliated to University of Kerala and from 1984 onwards it was affiliated to Mahatma Gandhi University, Kottayam.The institution was established by the Carmelite Sisters of Saint Teresa with the objective of bringing Teacher Education at the Secondary level to the doorsteps of the women populace of Central Kerala.

Mount Carmel College of Teacher Education for Women formerly known as Mount Carmel Training College is steered by the vision that education and enlightenment of women is necessary for the progress and wellbeing of the society. Aligned with its vision and mission, the institution aims to offer a life-oriented education that empowers student teachers to contribute to societal transformation, thereby fostering a 'civilization of love' as envisioned and promoted by our foundress, Servant of God Mother Teresa of St. Rose of Lima.

This 70-year-old grant-in-aid college offers B.Ed and M.Ed programmes recognized by NCTE. It has been granted Minority status and is included under Section 2(f) and 12(B) of the UGC Act, 1956. The B.Ed Programme (Aided) and the M.Ed Programme (Unaided) each have an intake capacity of 50 students and are offered with five optional subjects/specializations.

The college is located on a 3.33-acre campus in the heart of Kottayam Municipality. Its proximity to the state highway and railway station provides easy access to transportation, local culture, and amenities. The institution benefits from a distinct locational advantage, being surrounded by schools, higher education institutions, government departments, community centres, hospitals, and religious centers. The college was first accredited by NAAC in 2000 with a 3-star rating and was reaccredited in 2008 with an A Grade (CGPA 3.23).

Vision

Mount Carmel College of Teacher Education for Women , Kottayam, envisions a life-oriented education that empowers the teacher trainees through a humanizing and liberative process, to be agents of transformation and development at different levels of life, with a focus on the formative elements of their lives, as prospective educators and on their integral growth. Enabled and empowered, they respond pro-actively to concerns and conflicts inherent in today`s reality, especially those of women and persons who are unable to exercise their freedom to be human, and work for the integrity of creation. The thrust is in the light of a `civilization of love`- the kingdom of God, as envisaged and promoted by our Foundress, Mother Teresa of St. Rose of Lima.

Mission

MISSION

The institution helps the students to grow in the conviction that to 'educate' is a vocation, with the need to internalize and transmit basic human values. It aims at preparing the student trainees

- To promote a College/ Community/Society/Nation where spiritual, moral and genuine human values are lived and witnessed.
- To contribute to the transformation of society through an openness to reality and to undertake the challenges of being socially conscious and socially responsible.
- To synergise women and those who are prevented from exercising their right to be human, through enlightening them regarding their basic human rights and helping them achieve the same.
- To promote inter-cultural and inter-religious harmony and communion through promoting genuine dialogue in an atmosphere of respect and openness, and to facilitate experiential dialogue, whereby individuals work together for the common good of the human family.
- To facilitate leadership among the students enabling them to be genuinely other-centered, pro-actively enthusiastic, and spiritually and socially motivated towards personal, group and societal liberation.
- To provide quality integral education which is life, vocation and career-oriented and to promote a climate for human and academic excellence with openness to learning, research, and the development of professional skills, so that work towards the empowerment of persons and transformation of society will be fostered.
- To work towards the integrity of creation through being conscious and alert to the state of devastation and destruction of creation and the serious perils humanity is plunged into and to promote programmes/movements that foster inter-connectedness, kinship and eco-justice.

OBJECTIVES

- To promote spiritual , moral and genuine human values
- To cultivate a climate for human and academic excellence
- To undertake the challenges of being socially conscious and socially responsible
- To imbibe leadership skills and exercise their freedom judiciously
- To enlighten and synergize women regarding their basic human rights
- To uphold inter-cultural and inter-religious harmony
- To facilitate action, by which individuals work together for the common good of the society
- To ensure empowerment among individuals through the development of professional competencies and skills
- To foster inter connectedness, kinship and eco- justice
- To be concerned with the welfare of the marginalized and socially disadvantaged

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- First Aided Training College in the State
- Visionary and Supportive Management
- Competent and qualified faculty members
- Social responsiveness
- Commitment to Women's Empowerment
- Distinct locational advantage of the institution
- Achievement of 100% pass rate for B.Ed and M.Ed programmes
- Outstanding performance of students in Teacher Eligibility tests
- Robust and spacious infrastructural facilities
- Effective campus placement services

- Supportive PTA and Alumni

Institutional Weakness

- Absence of funded research projects
- Lack of International collaborations
- Insufficient funding for institutional developmental assistance
- Few faculty publications in UGC CARE listed journals.

Institutional Opportunity

- Conferment of Autonomous Status
- Transition to a multidisciplinary Institution
- Up gradation to a Research Centre in Education
- Scope for increased collaboration and partnerships
- Highly preferred institution for campus recruitment

Institutional Challenge

- Stand alone Institution
- Decreasing demand for the Two year M.Ed Programme
- Delay in the appointment of Non teaching Staff
- Implementation of ITEP in Teacher Education Institutions

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mount Carmel College of Teacher Education for Women integrates the curriculum provided by Mahatma Gandhi University with its vision and mission. The college effectively plans, implements and review the curriculum for the B.Ed. and M.Ed. programme focusing on contributing to national development, fostering global competencies, inculcating a value system and promoting the effective use of technology. The community resources are pooled to enrich the curriculum by involving teachers, administrators, parents, students, community leaders and educational experts of the locality in its planning and delivery phase.

The School Induction and Internship programmes for the B.Ed. and M.Ed. students serve as a rich platform to apply their acquired competencies. Students are engaged in interviewing the eminent personalities, teachers and artists to learn from their wisdom, experience and expertise. Students are provided with chances for library work, newspaper documentation, blog creation, articles writing, portfolio preparation and presentation, SWOT analysis, writing reflective journals which serve as venue to apply the knowledge gained in their classroom environment. Opportunities are provided to our student teachers to conduct school assembly, club activities and exhibitions in schools to apply their organizational skills.

Value Added Courses and Add on Courses are designed by the institution to develop skills and competencies of the student teachers. Value Education Classes and talks by eminent personality and visits to special schools engage our student teachers in contextual and experiential learning. A comparative analysis of the educational systems worldwide provides our students with valuable insights into diverse secondary school curricular approaches and enriches their understanding of global educational dynamics.

The institution provides placement opportunities, school interface programmes, field visits, seminars and conferences to expose the teacher student teachers to the real-world scenario and enhance their understanding of the educational landscape. The institution encourages the students to enroll and complete their massive open online courses through platforms like SWAYAM, COURSERA etc. Our college engages student teachers in community services, outreach programmes and eco-friendly practices. The special thrust given to the need of ethics and social engagement prepares the future student teachers to contribute beyond the classrooms, by promoting a comprehensive approach to their professional role in society. Continuous feedback from stakeholders serves as a guide for refining and improving the curriculum.

Teaching-learning and Evaluation

The institution takes into account the diverse learning needs of the students and their readiness to undergo the teacher education, at entry level. A flexible and multi-modal teaching-learning environment is maintained, so as to promote experiential learning, participative learning, problem-solving methodologies, brainstorming, focus mode discussion and online mode of teaching. In order to ensure the all-round development of the student teachers, efforts are taken for student support and for promoting professionalism by making the students aware of the recent trends and opportunities in education.

The teaching-learning practices focus on achieving the programme outcomes and course outcomes by making use of multiple modalities of instruction. Proper skills are fostered among the students for using ICT and other learning devices for the teaching-learning process. The students develop the confidence to organize academic, cultural, sports and community related events in the school.

The institution has established a well-structured and comprehensive system for monitoring and enhancing the school internship experience for student teachers. Each course within the programme is carefully mapped with the programme outcomes and the course outcomes.

The institution has 10 full-time teachers with Ph.D. degrees out of 12 during the last 5 years. The faculty are encouraged to be academically equipped, technically advanced, professionally competent and updated with recent trends and practices. The IQAC organizes training programmes for the staff and students so as to train them to face the new challenges in the field of education.

The institution ensures that the internal assessment of the student teachers is carried out in a transparent and systematic manner. Proper remediation is provided to the student teachers if the need arises. A structured and systematic mechanism is followed for addressing examination related grievances. An academic calendar is maintained in accordance with the academic schedule prescribed by the affiliating university.

The institution has well-defined programme outcomes which are aligned with the vision and mission of the institution. The institution employs a comprehensive approach to recording and monitoring the progressive performance of the students in both personal and professional attributes, ensuring alignment with the POs and COs.

Infrastructure and Learning Resources

The institution possesses all physical and academic infrastructural facilities to meet the needs of students. The institution encompasses 10 acres of green campus and has a total built up area of 6972.49 m2 spread over 4 blocks. The institution has 21 well-equipped classrooms, 4 spacious seminar halls, 2 auditoriums, library and laboratory facilities.

The institution maintains distinct policies and procedures in up keeping its infrastructural facilities. The college is having high speed internet connectivity with wi-fi facilities which ensures data throughout the campus with a speed of 300 MBPS. The IT infrastructure includes internet sharing with cloud space, e- payment service, digital signature, audio-video devices, CCTV, recording studio etc. The institution has been a front- runner in the use of ICT-enabled teaching tools in its teaching-learning process specially during the time of COVID 19. A variety of platforms and tools like Google Classroom, Zoom, Google Meet, Cisco Webex, Quizzes, Carmel Tube (YouTube Channel) and Telegram are used for taking classes, conducting examinations and for arranging international, national and state level webinars. The college has also installed Institutionalized Learning Management System, a customized implementation of MOODLE (open source) software.

The Library and Information Centre within the institution includes both B.Ed. and M.Ed. Library system. Open-Source Library Management Software KOHA integrated with RFID has been installed for the automation of the entire library services and activities. The library is also equipped with printed as well as online information resources specially DELNET and NLIST programme for the remote access of information. The library provides information for the requirements of the students, faculty, research scholars and also extends its services to the public.

The institution has computer labs, psychology lab and methodology labs for each optional subject. In addition to this, the college has a hostel for students, a guest room, canteen, learning disability resource room, studio, sports ground and courts as well as a centre for yoga and fitness.

The IT policy has been formulated to maintain, secure and ensure legal and appropriate use of information technology and to provide guidelines on the effective use of IT resources.

Student Support and Progression

The institution offers a range of capability building and skill enhancement initiatives for the betterment of the student community. Focus is given on various sectors related to academic, technical and organizational aspects, especially for communicating with persons having disabilities; for developing a seminar or research paper, for e-content development and for online assessment of learning**.**

Support facilities such as vehicle parking, recreational facility, first aid and medical aid, transport, book bank etc. are provided.Various initiatives are in place to address the diverse needs of students, including scholarships for economically disadvantaged students, counselling services, and mentoring opportunities. Additionally, reduced rates towards college fees and hostel facilities are provided to those in need.

 Grievance Redressal Cell organizes awareness and orientation programmes that aid students in addressing their

concerns, and the published statutory instructions in the college website reflects transparency. Student grievances are redressed within a week.

The Career Guidance and Placement Cell plays a crucial role in preparing students for competitive examinations, guiding them toward various professions and better educational opportunities. Regular updates on job opportunities are disseminated through social media.

The institution strives to uplift the capabilities of the students by ensuring the active involvement of students in the functions of the institution through Student Council, which ensures the participation of students in decision-making bodies and subject wise clubs/associations. The Student Council is always active in student related decisions, viz. matters related to student grievances, internship, decisions related to the arrangement of cultural activities, club activities, intramural competitions, college timing, remedial classes, extension activities, college uniform, value-added courses and timings for library work.

The Alumni Association which has been registered, arranges annual meetings to provide former students with the opportunity to reconnect and collaborate. It provides constructive feedback on curricular and co-curricular activities, helping the institution to improve the conduct of the programmes. The Alumni fund is deposited in a separate bank account and is used for improving the infrastructural facilities of the institution. This fund also supports the conduct of various alumni activities and for providing endowments.

Governance, Leadership and Management

The institution deals with a decentralized and participatory mode for its systematic functioning. The staff members are allotted charges of various committees, associations, clubs and other activities to be conducted within the institution. The institution has a unique policy document that delineates the norms, guidelines and regulations that will guide all the members of the institution as well as the stakeholders. A well-delineated strategic plan is followed that encompasses a series of targeted goals for propelling the institution towards the path of excellence.

Several welfare measures have been 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 institution takes the initiative of arranging various training programmes within the institution, and also encourages the staff members to attend seminars, workshops and webinars. The staff members are evaluated annually using a performance appraisal report.

The academic matters are evaluated regularly by conducting an annual academic audit, and by submitting all documents to the university in a timely manner. The administrative matters are conducted in a transparent manner, by submitting all financial documents to the DD and DC. The financial matters are conducted through online mode, especially through e-banking.

The institution has been able to mobilize funds for the functioning of the institution through the contribution of a humanitarian group, alumni as well as certain individuals. The staff have received support from the institution for pursuing their research studies and for providing for membership fees and participation fees for attending seminars and workshops.

The IQAC plans out the action plan for each academic year in order to gauge the strengths and weaknesses and to adopt intervening measures. It fixes benchmarks for preparing outcome-based educational practices. It

arranges feedback surveys in order to assess the needs and requirements of the teacher student teachers and to arrange further improvements in the programmes and activities of the institution. It also conducts a regular appraisal of the existing quality initiatives at the time of the IQAC meetings.

Institutional Values and Best Practices

The institution envisions the empowerment of women and the liberation of society in all aspects of life through education and practices. The institution ensures enhancing 21st century skills through its initiatives, the Carmel Visionary Initiatives for Skills Training and Advancement (Carmel VISTA) and contributes to achieving the Sustainable Development Goals (SDGs).

The institution focusses on its institutional values for promoting an eco-friendly outlook and a basic commitment to the need to protect and sustain the environment. It aims at adopting a strategical viewpoint which includes energy efficiency, waste management, conservation of water and a staunch ethical framework. The staff and students are encouraged to involve themselves in community engagements and activities that are beneficial to the campus and the locality.

The institution has adopted several practices like solar paneling, rain harvesting, bio-gas plant, waste management and preparation of compost. Solar paneling has been installed, so as to reduce the consumption of energy and utilize the energy stored for carrying out the day-to-day activities of the institution.

Rain harvesting equipment has been installed in the campus, so as to collect the rain water and recycle it for the requirements of the institution, as the monsoons are a perennial occurrence in the state of Kerala. The campus also has an open well which is a constant source of clean water for the staff and students in the college.

A bio-gas plant has been installed adjacent to the college building and near the hostel as well. This is an intermittent source of fuel for the heating and cooking purpose that is required both in the college and in the hostel.

The waste that is accumulated is segregated into biodegradable and non-biodegradable materials. Separate bins have been installed at different places for collecting waste materials. Plastic materials are prohibited in the campus.

Many best practices are followed in the institution that has been build up consistently in the last five years. One among them is the conduct of the Carmel Forum, the Webinar Series. These include talks and presentations by eminent academicians as well as some of the alumni and the M.Ed. students of the institution. Another best practice is empowered to serve the Programme for Awakening Social Conscience among Student Teachers.

Research and Outreach Activities

The institution has given ample priority to research, innovation and outreach activities, in addition to the teaching-learning process. The number of research publications have increased considerably as the faculty members have been able to publish research articles in CARE listed journals as well as in peer-reviewed journals. The faculty members have also presented chapters in edited books having academic excellence. The institution is undergoing preparations to start a Research Centre within the campus.

The IQAC has taken the initiative to organize several seminars and workshops during the assessment period. The institution often arranges training programmes and activities for the staff members. Institution provides in house support to the staff members for conducting doctoral studies and research projects.

During the Covid pandemic period, the institution had organized webinars for the teaching community and the student teachers. A series of webinars titled Carmel Forum was organized for instilling a sense of research-oriented nature among the teacher educators and student teachers within and outside the institution.

The institution has an annual peer reviewed journal of Education "Carmel Graphics" (ISSN 2320-7299). Most of the teaching staff have published their research papers in this journal regularly. In addition to this, research articles from teacher educators, research scholars and students are invited every year.

The institution has organized several extension activities in order to sensitize the student community about various issues and challenges happening in society. School adoption, visits to old age homes, District Sub Jail and special schools, free tuition, Carmel Fest- interschool competitions, Carmex exhibition of teaching learning materials, Carmel cloth bank and community research projects opportunities to serve society, inculcate social responsibility and help students to be compassionate and empathetic.

The institution has collaboration and has signed MoUs with various educational institutions and non-governmental agencies for arranging various programmes and activities that are of importance for enhancing educational quality, promoting community engagement, fostering research and innovation, and supporting the overall development of students and faculty.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MOUNT CARMEL COLLEGE OF TEACHER OF EDUCATION FOR WOMEN
Address	Mount Carmel College of Education for Women Muttambalam P.O.,Kanjikuzhy Kottayam
City	KOTTAYAM
State	Kerala
Pin	686004
Website	www.mountcarmelcollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Dr. Suma Joseph	0481-2573120	9447242200	-	drsumajoseph@gmail.com
IQAC / CIQA coordinator	Liz Kuriakose	0481-2575820	9495202682	-	liz.vinsoncl@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority certificate.pdf
If Yes, Specify minority status	
Religious	Christian Latin Catholic
Linguistic	
Any Other	

Establishment Details		

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-06-1996	View Document
12B of UGC	30-06-1996	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	20-05-2015	109	NCTE recognition is valid for both BEd and MEd Degree Programmes

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Mount Carmel College of Education for Women Muttambalam P.O.,Kanjikuzhy Kottayam	Urban	3.33	6679.12

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education,English Mathematics Physical Science Natural Science Social Science	24	Degree	English	50	50
PG	MEd,Education,English Mathematics Science Social Science IT	24	B.Ed	English	50	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				1				5			
Recruited	0	2	0	2	0	1	0	1	0	5	0	5
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				2			
Recruited	0	0	0	0	0	2	0	2	0	2	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	0	8	0	8
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	1	0	0	2	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	50	0	0	0	50
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	7	0	0	0	7
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	8	9	7	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	2	2	2
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	19	22	19	15
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	28	25	31	27
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	3	1	3
	Others	0	0	0	0
Total		57	61	60	54

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institution currently offers two year B.Ed and M.Ed programmes with specializations in multiple disciplines. In tune with NEP 2020 the Institution plans to introduce four year Integrated Teacher Education Programme (ITEP). As a preparatory step, the institution is renovating and extending its existing infrastructural facilities to accelerate the efforts to get transformed into a holistic multidisciplinary one. The Curriculum of the B.Ed and M.Ed programmes includes multidisciplinary and subject-specific courses. As professional programmes, they emphasize field engagement through college-based, school-based, and community-based practical work. The add on and value added courses offered are multidisciplinary allowing students to choose based on their individual interests. The college actively seeks to remove the boundaries between arts and science optional subjects by organizing extracurricular, co-curricular, and community service activities that integrate various disciplines. The college gives top priority on multidisciplinary and interdisciplinary seminars and workshops to achieve its goal of providing a holistic education. The college encourages and supports students to enroll in massive open online courses across diverse fields offered by SWAYAM, Coursera, and Mahatma Gandhi University. Moreover, the faculty and students of the institution possess expertise and qualifications in multiple disciplines.
2. Academic bank of credits (ABC):	The institution is committed to initiate academic Bank of Credits as proposed in NEP 2020. As an affiliated institution, we are waiting for the directions from the affiliating University. Currently, the institution is not registered under the Academic Bank of Credits. A nodal officer has been appointed to follow the instructions from the university and UGC to take appropriate measures. We have decided to raise awareness among staff and students about starting their Digilocker accounts and to obtain their ABC id as a preparatory step. Additionally, we encourage our students to enroll in and complete MOOCs through platforms like SWAYAM, COURSERA etc.
3. Skill development:	The shift towards skill-based education as per the New Education Policy is in line with the vision of the Institution to impart a life oriented education that

enhances employability, teaching competence and holistic development of the student teachers. The institution has been engaged in facilitating quality education programmes to enhance life skills, vocational skills, reflective thinking skills and 21st century skills required for the teaching profession. Apart from the theoretical and practical courses prescribed in the curriculum, the institution conducts UGC sponsored career oriented Add on courses in Counsellor training and Computer applications. Value added courses in Arts and craft, Fabrication of eco friendly products, Tailoring and embroidery, yoga and fitness, Digital skills, communicative English and understanding India are conducted. The institution collaborated with Coursera and initiated MCCTE- COURSERA learning programme to provide opportunity for the students and public to gain access to various courses and to secure MOOC certificates free of cost during the time of Covid -19 pandemic. Several orientation classes, awareness talks, webinars, seminars, workshops, and training sessions have been organized for student teachers to develop their professional skills. Students have successfully completed massive open online courses offered by SWAYAM, Coursera and other platforms. Engaging in projects, surveys, journal article preparation, paper presentations in seminars and conferences, and article publications in research journals further develop research skills among student teachers. The institution has collaborated with Mahatma Gandhi National Council of Rural Education, Hyderabad, and participated in the Vocational Education Nai Talim Experiential Learning (VENTEL) Action Plan. Various activities under the sub themes Vocational Education, Self-Reliance activities, Swachtha and Health Related & Community Engagement activities were planned and implemented. The institution plans and implements several extension activities for the development of humanistic, ethical and universal human values among student teachers. The institution organized a one week online Summer Camp ESPERANTO for the inmates of Children's Home under the care of Carmelite Sisters of St. Teresa. Weekly visits to Abhaya Bhavan and community extension programmes generate 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. Occasionally student teachers provide service at Navajeevan Charitable trust and Ashraya Trust - rehabilitation centre for patients of Kottayam Medical College. Visits are occasionally arranged to blind school, schools for intellectually disabled, physically handicapped and Government Children's home for Boys.
4. 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. Different arts forms in India and Kerala, significance of Indian literature, classical and folk music, dance and drama in promoting the rich heritage of India, significance of national anthem, national song and patriotic songs , cultural values and Indian languages are discussed among student teachers. Student teachers during the Internship conduct classes on different art forms, cultural heritage of India and national integration. They also conduct interviews with a local folk artist and an eminent teacher. Mentoring, remedial teaching, reflective thinking, debates, discussions, and other pedagogical practices adopted align with traditional Indian educational practices. Projects on Vedic mathematics, traditional medicine, and medicinal plants provide students with knowledge of Indian traditional systems. The value added courses conducted in Arts and Crafts, Fabrication of Eco friendly products, Understanding India, yoga and fitness help to preserve and propagate traditional Indian knowledge. 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. Part time faculty in fine arts and performing arts were appointed to train the students in traditional art forms. Training is provided 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. As part of Azadi Ka Amrit Mahotsav, the preparation of a document on the history of the locality of the institution helped students gain a deeper understanding of the local history, culture, and heritage.
5. 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 outcomes (PO's) & Course outcomes (CO's). During the student orientation programme, the programme and course outcomes are clearly explained to the students. These outcomes are also displayed in the handbook, on the website, and in classrooms. At the start of each semester, course coordinators explain the respective course outcomes and the process of evaluating these outcomes to the students. The teachers do the mapping of the Programme outcomes with the respective Course outcomes. Module 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 PO's and CO's are analysed and the remediation programmes are chalked out.
6. Distance education/online education:	The Covid pandemic accelerated the efforts of the institution to integrate technology in the teaching learning process. Training programmes/ workshops were organized in the institution for the faculty members to use digital technology in teaching. Live classes were conducted through platforms like Zoom, webex, google meet etc. Teachers participated in several webinars and online workshops for developing their digital skills. Students were also provided necessary training in intergrating

technology in the teaching learning process. An online course in Video content creation conducted by the institution helped the students to become proficient in using various video content creation tools and editing softwares available for laptops and smartphones. The institution collaborated with Coursera and initiated MCCTE- COURSERA learning programme to provide opportunity for the students and public to gain access to various courses and to secure MOOC certificates free of cost during the Covid pandemic. Students are encouraged to enroll in online courses offered by the SWAYAM platform. First-year B.Ed students are specifically motivated to take a MOOC course in Organic Farming offered by the parent University. In line with the institution's preparation for the implementation of NEP 2020, a MOODLE LMS has been initiated. The institution is also planning to offer online courses through the Moodle platform.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been established in our college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC of the college has two faculty in charges, Dr. Mary Sheba Jose and Dr. Liz Kuriakose as co-ordinators and Ms. Lekshmi Sreekumar(II year B.Ed Social Science) as the student coordinator. The ELC is functional and truly representative in character
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The College Union Elections held annually, offer students firsthand experience with the election process as voters. The college conducts the union election in the Presidential mode so that each student can exercise their right to vote. This will help students understand the democratic process, develop a sense of civic responsibility, and gain practical experience in participating in elections. Prior to the College Union election, as well as elections to the Lok Sabha, Legislative Assembly, and Local Self-Government, the ELC conscientises students about their rights, responsibilities, and the importance of informed voting. Additionally, NSS volunteers have served as booth-level assistants during the by-election held for the Puthupally Assembly

	constituency.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college implements several commendable practices to promote civic awareness and responsibility among students. A remarkable initiative implemented by the college is the daily recitation of the Preamble of the Indian Constitution during the morning assembly. The Morning Assembly also includes a news reading session that provides students with up-to-date information related to voting process and elections, ensuring they are well-informed about the democratic process. The college encourages students to carry out research projects on topics civic literacy, awareness on fundamental duties and responsibilities and Human rights awareness. The topics like Indian constitution, directive principles, fundamental Rights and Duties included in the curriculum are dealt comprehensively to provide an in-depth understanding of these essential concepts. The students also prepare models related to voting machines as part of their school based practical work. The college celebrates Independence Day, constitution day, voter's day, re-dedication day, national integration day and Independence Day to foster a sense of patriotism, civic responsibility, and national unity among students. Each year, our students actively participate in the State-level seminar on Human Rights, organized by the Human Rights Protection Council. During this event, they present seminar papers on a theme selected for that year. This provides our students with a platform to showcase their research and insights on human rights issues and to have meaningful discussions with peers, experts, and advocates in the field. Through these activities, the college effectively promotes civic awareness and engagement among its students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students enroll in the B.Ed and M.Ed programmes after completing their graduation or post-graduation. They are over 21 years old and are already registered as voters on the electoral roll. Most of them have participated in elections and exercised their right to vote. During the admission process, students are asked about their voter registration status and encouragement is given to those who are not yet enrolled to join the voters' list. The Electoral Literacy Club (ELC) will monitor this initiative to ensure that all students are registered on the voters' list.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
116	121	111	109	106

File Description	Document
Institutional data in prescribed format	[View Document](#)
Other Upload Files	
1	[View Document](#)

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	40

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

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1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
59	60	51	55	51

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
59	60	50	54	51

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
57	61	60	54	55

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	11	12	12

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	11	12	12

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
27.93	33.85	19.19	81.02	61.11

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 58

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

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4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The systematic procedure for effective Curriculum Transaction in the institution involves the following:

1. Curricular Planning

The curricular aspects of the college are governed by university regulations.

- Curriculum planning committee meets at the start of every academic year to chalk out the year plan, based on the feedback on curriculum from the stakeholders and in accordance with the local and global needs.
- The staff council in the beginning of the year decide upon the curricular and co-curricular activities.
- The student council, various clubs, committees, associations and cells also plays a part in planning and executing the curriculum.
- Regular meetings of the IQAC, staff Council, In House Planning Committee and Examination Committee ensure effective Planning, delivery and evaluation of curriculum.

2. Curriculum Implementation

Curriculum implementation involves the following:

- On the basis of feedback obtained from students and other stakeholders including Alumni and interface meeting with teaching practice schools, corrective measures are introduced, a comprehensive evaluation are collected and shortcomings are rectified properly.
- Curriculum implemented effectively through discussions, lecture-cumdemonstration, seminars, debates, assignments and group presentations.
- Novel learning strategies like community living camp, case studies, peer tutoring, project related studies, ICT based teaching learning and various educational surveys are done.
- Micro-teaching classes, discussion, demonstration and criticism classes, school induction and internship programme, classes on value education, online mode of teaching-learning, submission and evaluation are also organised.
- Meetings of In-house Curriculum Planning Committee are held thrice a year, incorporating midcourse corrections.
- Effective curriculum transaction takes place based on an annual plan, hand book and calendar.
- The co-curricular activities include realisation of local and global objectives.
- For the fruitful completion of M.Ed. dissertations, expert advice is included through conduct of

workshops and interacting with experts.

3. Evaluating and updating the curriculum to align with the local Context

- The community resources are pooled to enrich the curriculum by involving teachers, administrators, parents, students, community leaders and education experts of the locality in its planning and delivery phase.
- Theory classes for B.Ed. and M.Ed. are supplemented with contextual and experiential learning by engaging students in visiting adapted school, Special School of the visually Challenged, DIET, Higher Secondary, High School, U.P., L.P. Schools of the locality and visit nearby old age home (Abhayabhavan) every week.
- Induction programme helps the students to familiarize themselves with the novel aspects of the teacher education curriculum.
- Interaction with the school teachers are arranged for students annually before the commencement of internship programmes help students to identify the gap in existing practice and measures are taken to rectify the same.
- Students are engaged in interviewing the eminent personalities -teachers and artists to learn from their wisdom experience and expertise
- Engaging students on local resources like field trips, surveys, projects are organized for experiential learning.
- Student teachers are trained to be proactive to the social issues like Drug Abuse, ,AIDS, Climate Change by engaging them in community based awareness campaigns., flash mob, rally human chain etc.

Proper planning, preparation, execution and evaluation of pedagogic and learning activities are conducted systematically to achieve the goal of curriculum transaction effectively.

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

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 last completed academic year

1.   **Faculty of the institution**

2.   **Head/Principal of the institution**

3.   **Schools including Practice teaching schools**

4.   **Employers**

5.   **Experts**

6.   **Students**

7.   **Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1.   **Website of the Institution**

2.   **Prospectus**

3.   **Student induction programme**

4.   **Orientation programme for teachers**

Response: C. Any 2 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

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

Response: 38.24

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	13	12	12

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	34	34	34

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 5.6

1.2.2.1 **Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	3	5	6

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 54.53

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	84	50	73

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 36.77

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
48	50	48	50	11

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

Our college adheres to the curriculum set forth by Mahatma Gandhi University, with a commitment to delivering a comprehensive and effective educational experience to ensure the attainment of necessary skills, knowledge, values, attitudes and confidence by the students as they venture out to the teaching profession.

The following aspects are taken care of enriching the curriculum.

1. **A fundamental or coherent understanding of the field of Teacher Education**

- 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.
- Well-arranged theory, practicum and practical sessions on Philosophical, Psychological, Sociological Technological and Pedagogical perspectives of education is arranged in four semesters to ground our students in the art of teaching and learning.

- Workshops, Webinars, Seminars and Conferences at State and National level are organized on relevant topics and student's participation is ensured by enrolling them free.
- Seminars, workshops, Group discussions, brainstorming sessions and debates are conducted for acquiring comprehensive view of the discipline.
- Students are provided opportunity to interview eminent teachers of their locality and gain wide knowledge from their experience.
- Classes on professional ethics, duties and responsibilities of a teacher are also included in the fourth Semester.
- Value added Courses are designed and delivered at our college to help bridge the gaps in the existing Teacher Education curriculum.
- Students are engaged in projects, surveys, action research, reviewing of journals, writing reflections, preparing articles and very especially M.Ed. students are actively involved in their thesis to develop research skills required for a teacher.

1. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

- Students in the B.Ed. Programme are engaged in peer evaluation during micro teaching, link practice, criticism classes and internship programme to develop the skill of assessment and evaluation.
- Hands own training is provided to develop teaching skills through micro teaching sessions and link practice in the first semester of the B.Ed. Programme.
- Discussion on Lesson Plans, Demonstration classes and Criticism classes are arranged to equip our students for the school induction and internship programme.
- Students are engaged in Induction and internship programmes in the Secondary and Higher Secondary schools.
- M.Ed. students are sent to DIET, Primary and Secondary school and B.Ed. class for class observation and to master the skill of evaluation.
- Special School visit for the M.Ed. students are arranged to understand the differences in its functioning.
- Workshop on theatre and art education is arranged every year for student teachers to integrate art and drama in classroom teaching and enhance student learning.
- Workshop on use of Micro teaching lab, Interactive board, ICT tools and SUPW are conducted during the first Semester.
- In the third semester workshop on teaching aids for student teachers is organized to develop skills for preparing and using innovative teaching aids for students across various subjects and grade levels.
- Student teachers are given hands-on training in the conduct of daily assembly, sports activities, art festivals, fieldtrips, study tours and community living camp under the guidance of the teacher educator to develop and enhance their ability to facilitate diverse extracurricular experiences for students.
- Training in documentary film preparation is provided for student teachers every year to equip them with multimedia literacy skills and enable them to create engaging educational resources.

2. Capability to extrapolate from what one has learnt and apply acquired competencies

- School Induction and Internship programme for the B.Ed. Students as well as the school Internship and observation for the M.Ed. students serve as a rich platform to apply their acquired

competencies.

- Assessment practices involving peer evaluation, achievement test, diagnostic test, assignment correction of school students provide adequate and ample opportunity for applying the assessment practices.
- Students are assigned to conduct child study which provides them with enough opportunity to apply their knowledge they have gained from the classes on Child Psychology.
- Engaging our B. Ed. trainees in conduct of Institutional Case Study, Surveys, Action research, Projects and Dissertation by M. Ed. students enable them with the opportunity to explore their learned facts on research.
- Students are engaged in set up libraries and laboratories in schools based on the knowledge they had received for the same from their theory classes.
- Opportunities are provided to our trainees to conduct school Assembly, Club Activities and Exhibitions in schools to expertise their organizational skills.
- Students are provided with chances for library work, newspaper documentation, blog creation, articles writing, reviewing journals, portfolio preparation and presentation, SWOT analysis, writing reflective journals serve as venue to apply their knowledge gained in their classroom environment.

3. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

- Value Added Course on Understanding India, Yoga and fitness, Arts and craft, Tailoring and embroidery, Fabrication of eco friendly products, Communicative English and Digital skills of prospective teachers are designed by our institute to develop skills and competencies of our teacher trainees.
- Opportunities are provided to students to conduct Morning Assembly, Arts day, Sports day, Talents day, Food fest and various club activities to nurture Emotional Intelligence and social skills.
- Value Education Classes and talks by eminent personality are organized periodically for our trainees and they are engaged in Contextual and experiential learning by visiting special schools on visually challenged which help them to develop empathy and inclusivity and skills to effectively communicate with diverse individuals.
- Reflective Journaling is an integral part of the curriculum at our institute that develops in our teacher trainees reflective thinking skills and Critical thinking skills.
- Students are provided opportunities to organize Community Living Camp, field trips, study tours under the guidance of a teacher in charge and this helps them to develop Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, competencies for Collaboration with others.
- 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	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Our institution has designed and familiarizes our prospective teachers with the following activities for effective curriculum transaction:

1. Development of School System

- Teacher trainees are familiarized with the theory and practical assessment techniques as part of their course work and they refer Textbooks State /CBSC is available in the college library.
- Talks by experts on various educational policies is planned and delivered every year.
- Teacher trainees are asked to interviews an Eminent Teacher of their locality to gain practical insights on their experiences, challenges and successes in the educational system.
- Group Discussions are conducted on the Indian Education system.

2. Functioning of various Boards of School Education

- Interaction with Experts from DIET, SCERT of other states is arranged.
- Field visits are arranged to different types of schools (special schools) and education centers (DIET) in the locality.
- Teacher trainees are asked to make a comparative analysis of the State and Private control of Education.
- Teacher trainees are motivated to prepare a Case study of schools of the three Boards (ICSE, CBSE and State) during the Induction Programme in B. Ed. Curriculum.

3. Functional differences among various Boards of School Education

- Content Analysis of Syllabus of State, CBSE and ICSE to understand the differences in the approach of the three Boards of schools is provided to the students through peer tutoring sessions and seminars.
- Interaction with Educators of schools of CBSE, ICSE and State and abroad are arranged.
- Critical analysis of the existing curriculum at various levels Elementary, Secondary and Senior

Secondary is an integral part of the pedagogy assignment.
- 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.

4. Assessment Systems

- Organize workshops for preparation and administration of different assessment tools like achievement test, diagnostic test, self-assessment tools, Rubrics, enquiry forms and psychological tools.
- Teacher trainees are encouraged to use Modern Trends in Assessment and Evaluation during their School Internship Programme.
- Teacher trainees undertake peer evaluation during micro teaching, link practice, criticism classes and internship programme.

5. Norms and Standards

- The School Internship programme during the III semester of the B.Ed. Programme provides an understanding of the norms and standards of the various boards of Education at different levels.
- The Internship programme of the M.Ed. students provides them an understanding of the norms and standards of boards of education at different levels starting from primary to Secondary Teacher Education Institutions.

6. State-wise Variations

- Orientation given to Teacher trainees about various organizations/Agencies in Educations and they discuss and interact among their peers to understand their role in setting standards and norms of education.
- M.Ed. trainees are motivated to gain research exposure. They develop research aptitude through their dissertation work.
- Philosophy and Sociological Foundations included in M. Ed. Programme, familiarizes them the 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.

7. An international and Comparative Perspective

- Interaction with Experts and Educators from abroad is arranged for teacher trainees especially during placement programme to gain wider perspectives of school systems.
- Teacher trainees Participate in International webinars and conferences to get an international and comparative perspective of the educational system.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The experiential curriculum presents numerous opportunities for prospective teachers to develop a wide range of skills and competencies. These include activities such as:

1. Development of Comprehensive Perspective - interconnectedness of the various learning engagements

- Micro-teaching, familiarizing trainees with subject-specific terminology, analysing question patterns, referencing content, reviewing articles of different nature and preparing learning resources. Furthermore, workshops on emerging pedagogical trends like Art Integration, Theatre and Drama and ICT are conducted to stay current with various learning engagements..
- 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.
- The institution employs a multifaceted approach, incorporating various initiatives such as Curriculum Delivery and Pedagogy, Skill Development Training, Certification Programs, Workshops and Webinars.
- Visits to teacher training institutes, workshops on in-service teacher training module preparation, academic writing and statistical analysis further enhance the skills and competencies of prospective teacher educators.
- Students also visit special schools and engage with children with special needs that fosters their emotional intelligence and mental well being.
- The college encourages each student to plan and present ideas in **YIP** (Young Innovators Program), promoting the development of confidence and communication skills among prospective teachers.

2. Curriculum Enrichment

- The curriculum places a strong emphasis on students' mental health and soft skill development.

Activities such as Yoga, community living camp, self-awareness sessions, field trips and communitybased fieldwork contribute to these goals.

- Value-Added Classes and Courses further enrich their learning experience, while the celebration of National and International Days instils a global perspective.
- Practical knowledge on conducting research and reporting findings is imparted through dissertation work .
- To facilitate curriculum enrichment, students are provided with exposure-based learning opportunities, including social visits, school adoption initiatives, 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.
- Seminars, internships, peer teaching and workshops on soft skills and yoga sessions contribute to the cultivation of strong interpersonal skills, encompassing communication, collaboration, empathy, as well as physical and mental well-being.
- Training in SWOT analysis, formulation of personal vision and mission statements, reviewing journals, writing articles, conducting projects, case studies and action research enhances research skills, emphasizing the role of teachers as researchers.

3. Enhancement of Academic Excellence for their professional field

- 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.
- We encourage our students to enroll and complete MOOCs through platforms like SWAYAM.
- Prospective teachers learn professional ethics, duties and responsibilities for ethical teaching practices.
- Our college engages trainees in community services, outreach programs and eco-friendly practices.
- Orientation on women's rights, POSCO rules, drug addiction awareness and classes on first aid contribute to holistic development of teacher trainees.
- Special thrust given on ethics and social engagement prepares educators who contribute beyond classrooms, promoting a comprehensive approach to their professional role in the society.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

    1. **Students**
    2. **Teachers**
    3. **Employers**
    4. **Alumni**
    5. **Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 57.4

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 47

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
19	23	20	19	13

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Any other relevant information	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

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..

Response:

The entry-level assessments help to identify the diverse learning needs of students, their level of readiness to undergo teacher education programme and to provide appropriate adequate academic support to students at the right time.

Identification of Diverse Learning needs of Students

- Assessment at entry level is done with respect to Teaching Aptitude, English Language Proficiency, Computer Literacyand Aptitue test for Guidance and Counselling for the newly admitted students of the B. Ed Programme. Similarly for the students of the M. Ed programme, entry-level assessment includes the tests for English Language Proficiency, Computer Literacy and Research Aptitude. Based on the scores obtained, students are identified as the low, average and high performers.
- Face to face interview with the Principal and interaction with the students and guardian at the time of Admission and meeting of faculty members with students and guardians during the certificate verification process helps to gather information about academic performance, personal details, socio economic background and demographic details, interests, hobbies, achievements, aspirations and expectations from the programme.
- Conducting Ice breaking sessions, Fresher's day and Talents Day
- Participation in co-curricular activities helps to analyse skills such as leadership, teamwork, communication, problem-solving, self-confidence, sense of responsibility and commitment.
- Students are divided into different cultural groups and subject groups. Performance of the students in the group wise activities and programmes are monitored and assessed.
- Collection of student profile
- Class tests/ internal examinations
- Mentoring sessions

Readiness to undergo Professional Education Programme

- Analysing the performance of students in the entry level tests
- Preparation of ICT learning resources and Integrating ICT in teaching learning process
- Assessing teaching skills through Microteaching, Link practices, and Criticism lessons
- Assessing content knowledge, pedagogical knowledge and pedagogical content knowledge through class test/internal tests, peer tutoring, seminars and classroom teaching
- Reflective journaling

Academic support provided to students

- Value added certificate courses and UGC-sponsored add on courses in Computer Applications and Counsellor Training
- Peer tutoring
- Mentoring and Counselling supports
- Planning and conducting remedial and enrichment programmes for the low performers
- Conducting Continuous and comprehensive evaluation
- Training in using smart board and digital tools.
- Opportunity to organize and conduct academic, co-curricular and extension activities.
- Opportunity to develop communication skills through morning assembly by sharing thought for the day and News reading.

- Frequent feedback from the teacher educators at the preparation level and constructive feedback and suggestions from both the teacher educator and mentor teacher at the time of school induction and internship
- Preparation and administration of various tools for evaluation, such as achievement tests, unit tests, and self-assessment tools
- Reflective practices such as reflection notes, reflective journals and SWOT analysis
- To enhance the teaching and research skills of the M. Ed students the institution organizes various programmes such as Field internships, interactive sessions on research related topics, conducting classes on preparation of research tools, analysis and interpretation of data, and research methods.
- Opportunity to present papers in seminars and to publish research articles
- Seminars, awareness classes and orientation programmes for the student teachers
- Training in Integrating techno-pedagogical skills in teaching.
- Support services and accessibility accommodations to promote inclusivity.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 9.67

2.2.4.1 **Number of mentors in the Institution**

Response: 12

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The institution plays a pivotal role in maintaining a flexible and multi-modal teaching-learning environment, catering to the diverse learning styles of students. The various modes of teaching and learning implemented include:

Experiential Learning

- The preparation for teaching at the institutional level encompasses experiential learning through Micro teaching sessions, link practice, criticism lessons, preparation of unit plan, preparation of teaching aids and ICT resource materials for school children.
- The practice teaching sessions offer experiential learning opportunities for trainees, allowing them to gain firsthand experience in the field and develop their teaching skills.
- Field trips, creating portfolios, reflective practices, surveys, certificate courses, participation in webinars, extension activities, conducting interviews, organizing and conducting competitions, participation in cultural programmes, theatre practice offer firsthand experience
- Preparation and administration of achievement test, diagnostic test, preparation of self assessment tools for students, conduct of case study, action research, surveys and projects help to enhance their understanding of assessment techniques, enable them to identify individual student needs and foster their research skills
- SUPW, Art and Drama, Yoga, Physical Education, communicative English, planning and conducting community living camp, study tours, field visits and extension activities fosters self-reliance among student teachers in their preparation for the teaching profession.

Participative Learning

- The student teachers participate in group discussions, cooperative learning, peer tutoring, group projects, group presentations, club activities, group competitions, debates, documentaries, short films, brainstorming, community living camps, educational tours, extension activities, practicum and practical works nurture critical thinking, reflective thinking, enhance communication, self confidence, and active involvement in students.

Problem Solving Methodologies

- Trainees engage in projects, action research, reflective journal writing, and the creation of concept maps, mind maps, and creative writing. They also prepare journal articles, conduct SWOT analyses, define their vision and mission as teachers, participate in group discussions, and engage in brainstorming sessions. These activities foster the development of problem-solving skills, and learner autonomy.

Brainstorming Session

During the preparation of lesson plans, selection of topics for projects and dissertations, creation of improvised teaching aids, innovative charts, ICT resource materials, socially useful and productive works, selection of themes for educational documentaries, short films, and community living camp, student teachers generate creative ideas. They demonstrate openness to different perspectives, foster collaboration, and enhance their problem-solving skills.

Focus group discussion

Focus group discussions assist in developing effective lesson plans, finalizing topics for projects and dissertations, organizing theme-related activities for community living camps, and developing scripts for educational documentaries and short films. These discussions facilitate idea generation, integration of diverse perspectives and collaborative decision-making.

Online mode

For online teaching ZOOM, WebeX and Google Meet platforms were used. Google classrooms were used to manage the learning of the students. The teaching practice sessions were conducted online during pandemic. Assessments were conducted online and students were encouraged to undertake courses offered through SWAYAM, MOODLE and Coursera platforms. Academic Communication with the students was done through whatsapp groups. Blogs were created by students and several teaching learning materials were uploaded in the blog. Digital albums, ICT enabled learning material, short films and documentaries prepared were helpful in fostering ICT skills of students. UGC sponsored career oriented add-on Certificate and Diploma courses in Computer Applications are also offered for students. Webinars, online training programmes on academically relevant topics were conducted for open, free and flexible learning.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	11	12	12

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

2.3.3.1 **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 116

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

To ensure the all round development of the student teachers efforts are taken for student support and continuous mentoring for teamwork and collaboration, addressing student diversity, managing and coping with stress, professionalism, and making them aware of recent trends and opportunities in education. Institution guarantees the molding of student teachers as well equipped 21st century teachers.

- **Working in teams:** Adequate opportunities, support and guidance are given to student teachers while working with the group activities such as the morning assembly, cultural programmes, extension activities, collaborative tasks, sports and games, community living camps, field trips, study tour, organizing, conducting and participating in competitions etc.where students need collaboration,

- **Dealing with student diversity:** Students are given orientation towards learner diversities, inclusive classrooms and differentiated instructional strategies. An interface with school teachers and frequent visits to the adopted school helps the student teachers become aware about the nature of students at each school where they were sent for school internship, and prepare for culturally responsive teaching strategies and student teachers during the school internship identify the learning problems of the students in their classes, conduct case study and sociometry. Students are given training in construction and administration of diagnostic tests and remedial instruction. Visits to special schools are occasionally organized .

- **Conduct of self with colleagues and authorities:** Students are given orientation towards the institution, its vision and mission, code of conduct expected from students, need for respectful communication and behavior, and taking ownership of failures while working in a group. The various programmes and activities organized in the institution provide opportunities for the students to interact and work with colleagues and authorities. Classes on Professional ethics, accountability of teachers are also conducted. School based practicals provide opportunities to interact with school students, teachers and authorities, get support from mentor teacher/s and practice professionalism.

- **Balancing home and work stress:** Institution ensures the wellbeing of the students by

considering the socio-economic background, cultural diversity, linguistic diversity, students with permanent and temporary disability, health issues, family background, the roles students play in the family, in the institution, and in the teaching practice schools, exam stress and fear of completing practical works on time, and transition of roles during the programme. Open discussions with the mentor teacher help student teachers share their concerns as parents, married women, separated or divorced, and their marital status. Family Life Education classes, four days pre marital counselling course in collaboration with Directorate of Minority Welfare, Government of Kerala, add on certificate course in counsellor training, personal counseling, practicing peer counseling, encourages self reflective practices, advising self learning courses, special care and support by the mentors help students to balance home and work stress.

- **Keeping oneself abreast with recent developments in education and life:** Awareness classes, workshops, seminars and webinars are conducted in the institution to update students' knowledge regarding recent developments beneficial to both personal and professional life. The recent advancements in the education field including technology, innovative strategies for research and teaching, inclusiveness, policies and practices through varied programmes like expert talks, movie reviewing, morning assembly, conducting value added courses on digital skills for prospective teachers.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.7

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

Response:

The curriculum transaction in the college is basically experiential, participatory and learner-centered. The college has designed various programmes and activities to cultivate creativity, innovation, intellectual and critical thinking skills, empathy, and life skills in students throughout the teaching and learning process.

The teaching learning practices focus on achieving the POs and COs. Multiple modalities of instruction like think pair share, cooperative learning, brainstorming, debates, peer tutoring, concept mapping, small group discussions, reflective journaling, dramatization, projects, role play, ICT integrated teaching, etc. are used. The preparation of improvised aids, student portfolio, lesson plans, Practical works, blogs, ICT Oriented Lessons, Activity Oriented Classes, digital album, short films, documentaries, E-Content Preparation, dissertations etc. nurtures creativity, innovativeness, intellectual and thinking skills among students. Daily morning assembly, thought of the day, common prayer and singing, SUPW, Arts fest, celebrations of days of importance, club activities, drama and art in education, Creative writing, social visits, Community Extension activities, community living camp, educational tours, field trips, value added courses are helpful in developing empathy, life skills and social responsibility among students.

Case I: Initiatives for nurturing Creativity, innovativeness and thinking skills among student teachers

- Preparation of lesson plans and
- Designing and developing teaching-learning materials appropriate to the learners
- Development of ICT-integrated learning resources for school students
- Designing and creating blogs
- Preparation of video lessons
- Preparation of digital album
- Preparation of learning materials on adolescent problem
- Designing and preparation of the portfolio
- Analysis and evaluation of prevailing assessment practices

- Planning and organising sports meet
- Creating and enacting a dramascript
- Preparation of interview schedule and interviewing local folk artist
- Preparation of criteria for various art forms
- Construction of concept maps
- Lesson plans for value inculcation
- Conducting action research
- Planning and conducting club activities
- Preparation of innovative and improvised teaching aids
- Designing self-assessment tools for school students
- Construction of tests such as achievement tests and diagnostic tests.
- Planning, Preparation and administration of remedial programme.
- Preparation of health education, physical education and Yoga lesson plans
- Conducting projects/ surveys
- Designing lesson plans for nurturing different art forms and cultural heritage of Idia
- Creating lesson plans to promote diverse art forms
- Developing an activity to fosternational integration, patriotism and universal brotherhood.
- Planning, and conducting community living camp
- Reflective journaling
- Documentary and short film preparation
- Plan a study tour
- Conducting a SWOT analysis
- Framing vision and mission statements as a teacher
- Education journal review
- Preparation of journal article
- Reviewing a film of educational relevance
- Writing a script for a street play on a social issue
- Organising and conducting art and literary programmes
- Participating in literary/ cultural/ sports competitions
- Celebration of days of importance
- Organising an exhibition on teaching aids
- Conducting interschool competitions for school students
- Selection and presentation of seminars on relevant topics
- Selection and integration of appropriate digital tools
- Paper presentations/ seminars/ conferences
- Selection and completion of appropriate Value-added courses, Add on courses and Self-study courses
- Selection and integration of innovative teaching strategies appropriate to the learner, content and learning environment.
- Identification, selection and conducting of a research problem for the M. Ed. Dissertation.
- Preparing SUPW (Socially Useful Productive Work) products
- Adopting qualitative and quantitative assessment practices

The above initiatives nurturing creativity, innovativeness, and thinking skills among student teachers will enhance problem-solving, adapt to changing environments, and promote active participation and interest in learning. It also paves ways to collaborate for problem-solving and enhance collective and diverse perspectives among student teachers. Adopted experiential and participatory approach in the teaching-learning process helps individuals realize their creative potential, meet the demands of the 21st century

workforce by developing essential skills.

Case II: Initiatives for nurturing Empathy and Life skills among student teachers

- Practicing first aid methods
- Participating in workshops on theatre practice
- Student-teacher engagement in schools
- Interactions with in-school community
- Collaboration between student teachers and the school community
- Addressing the needs of the diverse learners in schools
- Peer tutoring and Peer evaluation
- Providing additional academic assistance to students in need
- Leading value education-based classes
- Sharing teaching and learning resources among student teachers
- Participation in community living camp
- Active involvement in the National Service Scheme
- Planning and active involvement in extension activities
- Providing free tuition for the students in adopted school
- Coordinating and actively contributing to activities at the adopted school
- Visit to old age home, special schools, and prison
- Working with charitable trusts
- Distribution of learning materials and setting up of library in the adopted school
- Setting up of fruit garden in the adopted school
- Conducting awareness programmes/ rally/ street play/ flash mob on relevant themes
- Organising and conducting study tours
- Organising and conducting SUPW services
- Conducting field visits and sharing experiences
- Water conservation and waste management practices
- Adopting plastic-free practices
- Campus cleaning
- Collecting and operating cloth bank in the institution.
- Adopting sustainable practices

The above initiatives nurturing empathy and life skills among student teachers will improve relationships and help student teachers manage stress and emotions effectively. Fosters a supportive and inclusive learning environment and enhances social responsibility.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Response: B. Any 3 of the above

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

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

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The institution accurately plans the B. Ed and M. Ed. internship programme, in accordance with the academic calendar published by the Mahatma Gandhi University, Kottayam. Institution ensures that the student teachers are well equipped with all the necessary knowledge and pedagogical skills required for the internship.

Selection/identification of schools for internship

The students are allotted to the practice teaching schools based on requirements of the concerned schools, availability of facilities, division of classes, the medium of instruction and the convenience of the student teachers. The institution sends an official letter requesting for permission of schools and once the school permits, the list of students is confirmed and they join the school for internship.

Orientation to School Principal/Senior teachers

The interface meeting arranged in the institution with the heads of the practice teaching schools and senior teachers helps the student teachers to interact with the school authorities. The Interface meeting helps the student teachers clarify their concerns regarding curriculum, discipline, students, plan of action and provision for the use of ICT, and various innovative teaching strategies in the school.

Orientation to students going for Internship

Prior to school internship, the head of the institution gives a general orientation on the school internship programme. As part of the Pre-internship orientation programme several activities are planned and implemented. The pre internship orientation programme for the academic year 2022-2023 was conducted in 2 phases. Phase one activities were conducted before the one month School induction programme and Phase 2 before the 4 months school internship programme.

Defining role of Teachers of the Institution

Institution has a well defined Plan for Teacher Engagement during the Internship programmes. A detailed orientation to the school internship is given by the programme coordinator and concerned course coordinators. The roles to be played in the schools, activities to be undertaken, duties to be fulfilled etc. are explained. Teachers conduct course wise workshops for the preparation of teaching aids. The teacher educator for the Pedagogic course has to observe at least three lessons during the school internship. Teacher educators frequently check the internship diary, so as to aware about the continuous and active involvement of student teachers in the internship.

Streamlining Modes of assessment of student performance

The practice teaching is done under the supervision of teachers of the concerned subject, teacher educator and also under the general supervision of the Head of the school. The school teacher who acts as mentor is expected to evaluate all the classes taken by the student teachers. The teacher educator monitors the preparation and administration of various evaluation tools by the student teachers.

Exposure to Variety of School set ups

Student teachers are sent to government/ private/aided, rural/urban, schools of different boards, such as CBSE and State, and primary, secondary, higher secondary schools/TTIs and B.Ed colleges for the Internship. During the Interface meeting, Heads of the practice teaching schools familiarize student teachers with the school setup. Alumni working in different schools interact with the students and familiarize them with the school set ups were they are working. During campus Placement, the authorities from the schools interact with the student teachers and give a brief description about their schools.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 3.69

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 16

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The institution has established a well-structured and comprehensive system for monitoring and enhancing the school internship experience for student teachers including their students.The monitoring mechanisms adopted by the institution to ensure optimal impact of internship in schools are as follows

Supervision and evaluation by Teacher educator

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 educator corrects the lesson plans submitted prior to the class and monitors whether the lesson plans are submitted on time. A plan of teacher engagement during internship is developed. At the time of visiting schools the teacher educator interacts with the Head of the Institution as well as the mentor teachers in the schools, so as to get feedback about the teaching performance of the teacher trainees. Necessary feedback about the classes is given to the students. The teacher educators assess the performance of the teacher trainees using an evaluation proforma also s. At the end of the week, the teacher educator reviews the reflection note, response and evaluation of lessons taken by the student teachers , internship diary and assessing reflective journals.

Heads of the practice teaching Schools

The internship is done under the general supervision of the Head of the school. The duties include assigning mentor teachers, designating class standard and division, and trainee schedules, providing guidance on punctuality, attendance, participation in school activities, observation in the classroom and monitoring daily attendance. The Principal also oversees overall internee performance and behavior during the internship, assigns substitute teaching responsibilities, and, upon program completion, officially signs and seals the intern's records.The overall performance assessed and internship diary is certified by the Head of the institution.

Mentor Teacher

The school teacher who acts as mentor during the internship period is expected to evaluate all the classes taken by the student teachers. Mentor teachers play a vital role in the internship program by offering both academic and moral guidance to interns in handling classroom-based research projects; developing and maintaining resources in the internship schools, administering of diagnostic tests and identifying of learning difficulties, conducting case study/action research, ongoing supervision in organising curricular and co-curricular activities etc.

Peers

Peers during Internship work together to organize school events, including assemblies and actively engage in school activities. Peers will observe at least two lessons in their respective schools and provide feedback on each other's classes and suggestions for enhancing peer internee's teaching.

Students

Observation of students' responses and filling the response column in each lesson plan helps student teachers get an insight into various student behaviour, student learning, instructional practices, classroom management and classroom behaviour. At the end of the internship program, school students assess their student teacher using a designated evaluation form.

Self

During the internship student teachers maintain a Reflective Journal for self-evaluation for each five lessons and for each practical work carried out in the schools. The internship diary maintained helps them to systematically arrange and evaluate the activities involved in the school. The reflection notes in each lesson including my findings and follow up sessions helps self evaluate the execution of the lesson in the class.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)
Any other relevant information	[View Document](#)

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 84.75

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 10

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)
Any other relevant information	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 16

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

Response: 192

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Mount Carmel College of Teacher Education for Women encourages and provides provision for teachers to be academically excellent, technically advanced, professionally competent and updated with recent trends and practices in the field through in-house support.

In-house discussions on current developments and issues in education

- Teaching and non-teaching staff in the institution are informed about faculty development programmes, seminars, workshops, expert talks, and MOOCs, in advance and are motivated to participate in various professional development activities.
- IQAC of the college initiates discussions on current issues and practices and reflects on educational challenges and opportunities. The institution organizes workshops for the faculty on recent trends in education.
    - Informal in-house deliberations take place among the teachers about new policies and recent regulations in the field of education.
    - Through the Institutional Performance Appraisal System the performance of teachers are evaluated annually and further improvement for professional development is suggested

- The institution organizes orientation programmes, webinars, workshops for the faculty on recent trends in education
- Internal arrangements are made for teachers to attend online refresher courses, orientation courses, workshops, webinars and seminars to update their knowledge and skills without affecting the regular routine of the college.
- A review of the professional development programmes/ courses attended will be conducted, shared and discussed with fellow teachers during the staff meetings.
- The 'MOODLE training programme is organized to equip staff to use learning management systems.

Sharing information with colleagues and with other institutions on policies and regulations

- A webinar series, 'Carmel Forum', was initiated by the institution to promote research-mindedness, creative thinking, and updating knowledge on the policies and regulations.
- The faculty in the institution serves as the resource persons in seminars/ webinar. The teaching faculty participates, presents papers and moderates at international and National level seminars, conferences and workshops.

Research Opportunities and publications

- The institution promotes continuing education and research, and the majority of the teachers have completed Ph. D. and others are pursuing it.

- The teaching faculty takes the opportunity to publish articles in the institutional Journal 'Carmel Graphics' as well as in other reputed journals
- Teachers actively participate and contribute to the research discussions and research problems in forums like seminars, conferences and Ph. D. viva to enhance their academic expertise.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The institution follows continuous and comprehensive evaluation system that allows students to demonstrate their learning at regular intervals. At the beginning of the academic year a committee consisting of Programme coordinators and course coordinators prepare the Examination Calendar. The Examination grievance redressal committee is also constituted before the commencement of the B.Ed and M. Ed Programmes. All the theory and practical courses are evaluated based on the examination calendar.

At the beginning of the Programme the students are given an orientation about the Internal Evaluation for both the Theory courses as well as Practical courses carried out in accordance with the curriculum prescribed by the affiliating University. The course coordinators are responsible for the internal assessment of their respective courses and necessary instructions are given to the students.

Theory and Practical Courses

For the M.Ed Programme the Internal Evaluation for the Theory courses consists of assignment, seminar and two test papers having a total of 5 weights. The internal assessment for the Dissertation consist of a weightage of 5.The internal assessment for the theory courses of the B.Ed programme is based on the class test and the related practicum for each theory courses. The Internal Evaluation of the Practical courses for the B.Ed programme are based on the criteria for each items prepared by the institution based on the University regulations.

Internal Evaluation, feedback and Publication of marks

The class tests and submission of practical items are conducted as per the Examination calendar. The class tests are conducted during the middle and towards the end of every Semester. The answer scripts of the theory courses are corrected by the respective teachers and distributed to the students. Students are

informed to submit the practicum for the theory courses on the dates informed by the concerned course coordinators. Students who were absent in the exam due to unavoidable reasons are given a chance to attend the re- test.

The Practical works and Practicum for each course are submitted to the concerned course coordinators on the stipulated dates. The course coordinators conduct a detailed discussion on the practical works to be done with the students and they are asked to submit a rough draft before the final submission of the practical works so that necessary modifications if needed can be suggested. The works are evaluated by the course coordinators based on the criteria and Marks are awarded for the practicum and practicals accordingly. The internal Marks for the theory courses are published before the End Semester University examination. The students can raise their grievance if any before the concerned course coordinators and if not addressed it can be raised before the examination grievances redressal committee.

Remedial Support and Provision for Bilingual answering

 On the basis of continuous internal assessment, teachers diagnose the learning difficulties of the students and plan remedial instruction accordingly. Timely feedback to students on their performance accelerates learning. The students who have the difficulty to write the examination and practical works as well as the practice teaching sessions in English are permitted to use Malayalam as the medium of instruction. Those students are given special care and training in writing lesson plans and other practical works. Teacher Educators also explain the classes bilingually so that it helps the student teachers to write the exams in Malayalam

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

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The college has an efficient and structured mechanism for addressing examination related grievances complying with the University's prescribed guidelines. The college has a fully functional Examination Grievance Redressal Committee consisting of Principal, Programme coordinator, Course coordinators, administrative staff and student representative as members.

At the beginning of every academic year during the student induction programme, student teachers are given a detailed orientation regarding the internal assessment procedure adopted for the theory and practical courses and also familiarized with the functioning of the Examination Grievance Redressal Committee. The committee prepares an examination calendar for the year based on the academic calendar provided by the university.

Process for Resolving Grievances Related to Examination

- The components for the Internal evaluation for the theory and practical courses are informed to the students of both B.Ed and M.Ed programmes in advance along with the criteria prepared for the evaluation of practical works and dissertation
- The answer scripts of the tests conducted as part of the internal assessment is distributed to the students and clarifications on the marks awarded if any are made by the respective course coordinators.
- Along with the marks for the other components for the internal assessment namely practicum, assignment and seminars, the final internal marks for the respective courses are displayed in the notice board.
- Whenever there is a grievance related to the allotment of marks, the students firstly can approach the concerned course coordinators and if not rectified can approach the Examination Grievance Redressal Committee.

- On receiving the grievances the committee meets immediately to redress it.
- If a student is unable to appear for an internal examination for the theory papers, due to any genuine reasons, re-test is conducted as per the decision of the examination committee.
- Rescheduling of the dates of internal examinations and submission of practical works are discussed and decided by the committee
- Special arrangements for students having health issues, pregnant students, new mothers for both the Internal and External examinations are also addressed by the committee.
- Any grievances related to the question papers and evaluation of the End Semester University examinations (both theory and practical) are also reported to the Committee for further action.
- Remedial measures based on the results of the internal assessment are also planned accordingly.
- Students who need to write examination and practical works in the home language (Malayalam) are given special attention and classes are handled bilingually by the teachers.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The Institution prepares the academic calendar in line with the Academic calendar published by the affiliating University. The Institution develops the academic calendar that includes schedules for curricular, co-curricular and extra-curricular activities, start and end dates of semesters, and internal examination dates. It also includes tentative dates for practical examination and University examination.

The institution adheres to the academic calendar and prepares an examination calendar accordingly for the conduct of internal evaluation. Occurrences of certain unavoidable circumstances may occasionally lead to slight adjustments in the internal evaluation schedules. The duration for the School Internship is also included in the Academic Calendar. Students are informed of the submission dates for practical works and practicum at the appropriate time. This helps the teachers and students to plan the teaching learning process accordingly.

- During the Induction programme students are familiarized with the academic calendar and the Examination calendar for the internal assessment.
- The course coordinators for the B. Ed and M. Ed Programmes provide a detailed orientation on the internal assessment components for both theory and practical work in the respective courses.

- The course coordinators plan and conduct two tests for internal evaluation, one in the middle and one at the end of each semester.
- Assignments, seminars and dissertations for internal evaluation are planned by the course coordinators
- The practicum and practical work submissions are also scheduled accordingly
- The internal evaluation of practicum and practical works is based on specific criteria for each item, which is communicated to students in advance.
- The internal marks published are displayed in the notice board every semester before the commencement of the university examination.
- After addressing any grievances related to the internal marks, the marks are submitted online through the University's examination portal.
- Remedial programmes are conducted based on the student's performance
- All curricular and co curricular activities are also conducted as scheduled in the academic calendar
- The Staff Council regularly monitors the implementation of activities according to the academic calendar. If any changes are necessary, the academic calendar is adjusted accordingly.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The institution has stated well-defined Programme Outcomes aligned with its vision and mission. The Programme Outcomes (POs) and Course Outcomes (COs), are communicated to the students through the website, handbook and orientation/ induction programmes. The institution ensures that its teaching-learning process is aligned with the stated Programme Outcomes (POs) and Course Outcomes (Cos) through the following ways.

Curriculum Design and Mapping

As the college is affiliated and not autonomous, the syllabus for the B.Ed and M.Ed Programmes is designed by the University. The alignment begins with a well-structured curriculum that clearly defines Programme Outcomes (POs) and Course Outcomes (COs). Each course within the programme is carefully mapped to the POs, ensuring that every CO contributes to achieving the overall programme goals. By linking each CO to one or more POs, the institution ensures that all aspects of the programme

work towards common educational objectives.

Instructional Strategies

To align teaching practices with learning outcomes, the institution employs diverse and effective instructional methodologies tailored to achieve specific CO's. Teachers adopt active learning strategies such as experiential learning, participative learning, brain storming, group discussions, problem solving methodologies and projects to provide students meaningful learning experiences. This will help students to develop the skills and knowledge outlined in the Cos. Faculty members participate in training programmes to acquire the skills and knowledge necessary for designing and delivering outcome-based education.

Assessment Practices

The institution employs a variety of assessment techniques to measure student achievement of COs and POs. Formative assessments, such as assignments, seminars, and classroom activities, offer continuous feedback to both students and teachers, enabling adjustments in teaching strategies to enhance learning outcomes. Summative assessments, such as exams, projects, practicum, and practical work, are directly linked to the COs, ensuring that they accurately measure the desired skills and knowledge.

Continuous Improvement

The institution regularly reviews its curriculum, teaching methods, and assessment practices to improve them. Feedback from students, faculty, and stakeholders is systematically collected and analyzed to identify areas for improvement. Periodic evaluations ensure that the POs and COs are being achieved. This helps teachers to make changes in teaching strategies and course content if needed.

Aligning the teaching and learning process with the stated Programme Outcomes (POs) and Course Outcomes (COs) guarantees that students have a thorough and effective educational experience.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 99.28

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
59	60	50	54	51

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The institution employs a comprehensive approach to recording and monitoring the progressive performance of students in both personal and professional attributes, ensuring alignment with the Programme Outcomes (POs) and Course Outcomes (COs).

Monitoring Personal Attributes

Personal attributes, encompassing knowledge acquisition and skill development, are measured through a variety of assessment methods. These include examinations, assignments, projects, practical works all designed to measure specific CO's. Each assessment is mapped to corresponding COs, ensuring that the scores reflect student performance in relation to the intended learning outcomes. Each course grade is an aggregate of various components, transparently indicating how well the student has met the cognitive demands of the course.

Monitoring Professional Attributes

Professional attributes, such as teamwork, communication skills, leadership, ethical behavior, and practical application of knowledge are often assessed through practical works, group projects, Internship, and participation in co-curricular and extension activities. These evaluations are conducted by faculty members, mentor teachers, Heads of Practice teaching Schools and peers, providing a multi-faceted view of student capabilities. Detailed comments and feedback from evaluators offer insights into the student's strengths and areas for development.

Continuous Feedback and Improvement

The institution's commitment to collect regular feedback provides students continuous improvement opportunities to engage in relevant co-curricular activities, and seeking additional support when needed. By systematically recording and monitoring both personal and professional attributes, the institution provides a holistic view of student progress.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 59

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

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. For that, the selected entry level behaviours of students enrolled for the B.Ed. and M.Ed. programmes were identified and analysed using appropriate measures. Assessment at entry level is done in the following areas:

ENTRY LEVEL TEST

Programme	Test Conducted
B.Ed	• Teaching Aptitude • English Language Use and Proficiency • Computer Literacy • Aptitude for Guidance and Counselling
M.Ed	• Research Aptitude • English Language Use and Proficiency • Computer Literacy

VALUE ADDED COURSES & ADD ON COURSES

In order to address the deficiencies in the respective fields identifies through entry level assessment the following value added courses are conducted during in the college for the B.Ed students. They are:

SEMESTER		VALUE ADDED COURSES
Semester I	1	Arts and Crafts
	2	Fabrication of Eco-friendly Products
	3	Tailoring and Embroidery
	4	Yoga and Fitness
Semester II	5	Digital Skills for Perspective Teachers
	6	Understanding India
	7	Communicative English

ADD ON COURSES (20 Credits)

U G C sponsored Add-on courses are provided for the students to help them to stay current with new teaching strategies, educational technologies, and changes in educational policy and practices. The following are the UGC sponsored Add on Courses offered

- Certificate course in Counsellor Training
- Certificate course in Computer Applications

PARTICIPATION IN SEMINARS AND PAPER PRESENTATIONS

The gaps in Research and Teaching aptitude is specially taken care of and efforts have been made to develop the teaching competencies and research skills among the students, especially among the M.Ed students by giving them provisions to improve their Research skills by continuous mentoring and

support. Students are provided with opportunities to attend seminars, to present and publish papers in National and International Seminars and Conferences. Hence the students are helped to improve their skill in writing research reports, academic papers, and presentations.

CARMEL FORUM –WEBINAR SERIES

Series of Webinars were arranged for the students to update them with current affairs and to develop their academic and professional competencies. This stands as a supplement classroom learning by presenting current trends, emerging research, and practical applications. The topics selected are timely and relevant, enriching the students' understanding and engagement with their field of study. M.Ed students are given the opportunity to handle sessions in Carmel Forum.

Mentorship, Supervision and Remedial Teaching

The mentoring system is systematically carried out. This relationship provides guidance, feedback, and support throughout the programme. Whenever learning problems are identified, remediation is given immediately which in turn ensure the optimum development of the student teacher.

CO-PO Mapping

Aligning the teaching and learning process with the stated Programme Outcomes (POs) and Course Outcomes (COs) guarantees that students have a thorough and effective educational experience.

Result Analysis

The overall analysis of the Programme result reflects how far the initially identified learning needs are identified .

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.47

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.2

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.3	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Copyrights or patents filed	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 2.12

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	3	1	16

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 3.22

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	1	9	4	2

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 12

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	11	10	13

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
116	121	111	109	106

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
116	121	111	109	106

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Outreach activities in teacher education programs are crucial as they enhance the practical training and real-world experience of future educators. Participating in outreach helps student teachers build cultural competence, empathy, and a comprehensive range of skills, enabling them to establish inclusive and effective learning environments. This, in turn, enhances the overall quality of education. The main outreach activities conducted in the institutionand its impact are:

The institution has **adopted Sr. Alphonsa Upper Primary School, Chenamat**tom, which helps student teachers to understand challenges like lack of resources and inequality. This experience taught them to work together, and find solutions and to become responsible educators who care about improving education and supporting communities.

Social visits-Weekly visits to AbhayaBhavan and ShanthiBhavan,- homes for the destitutes. Occasionally student teachers provide service at Navajeevan Charitable trust and Ashraya Trust - rehabilitation centre for patients of Kottayam Medical College. And also visited District Sub Jail,

Kottayam and provided assistance in cataloguing the books in the library. These visits help student teachers to understand the challenges faced by the elderly and the less fortunate, developing empathy and compassion. This experience teaches them the importance of community support and encourages them to contribute to positive social change.

Participating in **flood relief camps** helps student teachers to understand community needs, effects of floods, learn to work as a team, and develop empathy. This experience teaches them to be responsible citizens and shows the importance of helping others in times of crisis.

The institution organized a one week **online Summer Camp ESPERANTO** for the inmates of Children's Home. This camp helped both the trainees and school students to combat feelings of isolation and disconnects during lockdown and offered safe, girl-friendly spaces, supporting them to develop new skills, continue learning, and stay connected with their peers.

Carmel forum-Web series and community projects on socially relevant topics enable student teachers to learn about real-life challenges, hear expert insights, and discuss solutions. This experience broadens their perspectives, and prepares them to educate and inspire their students.

Carmexexhibition and Carmel fest interschool competitionshelps student teachers to explore important topics, share ideas, and collaborate with others. This experience raises awareness, and encourages active participation in solving community problems, and promoting a sense of responsibility.

Carmel Tailoring Centreaids student teachers to understand women's economic challenges and empowerment. They learn the importance of vocational training, gain empathy for women's struggles, and see how skills can improve lives, fostering a sense of responsibility and community support.

Anti-Drug Awareness Program helps to recognize signs of drug use, substance abuse's impact, understand societal challenges, and promote healthy lifestyles.

Cleaning public places helps student teachers to raise awareness about the importance of maintaining clean and sustainable ecosystems while fostering a sense of responsibility towards the environment.

MCCTE- COURSERAlearning programmeoffered 4547courses of worldwide prestigious universities and 1500 learners across the globe enrolled and obtained certification. The students and public had gotopportunityto gain access to various courses and to secure MOOC certificates free of cost during the time of Covid -19 pandemic.

These initiatives connect teacher trainee with diverse communities, allowing them to understand and address various educational needs and challenges. They encourage them to work with the society to help, uplift and support those in need.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 17

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	3	0	1

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 24.2

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
35	27	29	20	10

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 22

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 22

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

>   1.Local community base activities
>   2.Practice teaching /internship in schools

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

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - 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

Response:

a. Teaching – Learning. viz., classrooms, laboratories

The College has about 10 acres of green campus and total built up area of 6972.49 m2 spread over 4 blocks. The Institution has well furnished spaces and excellent physical facilities for teaching and research in various domains.

The main building of the institution has the College office, Faculty room, classrooms and method lab, General lecture halls, library, Net resource centre, Conference rooms, Health and Physical education room, Placement cell, Store, counseling room and Computer lab.

The College Office is automated. Each administrative staff has separate cabins with computers with internet facility .The office is equipped with fax, laser printers, scanners and reprographic unit.

The Faculty room is computerized with individual cubicle for each staff with internet facility.

The Institution has a three storied M.Ed block which accommodates Classrooms, Director Room, Faculty Rooms, Innovative / Incubation Room, IT lab with internet facility, A/C Conference Hall, Recording Studio, Information Resource Centre, Psychology lab, Guest Room, Prayer room, Canteen, Skill Development Centre, Community Camp Working Room, Our College auditorium is spacious, properly ventilated with a seating facility of 1000.

Classrooms

There are enough number of classrooms equipped with LCD projectors and computer facilities. The laboratories and methods labs help the students to have hands on learning experiences. There are 19 classrooms and 4 seminar halls with proper ventilation and lighting with varying capacities equipped with Wi-Fi and ICT facilities.

Library and Information Centre

A well equipped Library with fully computerized, automated with has housekeeping software called KOHA integrated with RFID. It Library has includes both printed and Electronic documents. Library has regular subscription for different e – resources namely N – LIST and DELNET including e – journals books and databases.   The Library has 19461 books,e-books 194009, 12 journals,e-journals,750 Thesis, 736 CDs and number of newspapers and periodicals. The library can accommodate up to 100

students.

Laboratories

A total number of 8 research and methodology laboratories for different domain with proper ventilation, lighting, and safety measures; with well equipped with the necessary instruments, computing facilities, models and internet access.

b. ICT enabled facilities such as smart classes, LMS etc

All teaching departments and Library are equipped with computers, Internet Wi-Fi Facilities, smart classroom facilities LMS titled MOODLE, etc. New computers have been installed in various spaces with internet facilities from BSNL broad band B.Ed section and Asianet Broad band in M.Ed section. Software called **e scholar** Office Automation System comprising admissions, managing fee and attendance is installed.LMS question bank system and issuance of e-certificates was custom developed and implemented for short term and online programmes.

c. Facilities for cultural and sports activities, yoga centre,games gymnasium, auditorium

An Education Studio, multipurpose halls and auditorium with varying capacities are available for academic and cultural activities. Yoga and health centre, Ladies fitness centre, sports ground including Tennis court and Basket ball court and Throw ball court for games and recreation in the campus for the benefit of students.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 80.95

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

Response: 17

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 21

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 7.87

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
9.21656	1.26530	1.64986	3.82928	1.59064

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The Library is automated and providing digital facilities using Integrated Library Management System

(ILMS), adequate subscription to e-resources and journal are made. An hour for each option in Library is provided in a week for the better use of the library resources.

Integrated Library Management System

The College Library initiated its automation journey in 2000 with partial implementation of a local developed software, then in 2005 SOUL software developed by INFLIBNET was installed. It was replaced by RFID Software in 2015 and in 2022 KOHA software was installed and integrated with RFID.College library is equipped with all the modern facilities for a College library, like online information zone, Electronic Resource Centre, Online Public Access Catalogue, Digital Library, Reprographic facilities N-LIST, DELNET.Library serves as an Information Centre not only for the faculty, researchers and students of the College but also to the other scientific and research institutions around the city of letters. We have a collection of 19468 books, 25 periodicals including current titles in the field of education apart from 520 back volumes, 750 theses and 736 educational CD ROMS and blessed with a devoted team of professionals to the guide an users with all recent information..

N-LIST: - Remote access through individual login ID and password to all staff members, PG& UG students and research scholars.

DELNET: - Developing Library Network: Access to the major Digital Library Resources through common login ID and password.

E SHELF & OPAC: - Digital Library facilities ensuring access to a number of online resources including e books, journals, theses, prwvious year question paper repository, etc.

OPEN EDUCATIONAL RESOURCES:- DOAJ, DOAB, shodhganga, NDLI, NPTEL

INTERNET & Wi-Fi: - Library has internet connection with a bandwidth of 200 Mbps enabled Wi-Fi.

MOBILE SERVICE:- For students to renewel and enquiring facilities are available

RESEARCH SCHOLARS HUB:- For scholars to engage in service intellectual activities and reference work undisturbed by other students.

ARCHIVE:- The Library houses an archived collection of old books, and journals, bound volumes etc.

REFERENCE SECTION:- This section has several high valued reference text of various programmes.

DISPLAY CABINS:- Separate display cabins for new arrivals, periodicals, journals and newspapers.

PUBLIC LIBRARY CORNER:- The local community can use the library services during working hours for learning purpose and recreational purpose.

KIDS CORNER:- Specified area for the kids and secondary students to read and study, Specially the children of our faculty.

LIBRARY ORIENTATION PROGRAMME:- The Library conducts orientation programmes for freshers on library resources, services, rules and remote access facilities.

LIBRARY EXTENTION ACTIVITIES:- As part of extension activities ,Library has established Book Corner in Sr.Alphonsa UP School chennamattom and Govt. UP School, Parampuzha. Library also give assistance for the many academic library and Prison libraries to modernize and restructure its space and collection.

INFORMATION LITERACY PROGRAMME:- Value added course is conducted for the B.Ed students to equip students with Information Literacy Skills.

Assistance for visually challenged persons

Internship for Library Science Students.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

REMOTE ACCESS TO LIBRARY RESOURCES

LIBRARY WEB PORTAL: - A specially designed and developed WEB portal for the library is available on the WEBSITE of the College, which enable the users to access from their desktops, many useful information frequently required by them, like Online Public Access Catalogue (OPAC), links to online journals subscribed links to electronic resources available through N-LIST programme, links to DELNET, NDLI, e-shelf digital library and subject gateways. This portal is also used to communicate the campus news, important events and other related information to the users through the College campus intranet.

NET RESOURCE CENTRE/ONLINE information zone

A modern online information zone with 10 computers connected to the internet is exclusively used by the research scholars, Students and faculty for accessing scientific information not only from the Online journals subscribed by the college, specially N-LIST & DELNET.

E-SHELF- DIGITAL LIBRARY

E shelf digital library is a software plat form that in corporate digital contents, and its management system that helps create,organize,index, search, retrieve and share various forms of electronic content in audio/video/text formats. Mount Carmel digital library with its limitless storage capacity, offers a variety of features including 10000 e-books, 1000 e-journals,e-magazines,e-encyclopedias,e-dictionaries,e-articles,e-news,e-seminars/project reports and e-syllabus.

DELNET - Developing Library Network

DELNET provides institutional network service; inter library loan and resource sharing facilities, digital library service and access to publication repositions etc. DELNET networks about 4800 librarians including 4000 college librarians and the librarians of about 200 universities. Mount Carmel college library has become a member of DEL NET to use DEL NET archives and services and promote and share its library resource with other institutional members of DELNET FROM 2014 onwards.

N-LIST Programme

Library has access to resources through the program N-LIST (National Library and Information services infrastructure for scholarly content) funded by the Ministry o f Human Development under its National Mission on Education through ICT.   N-LIST provides access to more than 6293 e-journals and more than 1,94,009

e-books. N- LIST-(National Library and Information Services Infrastructure for Scholarly content) programme developed by INFLIBNET is establish in Mount Carmel college library in the year 2010. Each member of the library created and ID and password to retrieve information according to her needs N-LIST programme is very useful for the students, researchers and faculties of these colleges.

OPEN EDUCATIONAL RESOURCES:- DOAJ, DOAB, Shodhganga, NDLI, NPTEL

INTERNET & Wi-Fi: - Library has internet connection with a bandwidth of 200 Mbps enabled Wi-Fi.

MOBILE SERVICE:- For students to renewel and enquiring facilities are available

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu

3.Shodhganga
4.e-books
5.Databases

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.28

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.15210	0.13274	0.20939	0.25949	0.64605

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 14.38

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 485

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 563

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 335

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 234

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 224

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The College constantly strives to integrate and update ICT facilities to support the educational, instructional, research and administrative activities of the college and besides the use of these resources is a privilege that extended to the local community.

The IT Policy is formulated to maintain, secure, and ensure legal and appropriate use of Information technology infrastructure established on the campus and provide guidelines on effective use of IT resources .

IT department is responsible for running the intranet and Internet services of the college and also giving guidelines and assistance for using the college's computing facilities including computer hardware, software, information resources, intranet and Internet access facilities.

UPDATION IN INTERNET FACILITIES

- High speed internet connectivity is ensured throughout the campus and its facilities.
- Number of Wi-Fi routers providing high signal strength to facilitate all the connected devises per router.
- direct / wireless Jio leased line of 50MBPS from 2019 onwards.
- 3 leased line internet connectivity.
- College has a healthy digital technology that allows the active interaction through social media namely facebook, Whatsapp, You Tube named Carmel Tube, Instagram, Telegram and Twitter.

UPDATION IN ICT FACILITIES

- College has totally 90 computers for the use of students and faculty.
- New Computer Lab with 18 desktop established.

- ICT equipped classrooms with interactive panel.
- 4 Smart classrooms with interactive panel.
- ICT enabled conference hall.
- Net Resource Centre
- 16 classes are equipped with LCD projector, Smart panel and TV.
- Media lab with audio and video recording facilities supported by a high specification computer for website and Moodle software.
- Two Computer Labs.
- 8 High speed printers and Scanners are provided.

UPDATION OF LEARNING MANAGEMENT SYSTEM LMS/

A new academic Office Management System called **e-scholar software** which manage all the office automation of the college. It takes care of ICT enabled administrative tasks

Learning Management System called MOODLE is purchased and installed and managed by the faculty to make teaching and learning experience more effective and efficient in online mode.

MOODLE is LMS which is very modern and easy to use both for faculty and students. Teachers can personalised her own courses.

UPDATION ON LIBRARY AND INFORMATION CENTRE

- Automation through Library Management System called **KOHA Integrated with RFID.**
- Automatic check in and check out
- **RFID** Anti Theft Gate
- **E-shelf** Digital library.
- Access to **DELNET, N-LIST,NDLI and** various online journals, ebooks, thesis
- **Chromvox** – Screen reader for visually impaired users
- **RFID KIOSK** for self circulation services
- Remote Library Services through mobile and website.
- Digitalized previous question papers.

UPDATION IN GENERAL CAMPUS FACILITY

- 8 CCTV cameras installed across the campus.
- The institutional website was updated on 29-05-2024 by IPSR Solution.
- Wi-Fi internet connectivity throughout the campus with BSNL and Asianet fiber connectivity.
- Designed and developed social media named Carmel Tube Facebook, Instagram, Whatsapp, Twitter, Telegram for the better online communication.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 2

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 300

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link for additional information	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 3.59

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.57	1.61	0.34	0.64	3.86

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

PHYSICAL FACILITIES

The College has established procedures and policies for maintaining and utilizing physical, academic and support facilities. These policies and procedures are designed to ensure the efficient and effective use of all facilities of the institution.

Maintenance: - Regular maintenance schedules are implemented to keep the facilities in optimal condition. This includes regular supervision, cleaning, repair and maintenance of the whole system.

Resource Management: - Proper management of resource is maintained to ensure the availability of required materials, equipments and supplies in the laboratories, library and other facilities. This includes timely procurement, and monitoring resource utilization.

Access Control and Observation: - Access control measures are in place to regulate entry into specific facilities ensuring authorized individuals can use the facilities while maintaining security and safety.

Training and Support: - Training programs and hands on experience are provided to assist users in effectively utilizing the facilities and enhance users knowledge and skills.

Safety and Security: - Safety measures including emergency protocols and safety equipments are implemented in all facilities to ensure the well being of users, security measures such as CCTV surveillance, 24 hours watchman are in the campus

ACADEMIC FACILITIES AND SUPPORT FACILITIES

The infrastructure management and maintenance of all departments which includes Classrooms, Library, Method Labs equipments, Computers and other facilities are addressed by the respective faculty head of the departments with the approval of faculty council. The equipments of the institution are maintained through annual maintenance contracts

Classrooms: - The classrooms are regularly maintained with adequate budget allocations and updated with ICT facilities and 16 of them were upgraded with Smart board and LCD.

Library: - The library council is monitoring the library administration and services. Well structured norms and regulations are formed for the better use of the resources of the library both print and electronic. Addition of books, Library services, best practices in the library is well designed and implemented under the guidance of the Library council.

Hardware and Software / IT Cell: - IT cell is responsible for all the maintenance and repair of all the computer system and other ICT facilities. There is an agreement and contracts are made with UNIWARE Technologies for the maintenance of Wi-Fi fiber connectivity and computers.

Method Laboratory:- Laboratory policies and procedures are applies to all individuals that use method Lab, Chemicals and equipments.

Power Supply: - One 750 KVA transformer is installed on the campus.There are 2 diesel generator sets are also provided for power back up. 10 KV rooftop solar power plant is installed in the college campus and it is grid connected to KSEB. The cleaning of the open well, tanks, water harvesting facilities are carried out routinely.

Sports and Gym:- Utilization and maintenance of sports and gymnasium facilities are undertaken by department of Physical Education under the leadership of the faculty.

Green and Clean Campus:- The maintenance of vast beautiful green space of the campus and different types of trees are taken care by department of Natural Science. Campus beautification and protecting from plastic is done by BIOS club.

Guidelines and Usage Policies: - Clear guidelines and usage policies are established for each facility. Users are expected to adhere to these guidelines and policies.

File Description	Document
Any additional information	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)
Link for additional inflrmation	[View Document](#)

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**

9. **Canteen**
10. **Toilets for girls**

Response: C. Any 6 of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 54.01

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
29	43	36	16	24

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 15.25

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 7

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 2

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 60.95

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
38	37	37	24	31

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Mount Carmel College of Teacher Education for Women strives to uplift the capabilities of the students by ensuring active involvement of students in the functions of the institution through Student Council, representation of students in decision making bodies and subject wise clubs/associations.The college adopts Presidential mode of election, where each student is having the right to cast their vote ensuring active involvement in the formation of Student Council.

1. Student Council

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 grievances, 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 and updationof campus facilities. 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.

The College Union comprises of Chairperson, Vice-Chairperson, General Secretary, Magazine Editor, The Councillor to the University Union, Arts Club Secretary, Sports Secretary, B.Ed. and M.Ed. First-year and Second-year Representatives. The staff advisor nominated by the Principalgive the guidance for the proper functioning of the Student Council.Periodic meetings are conducted by the Student Council to plan and conduct the various activities within the institution. The Student Council is keen in ensuring maximum participation of students in various activities competitions, celebrating days of Importance and University Youth Festival. The Union also ensures student participation in all the extension

programmesfor the collaboration between the society and the institution. The Student Editor along with the support of the of the faculty staff editor takes the initiative for the publication of college magazine 'Carmelit' every year. The Council also organizes Arts Fest, Annual Sports Meet and College Day to bring out the talents within the students.

2. Representations in Decision making bodiesof the Institution

The Student Union Council along with the committees devises dynamic programmes and events within the institution. The student IQAC representative chosen from B.Ed. students serves as the mediator between the IQAC and students. The Student Council collaborates with the different committees of the college like Code of Conduct Committee, College Magazine Committee, Grievance-Redressal Committee, Anti-ragging Committee, Women's Cell, SC/ST Monitoring Cell etc. for its effective functioning.

3. Subject Clubs/Associations

Each optional has an organization led by a President, Vice-president, Secretary and Treasurer, and editor who plans events, observes days of national and international importance, and marks significant festivals in order to instill harmony and secular ideals in the student body. Clubs/Associations namely, Daffodils – English, Ganithika - Mathematics, Archieves - Social Science, Bios – Natural Science, Scientia – Physical Science, Educere – M.Ed., Ecozone club, and Cultural group viz. Froebellians, Montessorians, Gandhians, Parkhursts and Platoniansgo hand in hand to executive fruitful programmes for the upliftment of the students and society. Every year, the activities of the Clubs/Associations are published in the College Magazine.

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 34.6

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	24	23	48	48

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Alumni Association of Mount Carmel College of Teacher Education is a registered body which plays an important functioning in the organizational hierarchy.It is registered with the registration number (KTM/TC/47/2022) under the Travancore Cochin Literary, Scientific and Charitable Societies Registration Act XII of 1955.The institution over the 70 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 institutions Alumni Association. The key contributions and activities of the Alumni Association plays a crucial role in the functioning and development of the institution.

The Alumni Association arranges annual meetings to provide former students an opportunity to reconnect and network. These meetings facilitate the sharing of experiences and help in maintaining a strong bond between the alumni and the institution.

Alumni working in different schools inform and arrange the placementservices for the studentsof the Institutions. Many of our Alumni are employers andorganizes placement programmes, inviting educational institutions to conduct job interviews. This initiative helps the students find teaching positions and advance their careers.

Alumni are invited to conduct microteaching and demonstration classes for current B.Ed. students. These sessions are valuable for junior students, providing them with insights and practical teaching techniques.

Alumni provide constructive feedback on curricular and co-curricular activities, helping the institution improve its B.Ed. and M.Ed. programmes. They suggest enhancements to ensure the programmes remain relevant and effective.

Alumni volunteer to arrange and lead seminar and training programmes on relevant and informative topics, preparation for competitive exams for students, thereby contributing to their professional development.

Alumni fund is used for improving the infrastructural facilities of the institution. An alumni membership fee is collected from outgoing students, and a bank account for the Alumni Association has been opened. This fund also supports various alumni activities and endowments.

In its curricular and cocurricular activities, alumni motivates both B.Ed. and M.Ed. students to bring out the best in them. A few Alumni are currently Assistant Professors of the Institution who renders their wholehearted cooperation for the conduct of curricular and co-curricular activities. On various cultural events and college day alumni of the institution are invited to motivate and boost the skills of the students through their life experiences and interaction with the students.Alumni are invited to conduct awareness programmes on significant issues. They also extended their help in arranging extension activities which helps the students to serve the society.

Alumni members' knowledge and expertise is utilized for orientation, induction, bridge courses, seminars, value-added courses, certificate courses, workshops, camps, extension activities, and classes and training connected to competitive examinations.

The Alumni also have membership in decision making bodies of the institution like IQAC, Curriculum Planning Committee etc.

The following are the two significant contributions of Alumni in the functional aspects of the Institution:

- Endowments and Scholarships

In an effort to recognize outstanding students and help deserving students attain their educational goals through student scholarships,the institution seeks unrestricted contributions from its alumni, well-wishers and faculty, institutions and foundations to support the progress of its students.

- Enrichment Services

With the support of the alumni of the institution various innovative programmes, coaching programmes, opportunities to present research papers in national seminars and conferences, training in handicraft and embroidery works and Awareness programmeswere conducted within the institution for the enhancement

of student's capabilities.

The Alumni Association remains a vital support system, consistently contributing to the academic, co-curricular, and infrastructural development of the institution. Their ongoing involvement ensures that the college continues to produce efficient and well-rounded educators.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 7

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	1	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

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.

Response:

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.
- Mentoring and guidance are provided to the students from the beginning of the course which continues throughout each semester.
- During the School Induction and Internship Programme, our student teachers receive guidance and assistance from alumni members who are employed in practice teaching schools. Our student instructors have grown more confident as a result of the alumni's unwavering support, which also serves as an inspiration to them.
- Our college's Placement Cell also makes use of our alumni's services to notify student instructors about job openings in their schools and to provide career help. They assist in setting up classes for SUPW, research methodology, demonstration etc.
- The students look up to our successful alumni who have achieved success in their respective field as role models. Students are inspired and motivated to strive for greatness and passionately pursue their goals by their accomplishments and experiences of overcoming adversity. Through these conversations, students are able to establish professional relationships that will help them in the future and provide significant networking opportunities.
- 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 share their memorable experiences.
- Further development of the special talents of students is ensured by the Alumni Association by providing opportunities to train their peers. The Alumni Association have constituted Awards to the best Performers of the college every year. These awards are distributed on the College Day every year. These kinds of recognition boosts students' confidence, inspires them to excel further, and creates a sense of pride within the institution. This also motivates the current batch of students to do their best as teacher trainees. Awards Constituted by the Alumnae includes cash award and certificate for toppers from each of the five optional subjects namely English,Mathematics, Physical Science, Natural Science and Social Science and also the best alumnae award from M.Ed.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - 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

Response:

Mount Carmel College of Teacher Education for Women has been successful in leaving an indelible mark in the field of teacher education since 1953. It has rendered immense service to society by moulding competent teachers who would be instrumental in building a new generation of dynamic and motivated students. The institution focusses on a plan of action dealing with a wide array of programmes and activities on par with the vision and mission of the institution.

- **Governance and Leadership**

The institution deals with a decentralized and participatory model for the systematic functioning of the institution. The Governing Council led by the Manager is the supreme decision-making body of the institution. The responsibility of implementing the decisions made by the Governing Council rests with the Principal of the institution. Hence during the commencement of the academic year, a series of meetings were arranged to plan out the activities to be conducted within the institution, in accordance with the Academic calendar of the University.

- **Participatory Mechanism within the Institution**

During the Staff Council meetings, the Principal, faculty members and non-teaching staff members discussed the major decisions to be taken and activities to be conducted within the institution. The faculty members were allotted charges of various Committees, Associations, clubs and other activities to be conducted within the institution. The representatives of the Internal Quality Assurance Committee, Curriculum Planning Committee, Maintenance and Construction Committee, Research Committee and Equipment Purchase Committee work hand in hand with the faculty, non-teaching staff members and students for carrying out the activities of the institution.The decisions discussed during the course of the Staff Council meetings were documented in the Staff Meeting Register. In addition to this, the Students College Union had a substantial role in carrying out the programmes related to the activities of the activities of the students.

- **Perspective Planning in Relation to Academic and Administrative Matters**

The academic governance structure involves the faculty members, non-teaching staff and students who are directly and indirectly related to the decision-making related to curriculum matters. The academic calendar is prepared in correlation with the decision undertaken by the Board of Studies and the timeline set by the University. The Manager oversees the administrative governance of the institution, while the Principal ensures that the administrative aspects are carried out in a systematic manner. The collective

efforts of the staff and students related to the academic and administrative aspects of the institution evaluated regularly. During the Staff Council meetings and Committee meetings, the staff members and students have discussions on the improvements and changes to be carried out in due course.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Mount Carmel College of Teacher Education for Women is a reputed institution established by the CSST Institute founded by Mother Teresa of St. Rose of Lima. 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. Programme. This participative approach helps in building up a conducive working environment that ensures the systematic functioning of the institution. The Governing Body presided by the Manager decides upon the major decisions related to the institution. Other decisions related to the academic and co-curricular matters are taken up by the Principal with the help of the College Council.

Participatory involvement based on Committees

Following the meetings of the College Council, various responsibilities are assigned to the different staff members. Members include the faculty, non-teaching staff members, students and other stakeholders who have been selected according to the nature of the work undertaken by each Committee. The Coordinators of each Committee will plan and decide upon each related issue during the course of the discussions conducted occasionally. All the programmes and activities of the institution are planned and implemented by each Committee.

Participatory involvement at Teaching Staff level

There is participatory involvement of the teaching staff in the decision-making aspects of the institution. The faculty involves in curriculum planning and implementation of the curriculum, in selecting innovative teaching methods and strategies, and in adopting proper evaluation tools for the

students.

Participatory involvement of non-teaching staff members

The non-teaching staff members are always involved in the governance aspects of the institution. All the suggestions provided are taken into consideration during the Staff Council meetings, which were conducted regularly. The participation of the non-teaching staff members is ensured in all the Committees and Cells.

Participatory involvement of Students

Some students are selected as representatives of the student community and they are also given the chance to participate in discussions and meetings. Various programmes have been conducted during the academic year for empowering the students and to make them aware of pertinent issues related to the field of education. The IQAC also plays a significant role in collecting feedback from various stakeholders and ensures their participative involvement as well.

Constitution of Committees

The institution organizes staff meetings occasionally to constitute various Committees that carry out various activities of the college. The members constitute the faculty, non-teaching staff, students and other stakeholders, depending on the nature of the duties assigned to each Committee. All the activities and programmes of the institution are planned and executed by these Committees. Each of these Committees will have a Coordinator to take initiative of the activities and entrust the members with the specific duties to be performed.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The financial documents and registers are kept up-to-date with proper entries. The daily financial entries are checked and verified by the Head of the institution. Separate registers are maintained for each purpose and the financial entries are made in a proper manner. Salaries of teaching and non-teaching staff members are paid from the Government through the online software called Service and Payroll Administrative Repository for Kerala (SPARK). An Auditing of the previous financial years was carried

out, by officials from the DD Office. The audit process was carried out and the audit objections were cleared according to departmental norms. Transparency was ensured while presenting the official documents for departmental scrutiny. The student fees are collected using government receipts and are remitted to the Treasury using a government account. Contingency grants are allotted through online process and proper documentation is maintained.

Academic Aspects

The Internal marks for the B.Ed. Students was set by the different faculty members. The internal marks were consolidated and tabulated in the presence of the different faculty members. The Internal marks were displayed before the B.Ed. students prior to the Semester Examinations, as per University stipulations. The grievances expressed by the students in terms of internal marks were rectified.

The admission process of the new batch of B.Ed. students was carried out with utmost transparency as per University norms and guidelines. The admission of meritorious student was carried out based on the student list generated by M.G. University. The students who came under reservation categories were admitted accordingly. The final list of students was then uploaded and submitted to the University.

Administrative Aspects

The administrative matters pertaining to the University were carried out in a timely manner. The examination fees and dues towards the University were submitted online promptly. The files related to the service benefit of the staff members were submitted to the DD Office. The Service books of the staff members were duly entered in consultation with them and verified by the Head of the Institution. Proper transparency was ensured while submitting the files and documents for verification at the DD Office.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Mount Carmel College of Teacher Education for Women has planned and executed many long-term

projects based on the objectives envisaged in the vision and mission of the institution. With due emphasis to the overall institutional development through the enhancement of a wide array of varied facilities and infrastructural modifications, the Strategic Plan encompasses a series of targeted goals for propelling the institution towards the zenith of excellence. From the time span of 2018-2025, the Strategic Plan has its focus on attaining important achievements in diverse fields:

The varied dimensions of the Strategic Plan are as follows:

1. Infrastructural Augmentation
2. Faculty Enhancement
3. Academic Excellence
4. Building of Research-mindedness
5. Extension Service
6. Digital Awareness

One of the aspects in the Strategic Plan is explained as follows:

INFRASTRUCTURE AUGMENTATION

- The IQAC had recommended that more facilities should be provided for ensuring a better learning environment within the institution.
- A new Academic Block had been constructed for accommodating more classrooms, which are equipped with interactive boards with wi-fi connectivity.
- Methods labs were attached to each Optional classroom.
- The College Office has been fully automated with separate computers for the non-teaching staff members.
- The staffroom has been computerized with separate cubicles with internet facility.
- The College auditorium had been renovated and the electrical work had been improved.
- The College Hostel had been renovated with a new mess hall.
- The library is well-equipped and computerized with software called KOHA, which is integrated with wi-fi and RFID.
- The library area was modified with additional seating facilities so that the faculty as well as the teacher trainees could pursue their academic enrichment.
- The building was provided with new roofing and flooring. Additional solar panels were installed so as to generated more energy for the functioning of the institution.
- Green initiatives were introduced by introducing provision for waste material disposal.
- The system for rain water harvesting was installed in the college premises.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)
Link for additional information	[View Document](#)

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.

Response:

Policies

The institution has a well-structured administrative structure and policy guidelines that are responsible for its systematic functioning. The functioning of the institutional bodies is based on the vision and mission of the institution. This in turn, is reflected in the policy implementation, administrative set up as well as the appointments and service rules.

Administrative Set-up

The institution is a minority institution managed by the CSST Congregation, Ernakulam. The Governing Body of the institution decides upon the educational policies of the institution. The various duties and responsibilities are assigned to the members within each Committee and Cell. The Institutional bodies monitor the functioning of the institution by analysing the strategic plans that have to be adopted with regard to the administrative aspects of the institution.

Appointments

The rules and stipulations of the UGC as well as the State government have been followed for all permanent appointments. The recruitment of permanent vacancies as well as staff promotion is based on the UGC regulations and Career Advancement Scheme as per the PBAS approved by Mahatma Gandhi University, Kottayam, Kerala. The Kerala Service Rules (KSR) and the regulations and statutes of Mahatma Gandhi University, Kottayam, Kerala are followed by all staff members. The appointment of the Government Guest Lecturers has also been undertaken based on merit. The selection of these candidates has been carried out by a Committee comprising of the Management representative, Principal and Subject Expert. The documents which are proof of the educational qualifications as well as the work pattern of the candidates are then submitted to the DD office for verification and for applying for salary generation.

Service Rules

The staff members within the institution follow the rules regarding the recruitment, appointment and selection process as per the stipulations of the State Government, the University and other regulatory agencies. In addition to this, the staff members have to comply with the guidelines of the Directorate of Collegiate Education.

The Governing Body

The Governing Body delineates and sets up the strategic plan, approves the policies and monitors occasionally whether the college is functioning according to the vision and mission of the institution as well as the laws and regulations of the University and State government.

The Principal

The Principal has the responsibility of managing the day-to-day activities of the college, in putting into action the directions of the Governing Body. The rules and regulations of the State Government, the University and other regulatory agencies are taken into account while planning and implementing the activities conducted in the institution.

College Council

The College Council is responsible for taking the significant decisions regarding the curricular and co-curricular activities within the institution. These decisions are taken in accordance with the decisions of the IQAC.

Committees and Cells

The activities of the college are made more purposeful, by the systematic efforts of various Committees like the Admission Committee, Student Support and Scholarship Committee, College Magazine Committee, Grievance Redressal Committee, Extension and Linkage Committee, Documentation and Media Facilitation Committee, Alumni Executive Committee, Anti-ragging/ Anti-harassment Committee, Equipment Purchase Committee, Planning Committee, Maintenance and Construction Committee, Finance Committee, Library Committee, Research Committee, Sports and Games Committee, PTA Executive Committee and the like. The institution has also Subject Associations and Cells like Women's Cell, Anti-narcotic Cell, Campus Placement Cell etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

A Planning Committee Meeting was conducted on 07-06-2022. It was suggested during the Planning Committee meeting that the institution should foster the research-mindedness of the faculty, the teacher trainees, other teacher educators and research scholars outside the institution. Hence it was decided that the Webinar Series 'Carmel Forum' should be continued, so that the teachertrainees could be enlightened by the talks presented by various academicians or resource persons from the field of

education.

Implementation of the Minutes of the Planning Committee Meeting:

- The major objective of the meeting is to develop the research-mindedness of the faculty members, the teacher educators, research scholars and the teacher trainees.
- This will encourage the participants to publish research papers in CARE listed journals and in peer-reviewed journals.
- The topics discussed should be from a wide array of education-oriented topics.
- It was decided that the presentations for the Webinar Series Carmel Forum should be conducted once every month based on a topic having educational relevance.
- The talk series were to be presented by an academician, a teacher educator, an alumnior a teacher trainee through online or offline mode.
- It was also decided that the Webinar Series could be a collaborative effort, by creating a MoU with any institution outside the State.
- It was added that one of the series of the Webinar Series, could be in collaboration with Loreto College, Kolkota.
- 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.
- It was also decided to provide opportunity to the teacher trainees to act as resource persons for various Webinar Sessions.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The college always tries its level best to take care of the welfare of the staff members. It always tries to ensure a conducive atmosphere for the staff to function proactively. A Staff Fund has been constituted within the institution to safeguard the welfare of the staff members. Several 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.

Statutory Measures

·   The permanent staff in the institution are entitled to the benefits from the Kerala Private College Staff Provident Fund.

·   The permanent staff are part of the medical and health insurance schemes provided by the government like State Life Insurance (SLI), Group insurance Scheme (GIS), Group Personal Accident Insurance Scheme (GPAIS) and Medical Insurance for State Employees and Pensioners (MEDISEP).

·   The institution provides timely disbursement of pension benefits to all staff members.

·   The staff members are provided leave benefits like earned leave, full and half-pay leave, duty/on duty leave, leave surrender, casual leave etc.

·   The staff members are able to avail maternity and medical leave accordingly.

Non-statutory measures

·   The teaching staff members are given permission to pursue research work by granting flexibility in the timetable.

·   Felicitation meetings are arranged for the faculty who obtained Ph.D. Degrees or have attained awards for their professional development activities.

·   The retiring staff are honoured for their services rendered to the institution by arranging retirement functions and by presenting them with gifts.

·   The institution organizes training programmes for teaching and non-teaching staff members in order to enhance their professional development.

·   The staff are providedwith advance salary during the time of delay.

·   Free transport arrangements are provided for attending common functions related to the institution.

·   The staff are provided with leave in order to attend professional development programmes conducted by other institutions.

·   The faculty are encouraged to publish articles in CARE listed journals as well as in peer-reviewed ones.

·   Prevalence of a canteen in the campus is beneficial for the staff in case of lack of time constraints.

·   Free wi-fi connectivity is available so that the faculty can do their lesson preparation and academic pursuits without any delay.

·   A Staff tour is arranged annually so that the staff members get the chance to develop a friendly relationship between each other.

·   Safety measures in the campus is provided like surveillance cameras

·   Celebration of feasts and birthdays of staff members are celebrated.

·   The staff member often sponsor treats for their colleagues at the time of special events.

·   Parking space in the campus for staff vehicles is provided.

·   The children of the staff members are provided with gifts during the time of special family events.

·   The staff are provide comfortable working area so that they can concentrate on their filed of duty in an efficient manner.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 50.85

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	2	7	7

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

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

Response: 45

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	18	7	5	4

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

Percentage 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

Response: 76.27

6.3.4.1 **Total 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 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The College maintains its own Performance Based Appraisal System for teaching and non-teaching staff members. This will inevitably lead to the quality enhancement of the institution. The PBAS of the institution has been beneficial in assessing the performance of teaching and non-teaching staff. This will help in analysing their strengths and weaknesses and in maintaining better performance. The Appraisal Form involves filling up the Performance Based Appraisal form prepared by the institution, which is to be attempted by the teaching and non-teaching staff members. The teacher trainees are expected to observe the faculty behaviour, ensure the providing a completion of the assigned duties and responsibilities and by providing constructive feedback whenever the need arose.

Components of Performance Appraisal Report for Teaching staff

- The Performance Based Appraisal Report for teachers are submitted to the Head of the Institution annually. The components of the Performance Appraisal Report for teachers are as follows:
- 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 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 considered.
- Their involvement in the organization of co-curricular activities and cultural programmes are taken into consideration.

Components of Performance Appraisal Report for Non-teaching Staff

- The non-teaching staff members have to provide their general details in the Performance Appraisal Report.
- The non-teaching staff members are expected to assess themselves based on their administrative responsibilities.
- They are assessed based on the number of training programmes they have attended.
- They are evaluated based on their professional competence like their knowledge of departmental rules and regulations, their ability to organize work, their ability and willingness to take up additional workload, their ability to learn new duties, their capacity to supervise, their response to the instructions of superior staff, and their response to the feedback of superior staff.
- They are assessed based on their ability to maintain files and records, their accuracy and speed of work, their neatness and tidiness of work, their ability to complete work on schedule and their ability to execute work with team spirit.
- They are also evaluated based on their personal characteristics like regularity, punctuality and their ability to interact with colleagues and students.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Conduct of Internal and External Financial Audit

The institution conducts internal and external financial audits on the financial aspects in order to ensure financial compliance. It is the duty of the Head Accountant to maintain the credibility of the financial accounts. The internal and external audit is conducted, so as to ensure transparency, accountability and adherence to the departmental rules and regulations.

Internal Audit

The internal audit is conducted by the management of the institution. The internal audit is conducted on regular basis by the internal auditors, which includes registered chartered accountants. The internal auditors will verify the income and expenditure details. The report of the internal audit will be submitted to the management. The internal financial committee will verify the vouchers on a yearly basis. The expenses that come under the different heads are thoroughly verified by checking the bills and vouchers. In case of any discrepancy, the matter will be brought under to the attention of the Management authorities. The same procedure has been adopted during the last five years.

External Audit

The institution conducts external audit which is usually managed by Government auditors of the Deputy Directorate of Collegiate Education, Kottayam, regularly as per government rules. The external auditors from the DD Office will ensure that all the payments are duly authorized. The registers and files are kept up-to -date. After the auditing process, the report is sent to the head of the institution for review. This will help the authorities to get an awareness about the financial situation of the institution. In case of objections, the audit will be attended to immediately. The necessary supporting documents will have to be submitted within the stipulated time limit. This process has been followed during the past 5 years.

The procedure of internal and external audit reveals the transparency being made in financial matters and the adherence to financial discipline in order to avoid the misappropriation of funds or properties related to the institution. This helps to avoid the unauthorised or improper use of funds. Regular audits, the timely resolution of objections and the adherence to departmental rules and regulations contribute to the maintenance of transparency and accountability regarding financial matters.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.2

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

Response: 1.28

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.38000	0.98250	1.45000	1.48018	1.08700

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Various institutional strategies for mobilization of funds is necessary for the smooth functioning of the college. The institution obtains funds from diverse sources. The main source of the funds is the government funds. The various sources of the funds are as follows:

- Salary grants from the government
- Fund from management
- State Government fund for NSS
- State Government Scholarships
- Scholarship from NGO
- Scholarship from individuals
- Personal Deposit Account (PD Account)

- Fees from students
- PTA Fund
- Staff Welfare Fund
- Alumni Registration fees

Alumni Fund

The institutional makes a collection from the former teacher trainees during the time of collection of college fees as well as during the Alumni Meetings conducted annually. This amount is utilized for the welfare of the institution.

Financial assistance from Commander M.O. Foundation

The institution obtains financial support from a humanitarian group named Commander M.O. Foundation, which is a registered Public Charitable Trust functioning in Kottayam, Kerala. This humanitarian group has been supporting almost 6 -10 teacher trainees 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.

Financial support from former staff member

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

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The IQAC of the College is functioning based on the guidelines put forward by NAAC for teacher education institutions as well as the vision and mission of the institution. It is responsible for ensuring the quality culture of the institution by systematizing the academic and administrative activities of the institution. The IQAC plans out the action plan for each academic year based on the discussions during the IQAC meetings, the institutional strategic plan, the feedback from the stakeholders, Academic and Administrative Audit Report and other necessary requirements. The IQAC is responsible for supervising and monitoring the programmes and activities conducted within the institution. Modifications are made in the existing activities conducted within the institution and a plan of action is chalked out by including the diverse needs and demands of the stakeholders. Intermittent reviewing and discussions are arranged under the auspices of the IQAC in order to gauge the strengths and weaknesses and to adopt intervention measures.

The contribution of the IQAC for institutionalizing the quality assurance strategies can be traced from the following activities:

- Conducting Curriculum Planning meetings to prepare the action plan for the concerned quality assurance strategies
- Allocation of duties and responsibilities to the faculty and non-teaching staff members as part of decentralization
- Preparing the academic calendar for transacting the curriculum in a systematic manner
- Arranging feedback surveys in order to assess the needs and requirements of the teacher trainees at entry level
- Devising ways for incorporating additional ICT based strategies
- Fixing benchmarks for outcome-based educational practices
- Conducting interfaces among the heads of institutions of practice teaching schools and the teacher trainees
- Appraising the existing quality initiatives by arranging regular IQAC meetings
- Conducting student satisfaction survey to assess the effectiveness of the implemented strategies
- Initiating Academic and Administrative Audit at regular intervals
- Collecting Performance Appraisal Reports of the staff members
- Arranging collaborative initiatives with other institutions
- Promoting ecofriendly and green initiatives within the campus
- Ensuring the wholesome development of the teacher trainees by arranging skill development activities.
- Enhancing the research -mindedness of the faculty and teacher trainees by organizing seminars, workshops, webinars etc.
- Initiating better infrastructural facilities by building ICT enabled classrooms, updating the library facilities, and maintenance of roofing etc.
- Providing training in using digital skills for faculty and teacher trainees.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The institution makes use of a comprehensive and elaborate approach in order to review its teaching-learning process. The improvements carried out in the teaching-learning process is disseminated periodically through the IQAC or any other mechanism. Some of the measures adopted are as follows:

- The institution conducts IQAC and Curriculum Planning Committee meetings, in order to discuss the quality initiatives to be undertaken in due course.
- An Action Plan is prepared at the beginning of each academic year, for which the teaching-learning process is an important aspect.
- The Academic Calendar is prepared every year by incorporating the suggestions of the IQAC and the details are provided to the staff members. All the programmes and activities that will be arranged during the academic year will be delineated in the Academic Calendar.
- The curriculum requirements of both the B.Ed. and M.Ed. Programmes are provided through the Syllabus book, with due consideration of the IQAC Committee. Thus the teacher trainees will be able to get a better idea about the course outcomes of the respective programmes.
- The Student Handbook will be provided to the teacher trainees for disseminating academic guidelines about the B.Ed. and M.Ed. Programmes, based on the recommendations of the IQAC. The additional informationabout the programmes offered likethe important norms and regulations,Programme guidelines, Code of Conduct to be followed, timetable and the important days to be celebrated, will be provided in the Student Handbook.
- The Performance Appraisal Report helps teachers to identify their strengths and weaknesses, to improve their teaching skills and to reflect upon their varied capabilities.
- The curriculum is transacted by adopting several strategies like seminars, discussions, brainstorming, pair work, collaborative learning, cooperative learning etc.
- The teaching competencies of the teacher trainees are enhanced by taking micro-teaching and criticism classes, by pursuing their School Induction and School Internship programme, club/forum activity, case study, action research, art education, physical education classes, short film preparation, documentary preparation, community living camp etc.
- Coaching classes for clearing SET/KTET/CTET Competitive examinations has been offered by the faculty within the institution as well as with the assistance of external agencies.
- Academic and Administrative Audits are conducted every year, so as to ensure the effectiveness of the teaching-learning process.

- The institution monitors the performance of the teacher trainees based on their learning outcomes. For this purpose, the institution conducts regular class tests, continuous evaluation including internal tests, practical work, practicum, assignments and seminar presentations.
- Mentoring is provided to all the students and remedial teaching is offered to the students who face academic difficulties.
- The continuous and comprehensive evaluation carried out helps to analyze the incremental academic advancement of the teacher trainees. The performance of the students in the University Examinations is discussed during the IQAC and Staff Council meetings. It can be observed that there is a steady increase in the number of students who secure University ranks and high grades.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 20.4

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
17	28	14	18	25

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	[View Document](#)
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The institution makes a keen note of the incremental improvements that has been attained in the academic as well as the administrative aspects, through various quality initiatives. They are as follows:

The IQAC had recommended that more facilities should be provided for ensuring a better learning environment within the institution. Accordingly many improvements have been made with regard to the infrastructural aspects of the institution.

- A new Academic Block had been constructed for accommodating more classrooms, which are equipped with interactive boards with wi-fi connectivity.
- Methodology labs were attached to each Optional classroom.
- The College Office has been fully automated with separate computers for the non-teaching staff members.
- The staffroom has been computerized with separate cubicles with internet facility.
- The College auditorium had been renovated and the electrical work had been improved.
- The College Hostel had been renovated with a new mess hall.
- The library is well-equipped and computerized with software called KOHA, which is integrated with wi-fi and RFID.
- The library area was modified with additional seating facilities so that the faculty as well as the teacher trainees could pursue their academic enrichment.
- The building was provided with new roofing and flooring. Additional solar panels were installed so as to generated more energy for the functioning of the institution.
- Green initiatives were introduced by introducing provision for waste material disposal.
- The system for rain water harvesting was installed in the college premises.

Extension Activities

School Adoption

One among the long-term projects which have been envisioned, implemented and has been continuing is the School Adoption Project. The institution decided to extend its support to Sr. Alphonsa UP School, Chennamattom, Kottayam, since 2018. The school was functioning as an uneconomical school and was on the verge of closure, due to insufficient student enrolment and scarcity of teaching staff. Over the years, there has been a raise in standard of the school as well as an increase in student enrolment.

- The institution undertook several programmes, which were conducted in the adopted school during the last few years. The main objective of the project was to raise the standard of the school, by providing academic assistance through online and offline mode.
- During the Covid pandemic period, the faculty as well as the teacher trainees were provided training in adopting digital education. The teacher trainees utilized the digital mode of teaching

when they undertook their School Internship Programme. The teacher trainees who were allotted Sr. Alphonsa UP School, Chennamattom, took online classes for the school students of the school, using ZOOM meetings, Google meets and Google Classroom.

- The teacher trainees have also conducted awareness classes for the school students based on topics like life skills and personal hygiene.
- As part of Environment Day Celebrations, the teacher trainees give assistance to the school students in planting saplings in the school premises.
- An Educational Exhibition 'Carmex' was conducted in the College auditorium. The teacher trainees explained to the school students of the adopted school about the relevance of the different instructional aids in the teaching of various lessons.

Social Visits

- The teacher trainees take turns in conducting weekly social visits to Abhaya Bhavan, a Destitute Home managed by the Mother Teresa Missionaries, Kottayam. The teacher trainees interact with the inmates and present variety cultural programmes before them. This is an opportunity for the teacher trainees to have a first-hand knowledge about the need to lend support to the underprivileged in society.

Enhancement of Research-mindedness

- A Webinar Series 'Carmel Forum'has been initiated to increase the research -mindedness of the faculty and teacher trainees. 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 teacher education. This programme has been restructured, so as to include the discourses by the alumni of the institution.
- The institution conducteda Workshop on Research Methodology for teacher educators, research scholars and students.
- Most of the M.Ed. students had presented research papersduring seminars and workshops conducted in other institutions.
- Both the faculty and students have published research articles in the Institutional Peer-reviewed Journal 'Carmel Graphics', which is brought out annually (ISSN 2320- 7299).

Promotion of Digital Skills

- During the Covid pandemic period, the faculty and teacher trainees were provided training in using digital skills to impart curriculum transaction.
- A National Level One Week Workshop on 'Digital Skills for Teaching and Learning was conducted from 19-05-2020 to 25-05-2020 by Dr. Naseerali M.K., Assistant Professor, Aligarh Muslim University, in order to provide training to the faculty and the teacher trainees in utilizing digital skills for teaching and learning.
- The faculty had arranged Zoom meetings and Google meets to transact the curriculum to the students.

- The seminars and assignments had been uploaded in the Google Classrooms for enriching their knowledge component and also for further reference.
- The faculty and teacher trainees have been using digital mode of teaching, as and when it is required.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - 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

Response:

The institution has a well-stated energy policy that promotes energy conservation as well as the use of alternate energy sources.

Use of energy-efficient equipments

- Use of LED bulbs and lightings in the institution as a step towards energyconservation. The use of star-rated appliances and LED bulbs and tubes is practised. Incandescent and CFL lamps are being substituted in areas with minimal usage.

- Procure equipments with higher energy efficiency (4-5 star rated equipment)
- Replaces old-generation computers and TVs with LED monitors.
- To harness natural daylight effectively, the institution has painted its walls with light colours, reducing the need for artificial lighting during daylight hours.

Energy consumption practices

- Lights, fans, air conditioners and equipment are kept switched off after use.
- When not in use for a longer period, the projector is always switched off and disconnected.
- Students and staff are aware of the systematic operations of the equipments.
- Use of computers and electronic equipments in power-saving mode
- Regular monitoring and maintenance of equipments and immediate rectification of any problems are done.
- The institution places significant emphasis on the maintenance of electrical equipment, overseen by the Head of the institution and management administrator, with routine servicing conducted by electricians.
- The institution does routine maintenance on its UPS, printers, and photocopiers to help avoid unnecessary energy waste.
- Regular maintenance of equipments and power back systems (Generator and UPS).
- Electrical wires, switch boxes and stabilizers are properly covered.
- Continuous monitoring of energy consumption by the management administrator and Head of the institution.
- Provide awareness to students and the public on energy conservation
- Conducts seminars on the efficient use of energy resources.

Alternative energy resources

- The Institution installed on grid Solar Power system module (9Kw).

- Classrooms and college rooms are spacious, and more ventilations are to enter sunlight during day time. That is, whenever possible resort to sunlight and natural air.
- Necessary efforts to install solar panels for energy
- A new biogas plant was installed in the college and produces cooking gas from food waste.
- Also, the biogas plant installed at the college hostel produces sufficient gas for cooking from the kitchen waste.
- Encourages the adoption of shared transportation systems, and electric vehicles among the campus community.

Energy Management and Monitoring System

The team is led by the Head of the institution and Management administrator and consists of the representatives of the staff, students and administration. They monitor and execute the energy management initiatives within the college. Takes measures to incorporate energy-efficient practices and innovations to minimise non-renewable energy sources and reduce the carbon footprint. Also, inculcate awareness on environmental responsibility and encourage sustainable energy practices.

The institution's energy policy reflects the aim of nurturing the value of minimalism in energy consumption and finding alternate ways to compensate for the energy requirements.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Waste management policy and implementation procedure

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

- **Segregation of biodegradable and non-biodegradable waste** is done. Separate dustbins are provided in all classrooms, general halls, common places, etc., to collect solid waste, including paper waste.
- **Incinerators** are placed in the women's toilet both at the college and hostel for safe disposal of sanitary napkins.
- **Biogas plant** at the hostel performs an efficient **management of food-waste** generated. The institution installed a new Biogas plant was also in the college, which produces cooking gas from food waste. At the college separate bins are kept to collect food waste. This food waste is used to

make pipe and pot compost.

- A new waste management system was also installed in the institution for the safe disposal of dry waste.
- Use of single-use plastics is strictly prohibited in the campus. Use of **cloth banners and cloth or paper bags** are promoted. **Institution always promotes plastic-free events.**
- and practised compost-making using kitchen waste and garden waste.
- Decoration materials used for various cultural celebrations on the campus are stored for later use, and use of eco-friendly products are promoted.
- for the disposal of wastewater is in practice.
- and is replaced with new devices. Old electronic components of computers and projectors are also reused as spares for repairs. Other scrap material like paper waste, metal, wood, glass, etc is given to scrap dealers for recycling.
- Efforts towards paperless office are initiated by the institution. The newly accelerates the efforts of the institution towards a paperless office.
- Single-side print papers are reused. Used ink and toner cartridges are sent back for refilling.
- As part of **VENTEL action plan** students were provided training in making masks and sanitary pads using cloth. Kitchen waste composting was also practiced by students. Preparation of improvised teaching learning aids by students from waste materials is promoted.
- Institution promotes and teachers guide students with encouraged in the teaching-learning process.
- helps to meet the needs of the institution and reduce wastage of sources.
- Housekeeping staff have been appointed by the management to ensure campus cleanliness and waste management.

- Conducted talks on waste management, competitions on the topic 'Beat the Plastic' and awareness class on Plastic Pollution.
- Organises and conducts classes on environment-friendly methods of disposing of waste products

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

7.1.5

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

Response:

Efforts of the institution towards the maintenance of cleanliness, sanitation, green cover and providing a pollution-free healthy environment

The institution is committed to maintaining cleanliness, sanitation, and green cover and providing a pollution-free healthy environment. Our institution is situated in the centre of Kanjikuzhi junction near Kottayam town. Thus, beating the challenges of pollution is of great importance to the institution and ensures cleanliness and sanitation on the campus and adopts practices for maintaining green cover and a pollution-free environment.

Efforts of the institution towards maintenance of Cleanliness and Sanitation

- The supporting staff cleans and **disinfects bathrooms, classrooms and other common areas** on a daily basis.
- There are dustbins all around the college premises. Separate dustbins are placed in order to easily **segregate the solid, liquid and plastic waste**.
- Sanitizer and a facility for hand washing are provided at each entrance of the institution.
- The water storage tanks and the open wells in the college are cleaned at 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 wastewater is in practice.
- The floors and shelves are designed so that they can be cleaned easily and maintain sanitation.
- Installation of **Bio-Gas plant**

Efforts of the institution towards maintenance of Green Cover and Pollution free environment

- Use of one-time **plastic is prohibited** and avoid the use of plastics on campus.
- **Use of LED bulbs and tubes**is promoted in the college.
- **Steel lunch boxes, water bottles and glasses** are used.
- The biogas plant and waste management system installed ensure the **proper disposal of the waste generated** on the campus.
- **Biogas plant** at the hostel performs an efficient management of food-waste generated.
- At the college **separate bins are kept to collect food waste**. This food waste is used to make **pipecompost**.
- Use of **cloth banners and cloth and paper bags** are promoted so that disposal of these is not a threat to the environment.
- Efforts towards a paperless office are initiated by the institution. The installed **office automation system** accelerates the efforts of the institution towards a paperless office.
- 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 staff and are used to decorate the classrooms and premises.
- As part of Environment Day celebrations,**plant saplings are distributed** to students. A **medicinal garden** in the backyard of the institution helps for a healthy environment in the campus.
- Entry of vehicles other than institutions and staffis restricted inside the campus. Only **vehicles with low carbon emissions** are allowed. The staff and students are encouraged to use the public transport system.
- The institution building is designed with **minimum chances of dust** in the rooms.
- The institution encourages student teachers to do**projects that identify and addressenvironmental challenges and sustainability issues** such as air pollution, plastic pollution, noise pollution, acid rain, etc.
- **Campus cleaning and beautification** by the student teachers are under the leadership of BIOS

and ECOZONE clubs and the NSS unit in the institution.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 1.92

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.05126	0.11300	0.60935	0.15800	0.35450

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The Mount Carmel College of Teacher Education for Women stands for progress and innovation, strategically leveraging its local environment, locational knowledge, and resources to create a profound impact. The institution's holistic efforts highlight a deep commitment to harnessing community practices and addressing local challenges, creating a symbiotic relationship that fosters sustainable development and collective growth.

Utilizing Local Environment and Resources

The institution's efforts begin with an in-depth understanding of the local environment. Situated in an area rich with natural resources, the institution integrates these assets into its operational and educational frameworks. For instance, it taps into renewable energy sources such as solar power, not only to reduce its carbon footprint but also to serve as a live demonstration of sustainable practices for the community. The institution makes use of the recharging opportunities of water sources by rainwater harvesting and also locational advantages and transportation systems forother initiatives. The campus itself becomes a living lab, where students can engage in real-world applications of environmental sciences.

Leveraging Locational Knowledge

The institution capitalizes on itslocational advantages, including its proximity to key geographical features and local institutions. By fostering partnerships with nearby organizations, it creates internship and job placement opportunities for students, ensuring that the curriculum remains relevant and aligned with social needs. Additionally, the institution conducts location-specific research, addressing issues pertinent to the area, which advances academic knowledge but also provides tangible benefits to the community. It includes visits to old age homes, visit to adopted schools, visit to prison, interview with local folk artists, conducting surveys for knowing the status and suggesting solutions to the local issues.

Integrating Community Practices

Understanding and integrating local community practices is one of the institution's strategies. The institution engages with local traditions, customs, and social norms to ensure that its initiatives resonate with the community. For example, the institution situated near the Kottayam town, the first town secured 100% literacy in India. Institutions are in their continuous efforts to offer outreach programs in literacy programmes, set libraries to the needful, such as in prisons and primary schools, and celebrate reading weeks and literary programmes with the local community. By respecting and incorporating local practices, the institution builds trust and fosters a sense of ownership among community members.

Addressing Local Challenges

The College is acutely aware of the challenges faced by the community and actively works to address them. This includes tackling socio-economic issues, such as unemployment and education gaps, through targeted programs and initiatives. The institution provides scholarships and financial aid to underprivileged students, ensuring that education remains accessible. Identifying the needs of the local population, helps the institution to plan adult literacy programmes and vocational education like tailoring by blending modern scientific approaches in teaching with traditional wisdom. It also offers community education programs, workshops, and seminars aimed at skill development and capacity building, empowering residents to improve their livelihoods.

This overall approach ensures that the outcomes are relevant and immediately applicable, fostering a collaborative spirit and enhancing the impact of the institution's efforts.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff,

and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice I

Empowered to Serve

Programme for Awakening Social Conscience among Student Teachers

Objectives

- To generate a concern for the problems and injustices of society and a sense of responsibility for the welfare of the marginalized and socially disadvantaged.
- To identify one's role, rights, duties and responsibilities in society and develop one's own social conscience.
- To treat everyone with human dignity and to acknowledge the necessity to share

- To provide opportunities to serve society, inculcate social responsibilityand help students to be compassionate and empathetic.
- To foster inter-connectedness, kinship, harmony, communion and eco-justice.
- To promote a community where spiritual, moral and genuine human values are lived and witnessed.

The Context

The Institution envisions a life-oriented education that empowers the student teachers through a humanizing and liberating process to contribute to the transformation of society through openness to reality as well as to undertake the challenges of being socially conscious and socially responsible. The thrust is in the light of a 'civilization of love'- the kingdom of God, as envisaged and promoted by our foundress, Mother Teresa of St. Rose of Lima.

The Practice

Initiatives such as summer camps, ESPARANTO, COURSERA, School adoption, adult education programmes for migrant workers, Tailoring classes for marginalized women, Carmel cloth bank, frequent social visits and services to special schools and old age homes were conducted. Days of importance are celebrated.

Evidence of Success

The students initiated and actively participated in the frequent social visits and distributed food and toiletries to the inmates of old age homes. The enrolment of students in the adopted school increased.

Problems encountered and Resources required

Financial constraints and the tight schedule of the Teacher education programmes

Best Practice II

CARMEL FORUM

A Carmel initiative for Voluntary sharing of resources, expertise and insights

Objectives

- To strengthen the efforts of the institution to reach out to a larger audience
- To educate and update the stakeholders on a wide variety of educationally relevant topics
- To make use of the expertise of the talented resource persons
- To bring together people with similar interests and backgrounds, providing an opportunity for Networking and connecting with others

The Context

Carmel Forum is a platform for the voluntary sharing of resources, expertise and insights initiated so as to promote research-mindedness, creative thinking and updating knowledge on the policies and regulations among the stakeholders. The institution considers the vital dimensions of life-oriented education and sustainable development goals while selecting the topic for the webinar.

The Practice

The resource persons for the sessions are educators from inside and outside of the institution as well as members of the student community, including alumni. Under the auspices of Carmel Forum, twenty-two sessions were conducted on a variety of topics.

Evidence of Success

The feedback received from the participants highlighted that the sessions enlightened the participants in their journey towards academic excellence. The opportunities given to the student teachers for conducting, coordinating and executing the programme helped them to build confidence and leadership.

Problems encountered and Resources required

Problems related to internet connectivity affected the smooth conduct of the webinar and the demand for experiential learning led to switching to offline mode in the current academic year.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

The institution envisions the empowerment of women and the liberation of society in all aspects of life through education and practices. The institution ensures enhancing 21st-century skills through its initiatives, the **Carmel Visionary Initiatives for Skills Training and Advancement (Carmel VISTA)**and contributes to achieving the Sustainable Development Goals (SDGs).

	Activities	SDG
Initiativesfor Nurturing 21st C Skills		
Life Support Skills	- Flood relief andMedical Camps - First AID techniques - Awareness ofCOVID-19 - Webinars	SDG 3
	Online Summer Camp for School Students	SDG 16, 4
Academic extension	- free tuition	SDG 4, 17
Continuous and Lifelong learning	- Collaboration with COURSERA **SWAYAM** courses **MOOCs** - Adult literacy programmes -'**Changathi'**	SDG 8, 4
Vocational Training	**VENTAL Programme** - Workshop on Artistic Products and handicraft items.	SDG 4, 8, 9
	- A handicraft class using waste materials, - Training on Jar Knotting,Patch Budding, Stitching and Embroidery - Workshop on Vedic Maths	SDG 4, 8, 17
Carmel Care and Social Visits	- Abhaya Bhavan, Ashraya Charitable Trust, Navajeevan and Shantiniketan - Special Schools - Kottayam Prison and Library - Christmas visit - Cleaning public spaces	SDG 4, 3, 8, 10, 11, 17,
Practices for Sustainable Living	- Workshops on eco-friendly waste products. - Awareness on Plastic and Air Pollution.	SDG 12, 13,17, 7, 9, 11,12,13

	Energy management • Domestic Workshopson 'Fuel Conservation' **Water Management** • Programmes on Biodiversity Conservation Day. • Awareness of the need to save Petroleum Products and wise usage of LPG. • Systematic operations of the equipment by the staff and students.	
Professional language development	• Communicative English	SDG 4, 8, 17
Gender sensitiveness	• Programmes on 'Sex education' and gender sensitivity programme- KANAL • online certificate course. • Self-defence training	SDG 5,10,16
Carmel Forum	• Webinar series	SDG 4, 9,17 and all
CARMEL FEST	• Interschool competitions	SDG 4,17
	• Exhibition of teaching-learningAids	SDG 4,17
programmes	• Observation of days and celebration of festivals • live telecast of the launch of the Chandrayan II satellite. • Competitions	SDG 17, 11, 3
	• Certificate coursesin Video Content Creation • International FDP on Prospects of Virtual Learning • Session on 'Career guidance and counselling for the digital era'. • webinar on 'Digital Tools	SDG 4, 8, 17,11
	• Workshop	SDG 4
	• Seminars and competitions	SDG 2, 12,13, 15

Research	Webinars on - Self-Publishing, - Intellectual property Rights. - Reference management software - community project	SDG 4, 9,17,8,16
	- Workshops on online teaching,Multiple Intelligences, and Entrepreneur Skills. - Interactionsand Interface with the schools	SDG 3, 4, 8, 10, 17
Yoga and Healthy practices	- Programmes on Stress Management, Yoga and Aerobics, COVID and Mental Health.	SDG 3, 4
	- Nirbhaya App, Law of Protection and Welfare and Dementia. - 'Family Counselling-Marriage Laws and Rights'. - Inclusive Education - POCSO and Juvenile Justice Act.	SDG 5, 10, 16, 4
	Orientation and training to - qualifying and competitive examinations. - paper presentations - MOOCs - preparation of learning materials - Webinar on German language course - Value-added and add-on courses.	SDG 4, 8, 3, 10,17
	- Orientation programme - Webinars - MOODLE Training - Office Automation Training	SDG 4, 8
Safe Campus	- Programmes for addiction-free and ragging-	SDG 3, 4, 10,16, 17

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	freecampus.	
Citizenship training	• NSS • Community Living Camps, tours and field visits	SDG 4, 8, 10, 11, 12, 16, 17

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Since its last NAAC accreditation, Mount Carmel College of Teacher Education for Women has undergonetremendous advancement and progress. With the steadfast commitment of attaining excellence, the institution has transformed itself in academic, technological and infrastructural dimensions.

The institution has increased its academic pursuits, as the majority of faculty have obtained Ph.D. degrees. Some of the staff members have published their research articles in UGC-CAREJournals. Some of the teachers have published their research articles in Edited books and Seminar Proceedings.

The pursuit of excellence in the field of research has resulted in the initiation of the Webinar Series Carmel Forum, where talks have been conducted by eminent academicians, the alumni and some of the M.Ed. students.

Several technological advances have taken place in the institution by adopting e-governance in the administrative aspects. A wi-fi enabled campus has been initiated and almost all the seminar halls and classrooms have been equipped with interactive boards. The library has witnessed upgradation with the installation of RFID.

The institution has been transformed with significant infrastructural upgradation. The B.Ed. building has been renovated with new roofing and new classrooms have been added. The library and computer lab has been renovated. The flooring in most of the areas has been modified. The institution has established MoU's with several institutions.

Concluding Remarks :

Mount Carmel College of Teacher Education for Women has an admirable legacy of being the first Aided Training College in Kerala. The institution has steered forward by the visionary insight of Mother Teresa of St. Rose of Lima that education and enlightenment of women is necessary for the progress and well-being of the society. With the steadfast commitment to the empowerment of women, the institution envisions a life-oriented education that empowers the teacher trainees through a humanizing and liberative process to be agents of transformation and development as they become prospective educators.

The mission of the institution is to help the students to grow in the conviction that to educate is a vocation, with the need to internalize and transmit basic human values. The institution will always strive to contribute to the transformation of society, through an openness to reality and by living the challenges of being socially conscious and socially responsible.

The primary focus of the institution on academic excellence is evident through the curricular framework followed in the institution for planning and implementing the relevant programmes and activities. The commitment towards society is reflected in the extension activities carried out in the institution for the upliftment of the marginalized people in society.