YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Mount Carmel College of Teacher Education for Women
• Name of the Head of the institution	Prof. Dr. Suma Joseph
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04812575820
• Mobile No:	9495873120
• Registered e-mail ID (Principal)	mountcarmeltrainingcollege@gmail.com
• Alternate Email ID	mountcarmel_college@yahoo.com
• Address	Kanjikuzhy, Muttambalam P.O
• City/Town	Kottayam
• State/UT	Kerala
• Pin Code	686004
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women

• Location	**Semi-Urban**
• Financial Status	
• Name of the Affiliating University	**MAHATHMA GANDHI UNIVERSITY**
• Name of the IQAC Co-ordinator/Director	**Dr. Liz Kuriackose**
• Phone No.	**9495202682**
• Alternate phone No.(IQAC)	**04812575820**
• Mobile (IQAC)	**9495873120**
• IQAC e-mail address	**mountcarmeltrainingcollege@gmail.com**
• Alternate e-mail address (IQAC)	**mountcarmel_college@yahoo.com**
3.Website address	http://mountcarmelcollege.ac.in/
• Web-link of the AQAR: (Previous Academic Year)	http://mountcarmelcollege.ac.in/public/docs/1640757664-2019-2020.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://mountcarmelcollege.ac.in/academics/academic-calendar

5.Accreditation Details

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

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

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
National Service Scheme	Special camp and Regular activity	Government of India	03/11/2023	89000/-
Department of Minority Welfare, Government of Kerala	Three day Pathway Welness Programme	Government of Kerala	15/02/2024	15750/-
KSWDC Women Cell	Women Cell Activity	KSWDC, Government of Kerala	20/09/2023	10000/-

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	**4**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

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

Submission of pending AQARs Submission of IIQA Talk on 'Beat the Plastic' and World Environmental Day Celebration at Adopted School - Sr. Alphonsa U.P. School, Chennamattom. Reading Week Celebration at Adopted School in collaboration with library and N.S.S. unit

Intensive KTET coaching Workshop on Statistics for M.Ed. students. by Dr. Josen George, Assistant Professor, Avila College of Education. Orientation on Placement and Campus Placement by 'Team Gems Education', UAE Three-Day 'Pathway Social Life Wellness Programme' 2023-2024 for the B.Ed. Students Two Days National Workshop on 'Digital Tools for Research'

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

Plan of Action	Achievements/Outcomes
To encourage reading culture and to develop reading skills in students	ASeminar on "Puthuyougathile Vayana"and installation of Vayanamoola at our Adopted Schools (Sr. Alphonsa U P School Chennamattom and Govt. U P School Parambuzha) in collaboration with our library and N.S.S. unit is implemented
To equip the student teachers to face the competitive exam	An Orientation class, 'Know the Path' on KTET, CTET, SET, UGC NET for the B.Ed. students was arranged
To spread awareness on Drug and Drug abuse	Awareness Programme on 'Anti-Drugs and Illicit Trafficking' as part of International Day Against Drug Abuse and Illicit Trafficking is arranged
To familiarize with statistics terminology and methods	A Workshop on Statistics for M.Ed. students.
To enhance the knowledge on AI and Digital Tools	Two Days National Workshop on 'Digital Tools for Research was conducted

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Staff Council	14/01/2025

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2024	29/02/2024

15.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 renovated and Extended 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.

16.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. The institution has raised 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.

17.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. 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 plans and implements several extension activities for the development of humanistic, ethical and universal human values among student teachers. Weekly visits to Abhaya Bhavan and community extension programmes generate compassion towards human suffering among student teachers. 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 special schools.

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

The curriculum of the B. Ed. and M. Ed. programmes include several courses where Indian knowledge system is integrated. The educational heritage of India, Indian schools of Philosophy, Indian Philosophers and social reformers, sociological bases of education etc. are discussed comprehensively in the classrooms. 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.

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

The institution has taken efforts to transform the curriculum of B.Ed and M.Ed programmes towards Outcome Based Education (OBE). The Institution ensures that the curriculum is operationalized according to stated Programme 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. . 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

20.Distance education/online education:

The Covid pandemic accelerated the efforts of the institution to integrate technology in the teaching learning process. Training programmes/ workshops were organized in the institution for the faculty members to use digital technology in teaching. 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. 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.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**114**

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

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

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

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**40**

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

2.4 Number of outgoing / final year students during the year:	**57**

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	**57**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**57**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**0**
4.2 Total number of computers on campus for academic purposes	**58**

3.Teacher

5.1 Number of full-time teachers during the year:	**12**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**12**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Mount Carmel College of Teacher Education for Women was the First Aided Training College in Kerala, established in the year 1953.The institution focuses on providing life skill and digital oriented education that empowers our student teacher trainees to be agents of social and digital transformation and to become self-reliant. The College offers 5 optional subjects for both Bachelor of Education and Master of Education Programmes. The course structure consists of three Core papers, two Pedagogic papers, Electives, School internship and other practical works. In addition to this, the college offers 2 UGC sponsored Add on courses Counsellor Training, Computer Application and 7 Value added courses such asArts and Craft, Fabrication of Eco friendly Products, Yoga and Fitness,Tailoring and Embroidery, Communicative English, Understanding India and Digital Skills for Prospective Teachers. At the beginning of the academic year, a Staff Council meeting is arranged in order to plan out the programme schedule for both B.Ed. and M.Ed. Programme. The activities undertaken under the auspices of each Committee will be monitored and documented systematically. A feedback from the students, teachers and other stakeholders will be collected and documented.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	**No File Uploaded**

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative	**A. All of the above**

effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

File Description	Documents
Data as per Data Template	[View File]()
List of persons who participated in the process of in-house curriculum planning	[View File]()
Meeting notice and minutes of the meeting for in-house curriculum planning	[View File]()
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	[View File]()
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://mountcarmelcollege.ac.in/
Prospectus for the academic year	[View File](#)
Report and photographs with caption and date of student induction programmes	[View File](#)
Report and photographs with caption and date of teacher orientation programmes	[View File](#)
Any other relevant information	[View File](#)

1.2 - Academic Flexibility

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

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

7

File Description	Documents
Data as per Data Template	[View File](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View File](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View File](#)
Any other relevant information	https://mountcarmelcollege.ac.in/

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

9

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

9

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

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

99

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

99

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

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

48

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

48

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

A fundamental understanding of the field of teacher education

procedural knowledge that equip teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies. Our institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas.Students are encouraged to use the latest technology to enhance their skills and knowledge. We cater to give our teacher trainees ample opportunities to help in curriculum enrichment by providing exposure-based learning. In this learning form students take the advantage of conducting social visits, summer camp and study tours. They interact with real-world professionals and students of different backgrounds to create an enriching learning experience for them. By keeping this in mind, the institution supplements the curriculum by variety of means: Curriculum delivery and Pedagogy, Skill development training, Certification Programmes, Workshops and Webinars, Placement Opportunities, Institution Interface Programmes, Field Visits, Seminars and Conferences, Value Added Classes and Courses, Celebration of National/International Days and Encourage trainees to take up online Programs offered by accredited Universities.

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

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

Our College implements the curriculum of the Mahatma Gandhi University. According to the norms of the University, the School Internship programme is conducted very effectively to provide the student-teachers an opportunity to have primary experiences with the functioning of the school at Kerala State Syllabus. The functioning of various Boards of School Education and the different systems of

assessment are familiarized to the students through the efficient transaction of the curriculum. Moreover, the curriculum of each subject includes and ensures the development of proper value system by means of the activities of various clubs functioning in the college under each optional subject. Besides, a comparative perspective of education worldwide, based on the school systems in USA, UK and Canada, with special emphasis to secondary school curriculum approaches are also transacted to the students in an effective manner by online interaction with our Alumni working in those countries.

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

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

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

Seminars and Conferences, Value Added Classes and Courses, Celebration of National/International Days and Encourage trainees to take up online Programs offered by accredited Universities.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, action taken and available on website**

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

57

2.1.1.1 - Number of students enrolled during the year

57

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

23

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

23

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

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

1

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

1

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

2.2 - Honoring Student Diversity

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

The entry-level assessments help to identify the 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.

For the students of the M. Ed programme, entry-level assessment includes the tests for English Language Proficiency, Computer Literacy and Research Aptitude.

Conducting Ice breaking sessions, Fresher's day and Talents Day

Participation in co-curricular activities

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 test

Peer tutoring, seminars and classroom teaching

Reflective journaling

Academic support provided to students

Value added certificate courses

Peer tutoring , Mentoring and Counselling supports

Planning and conducting remedial and enrichment programmes for the low performers

Conducting Continuous and comprehensive evaluation

Opportunity to organize and conduct academic, co-curricular and extension activities.

Frequent feedback from the teacher educators

Reflective practices such as reflection notes, reflective journals and SWOT analysis

Training in Integrating techno-pedagogical skills in teaching.

Support services and accessibility accommodations to promote inclusivity.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis	All of the above

of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

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

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

Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

114:12

2.2.4.1 - Number of mentors in the Institution

12

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

2.3 - Teaching- Learning Process

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

The 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.

Field trips, reflective practices, surveys, participation in webinars, extension activities, conducting interviews, conducting competitions, participation in cultural programmes, theatre practice offer firsthand experience

Preparation and administration of achievement test, diagnostic test, self assessment tools for students, conduct of case study, action research, surveys and projects

SUPW, Art and Drama, Yoga, Physical Education, study tours, field visits and extension activities

Participative Learning

Studentsparticipate 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

Problem Solving Methodologies

Students 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 analysis and engage in brainstorming sessions.

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.

Online mode

For online teaching Google Meet platforms were used. LMS is used to manage the learning of the students. Students were encouraged to undertake courses offered through SWAYAM platforms. Blogs ,Digital albums, ICT enabled learning material, short films and documentaries are prepared

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://mctclms.in/
Any other relevant information	View File

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

114

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://mountcarmelcollege.ac.in/e-content-facilities/
Any other relevant information	View File

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

The Institution provides continuous mentoring for developing Professional attributes wrt

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

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 , identify the learning problems of the students in their classes, conduct case study and sociometry. 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: The various programmes and activities organized in the institution provide opportunities for the students to interact and work with colleagues and authorities.

Balancing home and work stress: Open discussions with the mentor teacher help student teachers share their concerns as parents, married women, separated or divorced, and their marital status. Three days pre marital counselling course in collaboration with Directorate of Minority Welfare, certificate course in counsellor training, personal counseling, peer counseling, 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.

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

2.3.6 - Institution provides exposure to students about recent developments in the field | Five/Six of the above

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

The 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.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized	Ten/All of the above

Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning	**All of the above**

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution

All of the above

ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	**No File Uploaded**
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

The institution accurately plans the B. Ed and M. Ed. internship programme

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, 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.

Orientation to students going for Internship: Prior to school internship, the head of the institution gives a general orientation on the school internship programme. The pre internship orientation programme 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.

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.

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

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

2.4.9.1 - Number of final year students during the academic year

57

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	**No File Uploaded**
Any other relevant information	[View File](#)

2.4.10 - Nature of internee engagement during	Nine/All of the above

internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

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

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

The institution has established a well-structured and comprehensive system for monitoring and enhancing the school internship experience for student teachers

Supervision and evaluation by Teacher educator: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.

Heads of the practice teaching Schools :The internship is done under the general supervision of the Head of the school. The Head of the institution comprehensively evaluate the performance of the students.

Mentor Teacher:Mentor teachers offer both academic and moral

guidance to interns in handling classroom teaching and other practical works, ongoing supervision in organising curricular and co-curricular activities etc.

Peers: 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: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 practical works carried out in the schools. The internship diary maintained helps them to systematically arrange and evaluate the activities involved in the school.

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

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

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation — **Five of the above**

process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

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

2.5 - Teacher Profile and Quality

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

12

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

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

10

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

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

192

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

192

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	**No File Uploaded**

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

The Institution encourages 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 the same**
- **IQAC of the college initiates discussions on current issues and practices and reflects on educational challenges and opportunities.**
- **The institution organizes orientation programmes, webinars, workshops for the faculty on recent trends in education**
- **A review of the professional development programmes/ courses attended will be conducted, shared and discussed with fellow teachers during the staff meetings.**

Sharing information with colleagues and with other institutions on 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	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

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

The institution follows continuous and comprehensive evaluation system and 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.

Internal Evaluation of the Theory and Practical Courses

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 . The Internal Evaluation of the Practical courses for the B.Ed and M.Ed programmes are based on the criteria for each items prepared by the institution

Publication of marks Internal Evaluation and feedback

The class tests are conducted during the middle and towards the end of every Semester. Students who were absent in the exam due to unavoidable reasons are given a chance to attend the re- test. Students clarify their doubts, if any about the evaluation process. The marks obtained for the test papers are thus finalized.The Practical works and Practicum works are evaluated by the course

coordinators based on the criteria .The internal Marks for the theory courses are published before the End Semester University examination.

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. 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.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

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 , 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.

Process for Resolving Grievances Related to Examination

The components for the Internal evaluation for the theory and practical courses are informed to the students o in advance along with the criteria prepared for the evaluation of practical works and dissertation. The answer scripts of the tests conducted is distributed to the students and clarifications on the marks awarded if any are made by the respective course coordinators. 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.

Any grievances related to the question papers and evaluation of the End Semester University examinations 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 are given special attention and classes are handled bilingually by the teachers.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the

institution in not more than 100-200 words.

The Institution 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. 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.

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.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.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

The institution has stated well-defined Programme Outcomes aligned

with its vision and mission. The institution ensures that its teaching learning process is aligned with the stated POs and COs through the following ways.

Curriculum Design and Mapping

As the college is affiliated , 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 and Course Outcomes . Each course within the programme is carefully mapped to the POs, ensuring that every CO contributes to achieving the overall programme goals.

Instructional Strategies

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.

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

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.

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

2.7.2 - Pass percentage of Students during the year

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

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

The institution 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	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

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

57

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

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

The institution is committed to identify the initial learning needs of students at the entry level, to provide appropriate academic support, to monitor the progression of students and to assess the attainment of learning needs at the exit level.

VALUE ADDED COURSES (30 hours)

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

U G C sponsored 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.

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. Students are provided with opportunities to attend seminars, to present and publish papers in National and International Seminars and Conferences.

Mentorship, Supervision and Remedial Teaching

The mentoring system 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 and Course Outcomes 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	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://mountcarmelcollege.ac.in/student-satisfaction-survey/

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

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

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

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

3.2 - Research Publications

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

5

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

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

9

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

3.3 - Outreach Activities

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

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

12

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

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

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

114

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

114

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

114

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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

Outreach activities enhance the practical training and real-world experience of future educators. The main outreach activities conducted in the institution and its impact are:

The institution has adopted Sr. Alphonsa Upper Primary School, Chenamattom, 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.

Social visits-Visits to Abhaya Bhavan and Shanthi Bhavan,- homes for the destitutes. And also visited District Sub Jail, Kottayam. These visits help student teachers to understand the challenges faced by the elderly and the less fortunate, developing empathy and compassion.

Carmex exhibition and Carmel fest interschool competitions helps 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.

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.

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

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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

17

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

17

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

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

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	All of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

scanners , and reprographic unit. The office is equipped with LAN & WAN.The staffroom is computerized with individual cubicle for each staff with internet facility. There are enough number of classrooms equipped with LCD projectors and computer facilities. The well furnished laboratories and the methods labs help the students to have hands on learning experiences.The Institution has a three storied M.Ed block which accommodates Class rooms ,Director Room, Faculty Room, Learning Disability Centre, Computer lab with internet facility, AC Conference Hall, Technology lab, Micro teaching studio, M.Ed Library, Psychology lab, Guest Room, IQAC Office, Prayer room , Canteen and Tailoring Centre Our College auditorium is spacious, properly ventilated with a seating capacity of 1000.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

17

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://mountcarmelcollege.ac.in/physical-facilities
Any other relevant information	No File Uploaded

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

19,69,486/-

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

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

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

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

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

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

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

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

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

35500

File Description	Documents
Data as per Data Template	<u>View File</u>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<u>View File</u>
Any other relevant information	**No File Uploaded**

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

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

469

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	[View File](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://mountcarmelcollege.ac.in/gate-register/
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

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

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

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

4.3.2 - Student – Computer ratio during the academic year

2:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	A. ?1GBPS

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	https://mountcarmelcollege.ac.in/e-content-facilities/
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://mountcarmelcollege.ac.in/content/uploads/2024/07/LINK-TO-ICT-RESOURCES.pdf
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

46,88,086

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

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

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

File Description	Documents
Appropriate link(s) on the institutional website	https://mountcarmelcollege.ac.in/physical-facilities/
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill	**All of the above**

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

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

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

Nine or more of the above

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of

online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
37	57

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

8

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

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

61

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

The Student Council is chosen from among the student body to oversee the duties of various initiatives inside the institution. On October 5, 2023, the College Union election was conducted. On October 12, 2023, the College Union & Arts Club Inauguration for the academic year 2023-2024 was held. The primary means of communication between students and teachers is the Student Council. When it comes to student-related decisions, such as those involving student issues, internships, cultural activities, club activities, intramural competitions, college scheduling, remedial classes, extension activities, uniforms, value-added courses, and library work schedules, the Student Council is always involved. With the assistance of the teacher-in-charge, the representatives of the various clubs work diligently to plan worthwhile events pertaining to the overall growth of aspiring female educators. There are also a variety of cultural events planned in conjunction with significant holidays and celebrations. Together, the Student Council and the faculty work to keep the campus environment democratic.

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

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

44

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

5.4 - Alumni Engagement

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

A registered organisation with a significant role in the organisational structure is the Alumni Association of Mount Carmel College of Teacher Education for Women, Kottayam. Over the years, the school has produced effective teachers who are contributing members of society who value their connection to the school and are always open to the Alumni Association's operations. Through the provision of specialists for debates and the planning of enrichment programs for the overall improvement of the student body, the Alumni Association makes a significant contribution to the institution's operation. Focussed on career goals, an Orientation class, 'Know the Path' on KTET, CTET, SET, UGC NET was conducted for the B.Ed. students under the auspices of School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam on 23rd June 2023. Our alumni namely Athira V. V. and Vanisree V. were the resource persons. 41 students cleared K-TET and 11 students cleared SET on 28th February 2024. Focussed on the development of a balanced personality for women student teachers a session on 'Balancing Home and Work Stress' was handled by our alumna Ms. Agatha Kurian, Teacher, Medical College, Government HSS, Arpookara, Kottayam on 23rd January 2024.

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

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

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

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association of Mount Carmel College of Teacher Education for women, remains an essential link between the institution and its former students, providing a platform for ongoing engagement and support. Through regular communication channels like social media and alumni events, the association maintains contact with graduates, which in turn facilitates mentorship opportunities where alumni can offer guidance and support to current students, encouraging them to excel academically and professionally. Regular communication allows alumni to provide feedback on their experiences at the institution and offer suggestions for improvement. This constructive input helps the institution identify areas of strength and enhancement, ultimately contributing to its ongoing development and success. Alumni volunteers assist students discover their hobbies and grow their abilities by providing knowledge, materials, and even financial support. By showcasing the many experiences and accomplishments of its alumni network, the organisation encourages and enables students to realise their greatest potential, establishing a mutually beneficial partnership that benefits the school and its future graduates. All members involved benefit from regular contact in terms of professional development, introspection, and progress.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Mount Carmel College of Teacher Education for Women maintains the process of governance which is reflective of an effective leadership and participatory mechanism which is in communion with the vision and mission of the institution. The Governing Council led by the

Manager is the supreme decision-making body of the institution. The responsibility of implementing the decisions made by the Governing Council rests with the Principal of the institution. Hence during the commencement of the academic year, a series of meetings were arranged to plan out the activities to be conducted within the institution, in accordance with the Academic calendar of the University. During the Staff Council meetings, the Principal, faculty members and non-teaching staff members discussed the major decisions to be taken and activities to be conducted within the institution, which is in par with the vision and mission of the institution. The faculty members were allotted charges of various Committees, Associations, clubs and other activities to be conducted within the institution. The Student College Union had a substantial role in carrying out the programmes related to the activities of the activities of the students. Decisions were carried out by ensuring the participation of staff members and students as well.

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

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

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. 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. Following the meetings of the College Council, various responsibilities are assigned to the different staff members. The Coordinators of each Committee will plan and decide upon each related issue during the discussions conducted occasionally. Moreover 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.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

The institution maintains transparency in its financial, academic, administrative and other functions in concurrencewith the vision and mission of the institution. All administrative matters are dealt with based on the governmental terms and conditions. The registers and documents related to administrative matters are kept updated and produced at the D.D.and D.C. Offices according to the queries received.

Financial transactions are carried out by online mode and sufficient proof is maintained by keeping vouchers and receipts.The registers dealing with various financial transactions are kept up-to-date and are verified by the Head of the Institution.

Allacademic matters are carried out as per the guidelines of M.G. University and follows the terms and conditions stipulated by the same. As the College is affiliated to M.G. University, admission is carried out by following itsrules and regulations. Proper priority is given to the weightage for reservation requirements and sports quota. Transparencyis also ensured while publishing the internal marks and students are given the opportunity to offer their clarifications.

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

6.2 - Strategy Development and Deployment

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

Mount Carmel College of Teacher Education for Women has planned and executed many long-term projects 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 progression related to infrastructure augmentation. The IQAC had recommended that more facilities should be provided for ensuring a better learning environment within the institution. 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	Documents
Link to the page leading to Strategic Plan and deployment documents	https://mountcarmelcollege.ac.in/content/uploads/2024/07/Strategic-Plan-2018-2025.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The functioning of the institutional bodiesis based on the vision and mission of the institution. The Governing Bodyof the institution decides upon the policies of the institution. The various duties and responsibilities are assigned to the members within each Committee and Cell. The Institutional bodies monitor the functioning of the institution by analyzing the strategic plans that have to be adopted

with regard to the administrative aspects of the institution.

The rules and stipulations of the UGC as well as the State government have been followed for all permanent appointments. 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.

File Description	Documents
Link to organogram on the institutional website	https://host.ipsrtraining.com/~mountcarmelcolle/wp-content/uploads/2024/05/1690616085-Organogrram-1.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

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

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

It was suggested during the Planning Committee meeting held on 01-09-2023, that the institution should foster the research-

mindedness of the faculty and the teacher trainees. Hence it was opinioned that a Three-day National Workshop on 'Digital Tools for Research' should be organized within the institution to improve the research skills of both faculty and students within and outside the institution.

Implementation of the Minutes of the concerned meeting

- It was also decided that a Three-day National Workshop on 'Digital Tools for Research' should be conducted.
- It was decided that the teacher educators from outside the institution should also be given the opportunity to attend the workshop.
- It was made mandatory that the M.Ed. students also had to attend the workshop.
- It was also decided to provide technological support and wi-fi connectivity to those attending the workshop.

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

6.3 - Faculty Empowerment Strategies

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

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

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

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

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

3

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

6

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

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

8

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

The College maintains its own performance appraisal system for teaching and non-teaching staff members. The faculty conduct their own evaluation while working in the institution. They are expected to assess themselves based on their workload and regularity in the teaching process. The participation of the teachers in internal assessment, paper setting, conduct of examinations and evaluation of practical work and practicum is also evaluated. Their efforts at enhancing their professional competencies is assessed based on their participation in seminars, workshops and training programmes. The contribution to the field of research like preparation of publications for research journals andedited books is also considered. Their involvement in the organization ofco-curricular activities and cultural programmes is also taken into consideration.

The non-teaching staff members are expected to assess themselves based on their current responsibilities. They are also assessed based on their interest in attendingtraining programmes.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<u>View File</u>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<u>View File</u>
Any other relevant information	<u>View File</u>

6.4 - Financial Management and Resource Mobilization

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

The 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.

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 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 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.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

1,36,000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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

The institution obtains financial assistance from a humanitarian group named Commander M.O. Foundation, which is a registered Public Charitable Trust functioning in Kottayam, Kerala. This humanitarian group has been supporting selected students of both B.Ed. and M.Ed. Programmes, who belong to economically underprivileged groups in society. The tuition feesof these students are reimbursed from the financial aid obtained.

Another financial support has been offered by our former Principal Dr. Susamma George, who donated a Fixed Deposit Saving of Rs. 1 lakh for covering the tuition fees for certain economically disadvantaged students in the college, who have yet good academic merit. Based on the interest accruing from this fixed deposit, the tuition fees of any one deservingstudent are paid.

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

6.5 - Internal Quality Assurance System

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

The IQAC of the 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 also include conducting meetings to prepare the action plan for quality assurance strategies, fixing benchmarks for outcome-based educational practices etc.

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

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

The institution 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. 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. 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. 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. The continuous and comprehensive evaluation carried out helps to analyze the incremental academic advancement of the teacher trainees.

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

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

17

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://mountcarmelcollege.ac.in/minutes-of-iqac-meeting/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mountcarmelcollege.ac.in/aqar/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

The institution has adopted various quality initiatives in order to bring about incremental improvements in the academic as well as the administrative aspects.

Quality initiatives within the last five years:

Infrastructure Augmentation - A new Academic Block had been constructed for accommodating more classrooms, which are equipped with interactive boards with wi-fi connectivity. The library became well-equipped and computerized with software called KOHA, which is integrated with wi-fi and RFID. Additional solar panels, waste disposal mechanism and rain harvesting system has been installed.

Enhancement of Research-mindedness - A Webinar Series 'Carmel Forum' has been initiated to increase the research -mindedness of the faculty and teacher trainees. The institution conducted a Workshop on Research Methodology for teacher educators, research scholars and students. Both the faculty and students have published research articles in the Institutional Peer-reviewed Journal 'Carmel Graphics'.

Quality initiatives during 2023-2024:

Extension Activities - The institution has been extending its support to Sr. Alphonsa UP School, Chennamattom, Kottayam, as part of the School Adoption Project. A social visit and motivational class have been conducted for the prisoners at the District Sub-Jail, Kottayam by one of our staff members.

Training Programmes - A Two-day Workshop on 'Digital Tools for Research had been conducted for teacher educators. Coaching classes for KTET, CTET, SET and UGC NET was arranged for the teacher trainees. A Three-Day 'Pathway Social Life Wellness Programme' was also conducted.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

Use of energy-efficient equipment and conservation practices

- Use of LED bulbs and lighting and use of star-rated appliances in the institution
- Replaces old-generation computers and TVs with LED monitors.
- Institution has painted its walls with light colours, reducing the need for artificial lighting
- Use of computers and electronic equipments in power-saving mode and are kept switched off after use.
- Regular monitoring and maintenance of equipments and immediate rectification of any problems are done.
- Electrical wires, switch boxes and stabilizers are properly covered.

Alternative energy resources

- The Institution installed on-gridSolar Power system module (9Kw) in the college and college hostel.
- Classrooms and college rooms are readytoresort to sunlight and natural air.
- Biogas plants were installed in the college and in the college hostel
- Encourages the adoption of shared transportation systems, and electric vehicles among the campus community.

Energy Management and Monitoring System

- Provide awareness to students and the public on energy conservation and sustainable energy practices, including awareness on the systematic operations of the equipments and conducting seminars.
- Continuous monitoring of energy consumption

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

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

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: Separate dustbins are provided on the campus to collect solid waste, including paper waste.**
- **Incinerators are placed in the women's toilet both at the college and hostel**
- **Biogas plants at the college and in the hostel perform an efficient management of food waste generated.**
- **A waste management system installed for the safe disposal of dry waste.**
- **Use of cloth banners,cloth or paper bags,eco-friendly products and reuse of Decoration materials are promoted.**
- **Promotes plastic-free events andprohibitedsingle-use plastics.**
- **A value-added course in the fabrication of eco-friendly products and MOOC on organic farming are conducted.**
- **Proper drainage system for the disposal of wastewater**
- **E-waste is part of buy-back schemes**
- **Old electronic components reused as spares for repairs. Other scrap materialsgiven to scrap dealers for recycling.**
- **Efforts towards paperless office: The office automation system—eScholar andLearning management system MOODLE**
- **improvised teaching aids encouraged in the teaching-learning process.**
- **Upcycling and repurposing of furniture**
- **Conducted talks and awareness classes on waste management**

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

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

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

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

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

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

Maintenance of Cleanliness and Sanitation

- Cleans and disinfects bathrooms, classrooms and other common areas on a daily basis.
- Separate dustbins are placed in order to easily segregate the solid, liquid and plastic waste.
- Sanitizer and a facility for hand washing
- The water storage tanks and the open wells in the college are

cleaned at frequent intervals
- Incinerators for the safe disposal of sanitary napkins.
- Proper drainage system for the disposal of waste water
- Installation of Bio-Gas plant at the college and college hostel

Maintenance of Green Cover and Pollution free environment

- Use of one-time plastic is prohibited
- proper disposal of the waste generated
- Use of cloth banners and cloth and paper bags are promoted
- Installed office automation system e-scholar and LMS - MOODLE.
- Green landscaping is done with trees and plants. Indoor plants are grown by students and staff
- plant saplings are distributed to students.
- Medicinal garden in the backyard of the institution
- Only vehicles with low carbon emissions are allowed
- The institution encourages student teachers to do projects that identify and address environmental challenges and sustainability issues.
- Campus cleaning and beautification under the leadership of BIOS and ECOZONE clubs and the NSS unit in the institution.

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

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

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

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

5.1623879

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

Utilizing Local Environment and Resources

Situated in an area rich with natural resources

- **taps into renewable energy sources such as solar power**
- **makes use of the recharging opportunities of water sources by rainwater harvesting**
- **public transportation systems**
- **Campus itself becomes a living lab**

Leveraging Locational Knowledge

Institution capitalizes on itsproximity to key geographical features

and local institutions.

- fostering partnerships with nearby organizations, for internship and job placement opportunities
- conducts location-specific research, which advances academic knowledge but also provides tangible benefits to the community.
- visits to old age homes, adopted schools, prison etc.
- interview with local folk artists

Integrating Community Practices

- engages with local traditions, customs, and social norms

Institution situated near Kottayam town, the first town to secure 100% literacy in India.

- continuous efforts to offer outreach programs in literacy programmes
- set libraries to the needful, such as in prisons and primary schools
- celebrate reading weeks and literary programmes with the local community

Addressing Local Challenges

- tackling socio-economic issues, such as unemployment and education gaps
- provides scholarships and financial aid to underprivileged students
- Identifies the needs of the local population
- adult literacy programmes and vocational education like tailoring
- offers community education programs for empowering residents to improve their livelihoods.

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

| **7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The** | A. All of the above |

Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

Best Practice I

Empowered to Serve-Programme for Awakening Social Conscience

Objectives

- **generate a sense of responsibility for the welfare of the marginalized and socially disadvantaged.**
- **develop one's own social conscience.**

The Context

Institution envisions a life-oriented educationto contribute to the transformation of society.

The Practice

- School adoption, adult education programs, Tailoring classes for marginalized women, and frequent social visits and services

Evidence of Success

- studentsinitiated and actively participated in frequent social visits
- increaseenrolment in the tailoring classes

Problems encountered and Resources required

- Financial constraints
- tight schedule of the teacher education programmes

Best Practice II

CARMEL CAREER COMPANION

A Carmel initiative for Orientation, preparation and opportunities for campus placement

Objectives

- offer career guidance and counselling
- network and connect with academia and industry
- educate on various eligibility tests and competitive exams
- provide placement assistance
- track the success of alumni and provide assistance

The Context

for enhancing career skill sets and placement assistance

The Practice

- programmes on various eligibility tests and competitive exams
- interactions withschool community
- Assistance in preparing resumes, facing interviews and conducting various courses
- ongoing support to alumni
- placement drives

Evidence of Success

- **increase in placements**
- **Perform better inteacher eligibility tests**

Problems encountered and Resources required

Parents are reluctant to send their wards todistant from their hometown.

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

7.3 - Institutional Distinctiveness

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

The institution 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) and through thatfor nation building.

Initiatives

Activities

SDG

Basic Life Skills

- **Social Life Wellness Programme**
- **Seminar**

SDG 3

Academic

extension

- School Adoption activities

SDG 4, 17

Continuous and Lifelong learning

- SWAYAM courses
- MOOC

SDG 8, 4

Vocational Training

- Carmel Tailoring Centre
- Workshops

SDG 4, 8, 9

Carmel Care

- Social Visit

SDG 4, 3, 8, 10,

11, 17,

Sustainable Living

- Celebrations
- Domestic Workshops

SDG 12, 13,17,

7, 9, 11,12,13

Professional

language development

- Communicative English
- "Bharana Bhasha Vaaram

SDG 4, 8, 17

Gender sensitiveness

- Talks and seminars

SDG 5,10,16

CARMEL FEST

- Interschool competitions

SDG 4,17

CARMEX

- Exhibition of teaching-learning aids

SDG 4,17

Digital skills

- workshops

SDG 4, 8, 17,11

Theatre Practices

- **Classes and workshops**

SDG 4

Environmental

awareness

- **Seminars and competitions**

SDG 2, 12,13,

15

Research

- **Workshop**

SDG 4,9,17,8,16

Yoga and Healthy

practices

- **Workshop cum Training**

SDG 3, 4

Rights and Legal Awareness

Awareness Class, and street play

SDG 5, 10, 16, 4

Enrichment programmes for

Career

- 'Know the Path'
- 'Value-Added Courses'
- K-TET orientation
- Campus Placement
- YIP (Youth innovators Programme)
- Campus Placement drive

SDG 4, 8, 3,

10,17

Citizenship training

- NSS
- Community Living Camps, tours and field visits
- By-election duty

SDG 4, 8, 10,

11, 12, 16, 17

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