



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

CARMEL COLLEGE, MALA

CARMEL COLLEGE MALA -680732 THRISSUR KERALA, INDIA
680732

www.carmelcollegemala.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Carmel College, Mala, evolved from the farsighted vision and undying perseverance of her foundress Sr. Aurea CMC, who had the will and optimism to take up a challenge and actualize it into an exceptional reality. Having laid the foundation in 1981, Carmel College, a Post Graduate Women's College affiliated to the University of Calicut, Kerala, has a remarkable history in pioneering the cause of women education and empowerment. The institution got recognized as a 1st-grade college by 1984 and was upgraded to PG College in 2001. It is a Christian Minority College administered by the CMC Udaya Province, Irinjalakuda, and is included in section 2(f) and 12B of the UGC Act of 1956. In 2018, the college was sanctioned Rs. 2 crore for infrastructural augmentation under RUSA.

The college got accredited with a B++ grade by NAAC in the first cycle in 2004 and was able to attain an 'A' grade in the second (3.03 CGPA) and third (3.22 CGPA) cycle of NAAC accreditation, in 2010 and 2016 respectively.

Currently, the college offers **13 UG and 8 PG programmes, 6 B.Voc programmes** and hosts the **Research Centre of Botany**. Additionally, **Diploma courses** under Community College, **C-DIT courses** under Carmel Computer Academy, various **Certificate courses**, and **extension courses** by Carmel Extension Centre for Women are offered to learners of all age groups.

Proactive engagement in MHRD sponsored programmes like UBA, Ek Bharat Sresht Bharat, Institution Innovation Council and Young Innovators Programme by K-DISC has been initiated by the institution to garner extensive exposure.

The institution sees the grandeur of its pursuit and sets all policies and practices to assure a congenial environment for nurturing empathetic and perceptive individuals. Despite the challenge of being remotely located, the institution has risen to administer its responsibility in facilitating the **stakeholders' holistic development** along with **community enhancement** primarily through various **extension/linkage activities in collaboration with GOs and NGOs and funded projects. Stay Green- In Embrace of Mother Nature and Give a Hand, To Lead, To Lift** are the best practices of the institution initiated to nurture the green culture and educational aspirations of young women.

Vision

“To uplift the weak and downtrodden sections of society, especially that of the rural women, to liberate

her from the shackles of bondage to a new world of 'light' and 'love'."

Sowing the seeds of education at a time when women's place has been mostly relegated to the homesteads is in itself a challenge. Aggravating the scenario is the reality of unruly social structures and unwarranted discourses on the socio-cultural conventions and norms often barring young women from getting their rightful education and economic independence. Young girls are married off at the earliest and forced to enter motherhood without adequate maturation.

With the establishment of Carmel College, at an idyllic, yet a rural and less progressive of regions at the time, the founder principal, Sr. Aurea, aspired to revoke the orthodox mindset of populace and inspire betterment of community through educating the young women. Grooming generations of women to conscientiously and fearlessly think and act, to instill in them the fire of compassion for radiating light through acts of love, and to inculcate the value of self-respect and a drive for self-reliance has been the pivotal impetus behind the institutional vision.

Mission

"We dedicate ourselves to the cause of empowering rural women with knowledge and inculcating in them the spirit of selfless love and compassion to spread peace in the society, living in harmony with nature and to illumine the world of eternity."

It has been the perpetual mission of the institution to champion the cause of women empowerment, particularly of the rural women, who often lacks accessibility to resources that can secure them a better living. Disseminating awareness about the rights and privileges of education and inspiring in them a desire to attain literacy has been a challenge during the commencement phase of the institution. Despite the hurdles, Carmel College has stood her ground, promoting the integrated development of young women to mature into enlightened, perceptive and poised individuals, who also has an eye and heart to pursue reformation and elevation of their family and society.

The institution assures equitable access to and affordability of academic programmes for learners from all sections of society. From proactive adaptation to the changing requirements in the higher education system, to incorporating learner-centric, technology-integrated pedagogy, the institution has strived to ascertain credulity in the transaction of knowledge and competency. Carmel College has extended resourceful platforms for the learners to discover ways for self-introspection, harmonious engagement with the community and nature, and to attain self-sufficiency and economic independence.

Guiding these young women to find their unique place and purpose in this world as harbingers of love, peace and righteous change through observance of humane values, civic responsibility and ethical living has been identified as the stated calling of this institution. All these generations of women who excel in their sphere of living as professionals, policy makers, and homemakers is the face of Carmel College, their Alma Mater.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Serene and congenial atmosphere for the meaningful transaction of knowledge
- Supportive and progressive-minded Management
- Democratic and participatory work culture
- Committed and driven staff who strive to uphold the vision and mission of institution
- Faculty recognized with national awards for contributions to the field of education
- Well-maintained and periodically upgraded physical and IT infrastructural facilities
- Fully Wi-Fi enabled campus to strengthen academic and administrative engagements
- Adoption of student-centric, ICT enabled teaching
- Fully automated library with INFLIBNET facility (KOHA, OPAC, N-LIST, URKUND) and four Network Resource Centres
- Academic monitoring strategies including Academic Audit, biannual presentation of departmental self-study report, Academic Co-ordinators' evaluation and Meet with the Principal programme
- Systematic collection of stakeholders' feedback
- Enlivening the research ambience in the campus through visits of eminent personalities from various disciplines and conduct of international/national/state/regional seminars/webinars/workshops
- *Carmel Blaze* ISSN: 2349-0217, a peer reviewed interdisciplinary research journal and *Carmel Bloom*, a student research journal, published by the institution
- Management instituted awards and scholarships to outstanding student achievers
- Conduct of green audit and proactive engagement in green campus initiatives
- Constructive college-community relationship through various extension and outreach activities
- Nurturing space for humane values and ethical living through value education, annual retreat and linkages with care homes, hospitals, old age homes, schools for differently –abled.
- Staff and students' welfare systems including residential facilities, rest room, infirmary, medical aid, counselling centre, 24/7 security, canteen cum store
- Adequate student support programmes including WWS, SSP, ASAP, Certificate and Add-On courses, Career Guidance, Coaching classes in PSC, Banking, NET, and Civil service and remedial coaching
- Substantial enrolment in MOOC courses
- Well-placed mentor-mentee (ratio of 1:16) and tutorial system
- Active NSS and NCC units
- Creative arts, sports, health and fitness programmes are given due importance
- Faculty@home programme to foster the teacher-student relationship
- Community College, Carmel Computer Academy and Carmel Extension Centre for Women to offer diploma/certificate courses and general training to aspiring learners of all age groups
- An average of 58% of students avail scholarships by Government/NGOs/institution

Institutional Weakness

- Being an affiliated college, there is a lack of academic autonomy, primarily on matters of curriculum design and conduct of examinations
- Dearth of funds for the self-financing programmes.
- Majority are first generation learners hailing from rural locales and lacks English communication skills and motivation to secure a career.
- The hectic semester system and resultant inflexible work load impacts productive faculty engagement in

research and extracurricular activities.

- Fewer campus recruitment drives and industry linkages owing to the remote stationing of the college
- Lack of research centres
- Limited number of student enrollment from other states and foreign countries as the college is situated in a rural area

Institutional Opportunity

- Empower women, in particular the rural women, to aspire for self-reliance through quality education
- Foster eco-friendly practices in the campus, exemplifying the green culture and sustainable lifestyle
- Undertake projects funded by government agencies to bolster community enriching research and engagement
- Secure government funds under schemes like SPYTI and Student Projects to motivate quality research undertakings from student
- More collaborations with GOs and NGOs in organizing educative workshops and seminars
- Strengthen faculty and student exchange programmes, academic linkages with industries, institutions and research centers to further constructive academic collaborations
- Augment infrastructural amenities using the RUSA scheme
- Consistent and productive participation in central government initiatives including UBA and EBSB, to encourage social commitment and cultural exchange
- Strengthen participation in YIP by K-DISC and IIC by MHRD to foster the flair for innovation
- Enhance the research acumen through more research publications in UGC indexed/Peer-reviewed journals
- Attract more campus recruitment drives to expose students to career possibilities
- Attain autonomous status for the college
- Effective deployment of sports facilities to groom promising sports women as national/international players
- Full-fledged digitalization of academic and administrative activities by use of MIS
- Introduce new programmes and career-oriented courses that ascertain employability and meet the industry requirements
- Scale up the functioning of the Research Centre of Botany to encourage beneficial research output
- Carmel Extension Centre for Women, Carmel Computer Academy and Community College to cater to the educational and employment aspiration of learners from all age groups
- Extend the institution's physical facilities to neighborhood community
- Ample scope for providing consultancy services by various departments
- Enhance entrepreneurial activities
- Higher enrollment in MOOC courses
- Provide informed training to students for clearing various competitive examinations
- Upgrade UG departments to PG department
- Strive for establishing more research centres

Institutional Challenge

- Difficulty in mobilizing funds for developmental, research and innovative initiatives of the institution
- Procedural delay in availing the funds sanctioned
- Delay in government procedures to sanction permanent teaching positions

- Difficulty in getting new programme sanctioned by the government
- Attracting student enrollment from other states and abroad
- Drawing campus recruitments and placements
- Majority of students hail from socio-economically challenged backgrounds and are first generation learners with inadequate communication skills and competency
- Ascertaining global proficiency of students considering the majority's deprived socio-familial backgrounds
- The conventional family dynamics that prioritize early marriages of young women over education often contribute to increased dropout rate. Additionally, motherhood and other related marital issues affects their academic performance and result in students discontinuing their studies.
- The hectic semester system often hampers productive research output from teachers as meeting the curriculum requirements within the rigid academic schedule takes up most time.
- Unanticipated loss of working days due to natural disasters impacted timely completion of curriculum
- Delayed conduct of university examinations and publication of exam results
- Revamping the infrastructural losses in the aftermath of flood

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliated to the University of Calicut, the college follows the university prescribed curriculum for PG & UG Choice Based Credit Semester System. **91% of faculty** contribute their expertise through involvement in academic bodies and university directed academic activities such as curriculum design, curriculum delivery, assessment and research.

All the faculty comply with the **Academic Calendar** in framing the departmental **action plan** and **teaching plan** to systematize curriculum delivery. Documentation of teaching and allied activities is assured by maintaining **Teacher's Diary**. The institution promotes the conduct of seminars/invited lectures/workshops and has integrated a number of skill development programmes such as ASAP, WWS, SSP along with a total of **43 add-on/certificate courses** with an average enrolment percentage of 85.65% over 5 years.

ICT tools and **LMS** are incorporated for the effective transaction of knowledge. Programme specific **Bridge Course** is offered to the new entrants. A well-functioning **mentoring** and **tutorial system** is in place. The institution conducts two internal examinations monitored by the Examination Committee. Student performance in classroom activities, seminar presentations, assignments and the internal examinations serves as a yardstick to not only assess their academic progress but also the efficacy of curriculum delivery. The departments appropriate various measures including **remedial coaching, peer-learning, revision, periodic tests/quizzes**, to channel informed learning. The parents are intimated about their ward's academic performance and extra-curricular involvement during the parent-teacher meetings.

All students carry out project work/fieldwork/internship as part of their programme curriculum. About **110 courses** across various programmes address cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability.

The **College Council, IQAC** and **Academic Co-ordinators** undertake systematic monitoring of curricular aspects. The evaluation of **stakeholders' feedback** and conduct of **academic audit** spearheaded by the IQAC allows the identification of curricular aspects that stand out and requires improvement. **Meet with the**

Principal programme is another inclusive strategy initiated to deal with curricular concerns. **Suggestions for improvements in the curriculum are corresponded to the Board of Studies of the University through the institution's faculty who represent the Body.**

Teaching-learning and Evaluation

The institution abides by its vision to disseminate quality education to nurture perceptive generations of young women. Admissions to various programmes have been undertaken through the Centralized Allotment Process administered by the University, in adherence to the government norm. The new entrants are provided with an **induction programme, computer training and bridge course** at the outset to orient them on the specifics of their programme. The **POs, PSOs and COs** along with criteria for assessing the attainment of the same are displayed on the college website and lucidly communicated to the students as part of general orientation.

Knowledge and skill enriching programmes that supplement curriculum including Add-on/certificate courses, WWS, SSP, and ASAP are undertaken to cater to student diversity. Additionally, career guidance, coaching classes for PSC, Bank, NET, seminars/workshops, interaction with experts/academicians/alumnae are assured for students. Government-funded student projects, participation in YIP by K-DISC, MOOC courses, paper presentations/publication, projects/internships with reputed firms/industries are encouraged among **advanced learners. Slow learners** are attended with consistent support via remedial coaching, peer-learning, simplified study materials and evaluative tests. In addition to a **professional counselling service**, an adeptly functioning **mentoring and tutorial system** and **Faculty@home** programme are in place to aid students in personal and academic growth. The average pass percentage for UG and PG programme during the period is 81. Student achievements are acknowledged through **merit scholarships and awards.**

Wi-Fi facility, ICT integrated teaching and a fully automated library with **INFLIBNET-Nlist** smooth the teaching-learning process. Experiential and participative learning is assured through diverse in and out campus activities in addition to the curriculum prescribed. **The internal assessment** focuses on students' cognition, creativity, and competency and is assessed through performance in classroom activities, seminar presentations, assignments and internal examinations. Systematic conduct of internal examination as per Academic Calendar is foreseen by the Examination Committee. Timely and transparent evaluation and publication of the mark list is equally assured. **Student grievances** on curriculum delivery, examination and marks are addressed at the department level and in cases of severity, through Grievance Redressal Cell. University examination-related grievances are timely communicated to the Examination Wing of the affiliated university.

Research, Innovations and Extension

The institution has taken significant steps to augment learning through research, innovative ventures and extension activities. Several discipline-centric and inter-disciplinary seminars/workshops, along with those on research methodology, IPR and entrepreneurship conducted during the last 5 years have contributed to the beneficial dissemination of knowledge. Departments of Chemistry, Botany, Sociology and Zoology have availed funds/grants from government agencies like UGC, KSCSTE and DoECC for undertaking **minor research projects, national seminars and student projects.** The institution hosts the **Research Centre of Botany** (Est. 2018) and has 5 research guides - Botany (3), Hindi (1) and Sociology (1). *Carmel Blaze* (ISSN:2349-0217), peer-reviewed journal of multidisciplinary research and *Carmel Bloom* are publications by the college to boost research undertakings among staff and students, respectively. The fully automated library serves to provide faculty and students with free access to INFLIBNET, and other reliable learning resources.

The academic climate of the institution contributes to a stimulating innovative ecosystem through **resource sessions, skill enhancement, entrepreneurship and innovation** promoting activities, **research and industry exposure, outreach enterprises for community building, and green campus culture**. Faculty regularly update their understanding of the discipline through participation in orientation/refresher courses/short-term courses and FDPs. **Young Scientist Award** and honours for **meritorious contributions to education and community service** has been conferred upon our faculty. Teachers contribute to the knowledge repertoire through research paper presentations and publications in reputed journals. The College collaborates with noted institutes/firms/industries to facilitate students' projects, internships, training and faculty-student exchange.

True to the mission of enhancing the community, the institution has been recognized for undertaking several **extension activities** in tie-up with GOs/NGOs, hospitals/schools and neighbourhood units. Student-led units such as NSS, NCC, AICUF, and department associations are at the forefront of driving these initiatives. Green practices, awareness classes and campaigns, medical camps, skill enhancement and entrepreneurship training programmes, health and socio-economic surveys, house constructions, workshops on means for sustainable livelihood, flood relief activities, linkage with care homes for the aged and differently come under the purview of influential extension practices of the institution in the nearby community and adopted villages.

Infrastructure and Learning Resources

Cast over 16.92 acres of land, the institution stands glowing in lush green and serene environment, away from the hassle and bustle of the city. The Management has always been keen to build and maintain requisite infrastructural and support systems to ascertain a congenial academic milieu. The campus building is spread over the **Main Block, PG Block and Chavara Block**, in addition to **2 hostels, a staff quarter, a library, a main auditorium cum indoor stadium and students' corner**.

The entire campus is Wi-Fi-enabled. All the **66 classrooms** are equipped with LCD projectors and internet facilities, in addition to **23 labs** with requisite facilities. There is a total of **355** computers for academic and administrative purposes. The **Botany Research Centre** and **Research Scholar Room** are well-maintained to facilitate quality research. There are 2 museums (Botany and Zoology) and a herbarium (Botany). **5 conference halls** and **3 seminar halls**, one with video-conferencing facility, are utilized for official gatherings and seminar/conference purposes. Each department is facilitated with desktops, laptops and auxiliary paraphernalia. **Digitalization of academic and administrative activities** have been undertaken with the adoption of the Smart Campus App, Moodle LMS and Linways Academic Management system in stages.

The **fully automated library** (KOHA 17.11) extends access to learning/research resources including the services of **INFLIBNET, URKUND, DSpace** and **four Networking Resource Centres**, separate for staff, students and research scholars.

Adequate physical amenities, primarily an **auditorium cum multipurpose indoor stadium** for sports/cultural events/yoga training, **Basketball Court with a mini gallery, Ball Badminton Courts, Nets, Media Centre, Fitness Centre, Arts and Cultural Centre** and **open stage** are facilitated for sports, games and cultural activities. **Community College, Carmel Extension Centre for Women** and **Carmel Computer Academy** are extension centres of the institution. Other support facilities include 4 well-furnished guest rooms, visitor's

room, canteen, and infirmary.

The Financial Advisory Committee, Planning Board, Building Committee, Monitoring Committee and Purchase Committee works in tandem with the Management policies to deal with matters of budget allocation, infrastructure/IT maintenance, and purchase of particulars like books/journals or lab equipment/chemicals. A dedicated team of support staff ensures the maintenances of all facilities.

Student Support and Progression

The heart of the institution is undoubtedly its student community and attending to their welfare and progress is accorded the highest priority by the college. With a majority of first-generation learners on the roll, the institution has, over the decades, invested much trust in freeing them from the shackles of unsound constrictions and inhibitions, to aspire for self-sufficiency through quality education. To attain this objective, several proactive welfare/support measures like **scholarships, freships, career orientation and campus recruitment drives via Career Guidance and Placement Cell, expert coaching for competitive examinations, industry-exposure projects, skill enhancement and capacity building programmes, value education, health and fitness initiatives organized under the aegis of various departments/clubs/forums, safety/security measures and grievance redressal mechanisms** have been introduced and reformed in phases. An average of 58% of students avails the benefit of scholarships from government/NGOs and Management.

The Institutional policy foregrounds zero tolerance towards any form of harassment /ragging and has well-placed and transparent mechanisms for timely redressal of student grievances. **Student Grievance Redressal Cell, ICC and Anti-Ragging Cell** work towards assuring safe and dignified learning environments for the primary stakeholders of the institution. Students are guided through orientation and training sessions on how to tackle unfavourable situations. Over the past 5 years, no cases of physical harassment and ragging have been reported in the institution

Student representation in various decisive bodies like **Student Union, SQAC, Anti-Ragging Cell, Student Grievance Redressal Cell, ICC, Library Committee, Discipline Committee**, to name a few, affords them autonomy and agency. The students of Carmel actively partake in various literary/cultural and sports activities organized at diverse levels, earning meritorious achievements. The institution sees to the expert grooming of young sportswomen. The industry, social commitment, leadership qualities and creativity are groomed through active involvement in activities organized under **NSS, NCC, AICUF, Department Associations, and Clubs/forums**.

There is a **registered Alumni Association TSR/TC/405/2019** that maintains a warm bond with its Alma Mater. They have made valuable contributions for elevating the institutional profile through productive engagements as resource persons, chief guests and benefactors on different occasions.

Governance, Leadership and Management

Uplifting generations of young women through education has been the impetus behind instituting Carmel College. The institution adopts an inclusive and democratic approach in exercising its policies and practices in the best interest of the stakeholders. The **Board of Management** is the apex decision-making body while the governance of the institution is shouldered by the **Governing Body** with representation from the **Management, staff, and PTA/Well-wisher**. The **Principal** spearheads all the developmental activities at the institutional

level adeptly assisted by the **College Council** and **IQAC**. Equitable deputing of responsibilities to **staff** is ensured through the constitution of various committees/cells, clubs/forums. Agency is accorded to the **student community** to partake as both contributors and participators in the routine and decisive practices of the institution.

In line with the evolving changes in higher education and stakeholders' feedback, the institution has deployed, in stages, its **perspective plan 2016-2026** to solidify the quality of academic and administrative undertakings. Establishment of the **Botany Research Centre**, the introduction of **certificate** and **diploma courses**, **UGC sponsored Add-on programmes**, and **four UGC approved Vocational Studies programme**, augmentation of **infrastructural, IT** and **physical support facilities**, strengthening of **green initiatives, gender sensitization**, and **extension activities** have been steered in line with the strategic plan.

In addition to various **welfare schemes** by Government, UGC and University, the institution also assures beneficial relief measures to its teaching and non-teaching staff such as financial assistance, orientation programmes, research promotion, residential facility, support services, security and the like. **Timely performance assessment of the staff** through multi-tiered internal and external means is ascertained by the institution as a quality sustenance measure. An **accountable financial management system** is in place which undergoes timely internal and external audits and the main budgetary resources are effectively utilized for the welfare of stakeholders' and institution's progress.

IQAC plays a pivotal role in driving the quality initiatives of the institution through the conduct of educative seminars, workshops and orientation sessions for staff and students to mould their professional and academic acumen. The conduct of **annual academic audit** and **green audit** also falls under the purview of quality-enhancing measures monitored by IQAC.

Institutional Values and Best Practices

A conducive and all-embracing learning environment is the mainstay of our college where we uphold and practice values and ethics of enduring significance. The institution ensures **dissemination of knowledge on gender equity, inclusivity, and rights** through prescribed courses, research undertakings, seminars, invited lectures, classroom deliberations and conduct of various co-curricular, extra-curricular and extension activities. The **safety, security and comfort of students and staff** are placed in high accord through the implementation of proactive measures including the constitution of various committees to look into grievances, residential facilities, security guards, CCTV surveillance, restrooms, congenial sanitary provisions, assistive facilities for the differently-abled, counselling services and the like. **Scholarships, career orientation, expert coaching classes, skill enhancement** and **entrepreneurship programmes** are provided to aid the educational aspirations and inspire a drive for self-sufficiency and empowerment.

The institution adheres to a **comprehensive green policy** as part of routine academic and administrative engagements. From the implementation of energy-conserving and waste management measures, optimum utilization and timely maintenance of facilities, the conduct of green audit, and adoption of water conservation measures, the institution exemplifies its stance on environment sustainability consciousness.

The institution promotes **inclusivity** and **sensitivity towards socio-cultural, gender, linguistic** and **other diversities** in addition to instilling a spirit of oneness, knowledge about one's rights and duties and commitment to ethical living through the conduct of enlightening lectures, extension activities, literary/cultural events and day observance.

The **institutional best practices** - “**Give a Hand- To Lead, To Lift**” and “**Stay Green- In Embrace of Mother Nature**” – are very much in tune with the vision and mission of the campus. Uplifting academically competent students from economically backward households through scholarships, freeships, and support services such as counselling, Faculty@home, career orientation etc are undertaken with much zeal. Eco-conscious practices to conserve nature and biodiversity and assure a sustainable lifestyle are advocated as an integral part of the policies and procedures of the institution. The very locale of the college facilitates **fruitful interaction with the community** through several extension/outreach programmes in collaboration with governmental organizations/departments and NGOs, hospitals and schools, and local bodies, shaping the **institutional distinctiveness**.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CARMEL COLLEGE, MALA
Address	Carmel College Mala -680732 Thrissur Kerala, India
City	Mala
State	Kerala
Pin	680732
Website	www.carmelcollegemala.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Licy A D	04802-890247	9048365295	04802-890247	carmelnaac@gmail.com
IQAC / CIQA coordinator	Rini Raphael	04802-894706	7034609210	04802-894707	carmelcollege@rediffmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes MinorityPDF.pdf
If Yes, Specify minority status	
Religious	christian
Linguistic	NA
Any Other	Na

Establishment Details				
Date of establishment of the college	10-08-1981			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	University Of Calicut	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	31-03-1992	View Document		
12B of UGC	31-03-1992	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Carmel College Mala -680732 Thrissur Kerala, India	Rural	16	17891

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Sociology	36	Plus Two	English	36	33
UG	BA,English	36	Plus Two	English	29	26
UG	BSc,Mathematics	36	Plus Two	English	48	20
UG	BSc,Botany	36	Plus Two	English	40	32
UG	BSc,Physics	36	Plus Two	English	29	20
UG	BSc,Chemistry	36	Plus Two	English	40	22
UG	BA,History	36	Plus Two	English	40	22
UG	BA,Political Science	36	Plus Two	English	40	16
UG	BCom,Commerce	36	Plus Two	English	48	31
UG	BCom,Commerce	36	Plus Two	English	60	50

UG	BCA,Computer Science	36	Plus Two	English	24	9
UG	BBA,Business Administration	36	Plus Two	English	40	20
UG	BSc,Zoology	36	Plus Two	English	29	19
UG	BVoc,Vocational Studies	36	Plus Two	English	50	30
UG	BVoc,Vocational Studies	36	Plus Two	English	50	16
UG	BVoc,Vocational Studies	36	Plus Two	English	50	20
UG	BVoc,Vocational Studies	36	Plus Two	English	50	36
UG	BVoc,Vocational Studies	36	Plus Two	English	50	10
UG	BVoc,Vocational Studies	36	Plus Two	English	50	34
PG	MA,Sociology	24	Degree	English	20	11
PG	MA,English	24	Degree	English	18	7
PG	MSc,Mathematics	24	Degree	English	20	19
PG	MSc,Botany	24	Degree	English	16	16
PG	MSc,Chemistry	24	Degree	English	16	16
PG	MA,History	24	Degree	English	15	14
PG	MCom,Commerce	24	Degree	English	18	18
PG	MCom,Commerce	24	Degree	English	19	19
Doctoral (Ph.D)	PhD or DPhil,Botany	60	M.Sc M. Phil	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				36			
Recruited	0	1	0	1	0	2	0	2	1	35	0	36
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				67			
Recruited	0	0	0	0	0	0	0	0	1	66	0	67
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	1	11	0	12
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	3	21	0	24
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	2	1	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	1	0	0	0	0	1
Ph.D.	0	0	0	0	1	0	1	13	0	15
M.Phil.	0	0	0	0	0	0	0	6	0	6
PG	0	0	0	0	0	0	0	16	0	16

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	1	61	0	62

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		0		1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1347	1	1	0	1349
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	223	0	0	0	223
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	66	52	42	60
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	4	4	4	5
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	301	303	321	239
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	180	215	220	196
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	28	12	24	18
	Others	0	0	0	0
Total		579	586	611	518

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
597	542	516	515	456
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
28	26	23	23	23

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1574	1528	1516	1468	1397
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
154	0146	116	118	118

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
567	455	524	480	389

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
102	97	89	87	81

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
103	98	90	88	82

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 69

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
279.48	279.48	309.81	352.71	246.11

4.3

Number of Computers

Response: 195

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Being an affiliated institution, the college follows the curriculum designed by the University of Calicut. Our faculty members are the prime contributors in the syllabus framing of the B.Vocprogrammes, Add-on courses and Certificate courses offered by the college and Diploma Courses by the Community College. To ensures effectual curriculum delivery,

- The Principal convenes IQAC and Academic Calendar Committee to prepare an **academic calendar** in concurrence with the University academic calendar and the same is published in the college handbook
- IQAC and Administrative Section formulates a **master timetable** to ascertain the smooth delivery of curriculum
- Department prepares an **action plan** incorporating both curricular and co-curricular aspects based on the academic calendar
- The courses prescribed in the syllabus are allocated to faculty who prepares a **teaching plan** accordingly
- Both the action plan and teaching plan are submitted to the IQAC after due verification by the Heads of the Departments
- Students, in particular, the new entrants, are given orientation on the **POs, PSOs and COs** by the class tutors and faculty handling each course
- **Bridge Course** is offered to the newly enrolled students to introduce the fundamental concepts of the programme
- **ICT tools, Moodle (My Zone), Google classroom, MOOC courses, labs, well-stocked library** are utilized to supplement the teaching-learning process
- **Field trips, study tours, industrial/media visits, internships, projects/dissertations** ensure an experiential and collaborative learning experience
- **Participation** and **paper presentation** in seminars and workshops by faculty and students are encouraged to assure informed orientation in academics
- Departments organize **discipline-centric workshops, seminars/webinars, training programmes, fests and competitions**, that can augment the knowledge disseminated in the classroom
- In case of unanticipated loss of working days, **special classes** are arranged for completing the syllabus
- Systematic conduct of **internal examinations** and publication of marks are co-ordinated by the Examination Committee
- Timely assessment and feedback based on **class tests, internal examinations, assignments, seminars/viva voce**, and **classroom participation** are ensured
- **Add-on and Certificate courses** offered by select departments aid in supplementing the curriculum
- **Special coaching** for advanced learners

- **Consistent care, remedial coaching, simplified study materials, peer –learning, previous year question papers** are extended to academically slow learners
- Learner-centric government initiatives like **SSP, WWS** and **ASAP** provide auxiliary support to students of diverse academic potential
- The effectiveness of curriculum delivery is gauged through direct and indirect means including **feedback from stakeholders, student satisfaction survey, mentor-mentee and tutorial system, Meet the Principal Programme** and **PTA meetings**
- Each faculty maintains a **Teacher’s Diary** which is submitted to the IQAC and the Principal at the end of each semester.
- Monthly departmental meetings and common staff meeting are conducted to review the progress in curriculum delivery and to implement modifications wherever required.
- **The College Council, IQAC, and Academic Co-ordinators** undertake overall supervision of the academic performance and efficacy of curriculum delivery periodically
- Annual **Academic Audits** by the IQAC serves to determine the strengths and shortcomings of academic activities discharged by departments

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution follows the schedule charted in the academic calendar issued by the University of Calicut. In concordance with the same, IQAC and Academic Calendar Committee summoned by the Principal, before the commencement of an academic year, duly prepares an academic calendar. The same is published in the college handbook and is availed to both staff and students. It serves as the conclusive source providing information on the functioning of college including the dates of commencement of internal and external examinations, commemorative days and events, holidays, publication of results, college closing and re-opening etc. The academic calendar serves as a guidebook to prepare department wise action plan and teaching plan, timely execute the academic and non-academic activities, and ensure transparent and continuous internal evaluation.

The internal assessment is attributed 20% weightage of marks duly distributed among two internal examinations, assignment, seminar/viva voce, and attendance/classroom performance for theory courses and lab involvement/records attendance for practical courses. Internal assessment of the project is based on content, method of presentation, findings and orientation to research aptitude. The teaching plan furnished by each faculty details the completion of the syllabus before the second internal examinations and revision before the end-semester examination and efforts to execute the same are followed suit. Submission of assignments and seminar presentations within the stipulated time, periodic class tests and classroom participation of students also form a prominent part of continuous internal assessment.

The Examination Committee of the college ensures the systematic and smooth conduct of both internal and

end-semester examinations. Students are informed well in advance about the dates of the examination to secure the time for preparation and clarifications if need be. Each department is mandated to prepare the question papers before the schedule of internal examinations.

The Examination Committee also chalks out the dates for the completion of evaluation and publication of mark list upon verification by the Head of the department. The same is displayed on the notice board of departments for students to acknowledge, raise grievances and seek rectification in case of any. The consolidated internal mark list is uploaded to the university online portal within the time scheduled by the University.

Based on the assessment of students' performance, each department appropriates various methods such as remedial coaching, special classes, revision, discussion of previous year question papers, and peer-learning, giving special attention to the slow-learners, for ensuring productive preparedness. Compensatory class for unforeseen loss of working days are arranged to ascertain the timely completion of the curriculum.

The academic and non-academic proficiency of the students is communicated to the parents during the departmental PTA meetings. The report cards of students' academic performance prepared by the class tutor are shared with parents to be signed during the meeting.

The College Council, IQAC, Academic Co-ordinators and Examination Committee monitors the effective implementation of continuous internal evaluation in adherence to the academic calendar, with the cooperation of the Heads of the Departments and faculty.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented	
Response: 100	
1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.	
Response: 28	
File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years				
Response: 43				
1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.				
2019-20	2018-19	2017-18	2016-17	2015-16
10	5	7	11	10

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 92.68

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1349	1325	1323	1455	1461

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Courses on gender, environment, human values and ethics form the crux of the curriculum for many programmes offered. Several core, complementary and elective courses of UG & PG arts and science stream, UG common course English, language courses, and open courses invariably caters to inculcating awareness about these values of enduring significance. The audit courses prescribed for undergraduate students by the University also cover areas including environmental studies, disaster management, intellectual property rights, and gender studies. Additionally, value education course and ethics classes monitored by the Ethics Committee and tutorial sessions enliven students on the art of value-driven living. Proactive communication about the Code of Conduct and Ethics to be preserved by staff and students is carried out to maintain a quality academic and professional culture.

The institution also ensures productive dissemination of these values through orientation programmes and seminars organized under the aegis of various cells, clubs and departmental associations. The Women's Cell in collaboration with the Sociology department has organized awareness programmes to sensitize students on issues on gender disparity and equity, rights, and justice. Environment and sustainability is the focal aspect of numerous projects undertaken by NSS, NCC, Eco-friendly Club, ENCON Club, BhoomithraSena, Green Guardians Club and Nature Club to raise students' consciousness on securing a clean and green environment. The major institutional initiatives include,

- Organic practices like rainwater harvesting, water recharging, conserving water bodies and wetlands, wastewater recycling, creation of biodiversity register, alternative sources of energy such as solar, biogas plant and LED bulbs, green audit and the observance of the green protocol in the campus
- Rice cultivation and banana cultivation by B.Voc Agriculture
- Participation in *Swachh Bharat* and *Swachhta Pakhwada* programme, campus cleaning, waste management and disposal as part of pre-monsoon activities and *Gandhi Jayanthi* along with distribution and planting of saplings by NSS & NCC
- Flood relief and rehabilitation activities
- Collaboration in Clean Mala Project and Haritha Keralam
- Workshops and hands-on training provided to create eco-friendly products and raise vegetable garden and organic farms in homesteads
- Nature camps, visits to heritage places, and tribal places
- Observance of national/international commemorative days through insightful talks and competitions
- Encouraging student projects and dissertations on areas pertaining to gender and environment to analyse and find practical resolutions
- Promoting faculty to undertake minor projects/ doctoral thesis with special focus on these crosscutting issues
- Encouraging presentation and publication of research papers by teachers and students to broaden their understanding on these core concerns
- Extending open forums like association hours, talk shows, student magazines for students to voice opinion on socially relevant matters
- Encouraging student participation in various awareness campaigns, medical/blood donation camps, and palliative care
- Extension and outreach programmes to sustainably uplift the community in adopted villages, training programmes, awareness classes and resource sharing extended to neighbourhood community and schools, linkage with old age homes, orphanages, hospitals and care centres for the ailing and differently abled.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**Response:** 19.65**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
127	113	100	99	80

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 57.12**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 899

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 65.8

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
579	577	611	518	583

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
937	922	886	886	755

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 47.63

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
70	72	69	46	53

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The institution adopts various strategies to assess the knowledge base, comprehension, and articulation skills of the students. Since a majority of the institution's learner community hails from economically, socially, and educationally underdeveloped backgrounds, ensuring the productive dissemination of quality education has both been a challenging and rewarding experience.

The initial assessment commences at the department level where the new entrants to a particular programme are provided with an orientation on their syllabus, course content, and other curricular requirements. **Bridge course scores, internal examination scores, performance in classroom activities, class tests, seminar presentations, and assignments** are taken into account for identifying the learning levels of students.

Professional counselling, mentor-mentee, and tutorial system arranged for students help to delineate the abilities, difficulties, and pressures faced by them and extend timely support. **Certificate and Add-on courses** conducted for students supplement their knowledge and skill set. **Career guidance and skill development programmes, discipline-centric seminars/webinars and workshops, field/industrial visits, faculty and student exchange programmes** open avenues for experiential learning. Effective employment of **ICT tools** and **LMS** like Moodle renders learning multi-sensory and enriching. Freshers are groomed through **Student Induction programme and computer training**.

In addition to the college library, several departments house an adequately stocked **library** that is open to all students. Student interactions with alumnae have had a profound impact in effecting a positive inclination towards learning and discipline.

ASAP and **WWS** are schemes implemented to cater to students with discernable acuity for learning. They are offered **coaching classes** on PSC, Bank, Civil Service, NET/JRF, **auxiliary training** to hone interview skills and attend campus drives, **checklist of books and resources**, provisions to avail **government funds for projects**, opportunity to **interact with resource persons**, and enrol for **MOOC courses**. Participation in government sponsored programmes like **YIP**, various **seminars/workshops** and **inter-collegiate fests/events** among students are promoted to provide them adequate exposure. **Paper presentations** are encouraged and quality research papers of postgraduate students are published in *Carmel Bloom* – A Multidisciplinary Research Journal by the institution. Promising students are backed through **merit scholarships** like **Carmel Bright Scholarship** and **Chavara Euphrasia Scholarship**. The departments guide learners to undertake **projects** with reputed institutes and **internships** with recognized firms/industries and to take up advanced topics for seminars/projects/dissertations. To promote **community engagement** in neighbourhoods and schools, advanced learners are trained to be facilitators. They are also entrusted with **peer-tutorship** within their respective classes. Honoring **University rank holders**, awarding **Best Dissertation, Best Outgoing Student, Best Library User, and Semester-wise topper** in academics are steps initiated by the institution to acknowledge student achievements.

The institution prioritizes enabling slow learners through **consistent care, counselling, remedial coaching, and simplified study materials**. SSP is implemented to render them additional support. **Faculty@home** initiative fosters the teacher-student bond and serves as an eye-opener to the issues faced by students. **Peer learning, special classes, test papers, discussion of previous year question papers** are conducted to keep track of their progress. The classroom activities are charted with special focus on boosting their communication and interpersonal skills.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 15.43

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

With the paradigm shift in pedagogical approach necessitated by the changing times, the institution deems it imperative to bolster its human, infrastructural and technological resources. The emphasis is now ideally laid on adopting a student-centric teaching methodology that can garner enriched learning experience and learner autonomy.

The curriculum of many programmes across disciplines calls for dynamic engagement in activities like **field trips, industrial visits, study tours, media visits, project/dissertation, and internships that promote experiential and participative learning**. **Heritage visits** by the Department of History, **tribal visits**, and **socio-economic surveys** by the Department of Sociology are undertaken to impart in students an informed comprehension of history and varied lifestyles. The department of English organizes **screening of world classic films, book fair**, encourages students to stage renowned plays and to act in short films. Departments of Botany, Chemistry, Physics, Political Science and Computer Science ensure the involvement of **students as facilitators in the extension/outreach programmes** carried out in the neighbourhood and schools by providing them prior orientation and hands-on training, as required, in mushroom cultivation, organic farming, preparation of healthy, preservative-free and eco-friendly products, water and soil quality analysis, LED bulbs/tubes making, legal literacy, computer basics and the like. The departments also facilitate **student interactions with eminent academicians, experts, and alumnae** by organizing workshops, seminars, and lectures that are both discipline-centric and inter-

disciplinary. The departmental collaboration with IQAC has resulted in initiating student-centric programmes like **INSIGHT** and **Wings to Dream** to galvanize productive learning. Additionally, the **Carmel Extension Centre for Women** promotes experiential learning and entrepreneurial flair by providing training in bookbinding, tailoring, handicrafts, embroidery and ornament making to students who have an aptitude for it.

SSP, ASAP, and WWS schemes are implemented to cater to all categories of learners - slow, average, or advanced. Effective employment of **ICT tools, well-equipped labs, audio/video lectures, smart classrooms, and LMS** are promoted to facilitate enhanced learning. Students are also encouraged to enrol in **MOOC** courses offered by Coursera and Swayam. **Coursera for Campus** Programme, facilitated by the institution, allowed students to freely access various online courses offered by academicians of renowned universities across the globe. Departments adopt **diverse classroom activities** like group discussion, seminars, assignments, PowerPoint presentations, library referencing, peer learning, debates, quizzes, role-play, vocabulary building, problem-solving, and logical reasoning exercises to hone their cognitive, physical, creative faculty.

Students handle the rein of **College Union, Campus Radio, Departmental Association, forums, and clubs** in actively organizing various literary and cultural programmes, exhibitions, and competitions. They are offered avenues to participate in **talk shows, fests, and short film competitions**, and encouraged to bring out **manuscript magazines**, organize **street plays**, take part in **rallies and drives** for environmental/health cause and **blood donation camps**, partake in the **green initiatives** of the campus and **linkage programmes** with old age homes, care centres, orphanages and hospitals all of which reinforces the practical aspect of learning transpired in classrooms.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The advent of technological innovations has effected a palpable transition in conventional pedagogy, promoting a more learner-centric approach. In line with this fundamental shift, the institution periodically upgrades its physical facilities and promotes the use of ICT-enabled tools to ensure a well-rounded and holistic teaching-learning experience. To equip both faculty and students to be technologically proficient, the institution organizes orientation programmes on utilizing ICT tools, LMS, and other digital applications. The faculty also attend FDPs and workshops funded by recognized bodies for securing the technical flair required to stimulate the teaching-learning process. New entrants are provided computer training classes. Enrolling in MOOC courses offered by platforms like Coursera and Swayam is also encouraged among the teaching-learning community as a reliable source for complementing and updating their knowledge.

The campus is Wi-Fi enabled and has an online attendance marking system. ICT tools, well-equipped labs,

smart classrooms, auditorium, and seminar halls with state-of-art facilities are utilized for effectually transpiring knowledge. Fully automated library, Networking Resource Centres, DSpace repository, access to the N-list programme of INFLIBNET are extended to both staff and students. Departments are maintained with adequate IT facilities including laptops, desktops, printer, scanner, and speakers. All classrooms are equipped with LCD projectors and Wi-Fi facility. The faculty utilizes Moodle (My Zone - <https://training.carmelcollegemala.edu.in/login/index.php>) and Google Classroom to share video/audio lectures, PPTs, notes, instructive links, and to conduct assessment tests and quizzes. Submission of assignments and seminars by students through these platforms are effectively carried out. Additionally, academic WhatsApp groups are maintained to stay connected with the students and promptly address their queries. Video conferencing platforms like Google Meet, Cisco Webex, Zoom have been used to conduct online teaching and remote learning. Google slides, jam board, and digital whiteboards enable collaborative learning while Google forms, apps like Kahoot, & Quizizz are used to conduct course content quizzes. Seminar presentation using ICT and the creation of blogs are promoted among students.

The language lab run by the Department of English assist in enhancing the communication skills of students. Furthermore, students are encouraged to avail several language learning apps like VOA, LEB English, Talk English Standard, WordWeb, and websites including bbc.co.uk/learningenglish, learningenglish.voanews.com, esl-lab.com, and submit reports on the same. Screening of classic films, short films, plays, and videos on general topics, sharing educational YouTube links and podcasts serve to productively engage the students in learning. Exposure to virtual labs is procured through vlab.co.in - an initiative of Ministry of Education, Tutorialspoint.com, and w3schools.com. Integrating ICT into the teaching-learning process has brought about profound improvement in gearing learners towards autonomy and self-reliance in adapting to new norms in education.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 16:1

2.3.3.1 Number of mentors

Response: 101

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 98.91

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 12.89

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
16	11	11	10	11

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 3.85

2.4.3.1 Total experience of full-time teachers

Response: 393

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The institution follows a well-grounded, transparent and accountable mechanism to assess student performance. Being an affiliated college, the institution primarily adheres to the internal assessment scheme advocated by the University of Calicut. The parameters for evaluation constitute four aspects- **internal examinations, seminar/viva voce, assignments, and attendance/classroom performance.** To ensure that students comprehend and satisfy these academic requirements, a detailed orientation on the syllabus, course contents, objectives, and assessment parameters are given to them, at the department level, at the beginning of an academic year. Information on the evaluation pattern is also communicated to students and other stakeholders through the college website and handbook. Dates for commencing internal examinations, indicated in the academic calendar published in the handbook, are charted ideally allowing adequate time for study and preparation.

The Examination Committee foresees the conduct of **internal examinations** in a centralized manner. The schedule for examination, preparation, and sorting of question papers, evaluation of answer scripts, and publication of mark lists are communicated to the departments by the Committee. CC TV monitoring and invigilators in examination halls keep malpractices at bay. The answer scripts evaluated are returned to the students following informed feedback. Students who have been unable to attend the examination for valid reasons are granted a retest option with a different set of question papers. A consolidated internal examination mark list is published on the notice board and report cards are maintained by class tutors.

Hourly attendance records of students are maintained by the faculty engaging the class. The service of the Smart Campus App is also availed by teachers to mark attendance. The class tutors intimate those student/s facing attendance shortage to take up necessary steps to resolve the issue and secure their chance to appear for university examination.

The holistic academic progress of students results from **active involvement in classroom activities** like group discussions, debates and deliberations, class tests, quizzes, and the like. Students are assessed on their attentiveness and inquisitive mindset, aptitude for problem-solving, critical thinking, and creativity in executing the tasks given in class individually and as a team. Students, individually and in groups, are

given topics for **assignments** and **seminars** well in advance to allow them time for supplementary reading, research, and effective preparation. Online submission of assignments and seminar presentations using ICT are encouraged. Resubmission and re-presentation are allowed for those requiring improvement. **Course viva voce** and **project/dissertation mock viva voce** are also conducted for students as and when deemed requisite by the faculty or as mandated in the syllabus. Students' involvement in **co-curricular** and **extra-curricular activities** in the college as participants or organizers are also taken into consideration in assessing their progression.

Grievances related to internal assessment are promptly redressed at the department level or through Grievance Redressal Cell. Each department is also mandated to submit the requisite documents on internal assessment to the IQAC within the stipulated time and the same is taken into consideration during the academic audit.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The **grievance redressal policy** of the institution invests utmost care in dealing with the genuine concerns raised by students on matters pertaining to them, especially related to academics and examination. In advance of the commencement of an academic year, the Academic Calendar Committee chalks out the schedule for conducting internal examinations in a time-bound manner and in consideration of the students' requirement for adequate time to prepare. The academic calendar thus published in the college handbook is distributed among staff and students to ascertain their abidance to the schedule in charting and executing assigned duties and classes.

The institution has entrusted the **Examination Committee** to conduct the internal examinations as specified in the academic calendar. In case of unforeseen inconvenience to comply with the timeframe, the students and faculty are duly intimated and alternate provisions are arranged. The institution follows the evaluation scheme for internal examination proposed by the affiliating University for each programme. Timely evaluation and return of answer scripts to the students are done by the teachers concerned and queries or grievances related to assessment, if any, are redressed primarily by the **concerned subject teacher, class tutor, or Head of the Department**. If not satisfactorily redressed, students can submit their grievances in writing to the **Grievance Redressal Cell**, coordinated by a senior faculty, which will be subjected to detailed inquiry to effect prompt redressal following authentication from the Principal. **Meet the Principal** programme has also been initiated with the purport to deal with students' grievances in a more direct and genial manner.

Teachers share informed suggestions and tips for improvements generally in class and individually, to students, when required. Consolidated internal scores are published on the department notice board for

verification by students. The results of the internal evaluation are documented as report cards by class tutors for verification by both students and parents during department-level meetings of PTA. The internal scores are duly uploaded by the class tutors to the University portal within the stipulated time to avert instances of mishap or loss of marks in the end-semester examination result.

Students who fail to attend examination upon genuine grounds are granted provision for re-examination with a different set of questions. Special arrangements are extended to the differently-abled and ailing students appearing for the examination. Students, dissatisfied by the result, are encouraged and guided to apply for re-valuation, scrutiny, and improvement of the concerned paper at the university level. University examination-related grievances including anomalies in the question paper, issues of attendance shortage, withheld results, the incongruity in marks published brought to the attention of the **Examination Section** of the college is reported to the **Principal** who shall direct necessary action for clarification/rectification from the affiliating University. Uploading of internal scores in the University portal, online registration, allocation of seating, issuing certificates, and record of invigilators for external examination are strictly monitored by the Examination Section to ensure transparency and fair redressal of grievances raised concerning the same.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

To nurture enlightened and empowered individuals through quality education is a wholehearted venture undertaken by the institution. Students are thus groomed from the very start to acknowledge their rights and responsibilities through education and embrace informed perspectives for the progress of the community and nation at large. Being an affiliated college, the institution follows the curriculum framed by the University of Calicut for all of its programmes. The Board of Studies of the University constituted by subject experts and eminent academicians frames the syllabus for each programme. Participation of our faculty in the syllabus revision workshops, periodically conducted by the affiliating university, enables them to calibrate the expected outcomes for each course in tune with the changing scenario in the higher education field and initiate necessary reforms.

The POs for programmes offered at the college are framed in line with the stated vision, mission, and objectives of the institution. Effective citizenship, ecological consciousness, and self-directed, life-long learning are the core outcomes expected of the students. Information of the programmes offered by the college, and the specific POs, PSOs, and COs are made available to the students and stakeholders through the College website (<https://www.carmelcollegemala.ac.in/>). The preparation of the same is executed by the faculty of the institution in consultation with experts from each discipline and is scrupulously

monitored by the IQAC. The institution foregrounds acuminating the instinct for critical thinking, problem-solving and effective communication of the students through meticulous channelling of theoretical and practical knowledge.

The departmental staff meeting, spearheaded by the Head, serves as a time for fruitful deliberation on the stated objectives of the programme and courses before the framing of the action plan and allocation of the syllabus to the faculty. In the light of the same, decisions and measures are chalked out as to what learner-centric teaching methodologies to be adopted and curricular and co-curricular programmes to be devised. A detailed orientation on the scope, objectives, syllabus, and skills requisite are provided to the newly admitted students before the commencement of the programme. Additionally, students are enlightened about the nature and scope of their discipline through classroom sessions by class tutors and faculty handling each course. The Bridge course provided to these students lays the groundwork in promoting a concise idea on what is the expected outcome from the programme. The departments also ensure sound dissemination of the stated purpose, prospects, and employability of the particular programme through various workshops and interactive sessions handled by experts in the field.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The programmes offered at the institution is geared towards upskilling the flair and knowledge of students thereby enabling them to pursue higher studies or explore potential career options. As most of the students hail from an educationally underprivileged background and are often first-generation learners, there are a few palpable hurdles to quality and competency experienced by them including lack of proper orientation, language proficiency, and computer literacy. The institution thus earnestly endeavours to smooth the way of learning for the students and mould them into self-reliant, competent and employable individuals.

Several measures have been initiated by the institution to identify and systematically evaluate the attainment of the proposed programme and course outcomes by each department and the college as a whole. Each department ensures comprehensive communication of the PSOs and COs to the students and the strategies implemented to accomplish the same are consistently monitored by the IQAC. The primary index for evaluation is the student performance in **internal examinations** which are scheduled twice per semester. Additionally, faculty level monitoring of **student involvement in classroom activities** that propel their creativity, critical thinking and scientific temper, **class tests, assignments, seminar presentations, course viva voce, projects/dissertation, mock and final project viva voce, and practical sessions** also serve as significant parameters for assessing the attainment level of programme and course outcomes. **Students undertaking government funded projects, productive research completion and award of internship** for projects, have been recognized as vital indicators of achievement. **The catalyst**

role of the mentors and tutors also helps to discern and document the individual student's assimilation of POs and COs and the industry they have expended to achieve the same, regularly.

Student participation in curricular and co-curricular activities, extension and outreach programmes, other community engagements that goes beyond the textual and four-walled classroom experience are effective indices to measure the progress and performance of students in line with the stated objectives of the institution and outcomes specific to each programme.

The University examination results are the direct assessment yardstick for the institution to ascertain its level of attainment of POs and COs. **Students securing university ranks, progressing into higher studies and prospective careers, qualifying state and national competitive examinations** have also been visible pointers used to determine the successful rendering of POs and COs.

The **departmental and common staff meeting** evolves as productive spaces for deliberating and reviewing the progress attained or to be attained in translating the POs, PSOs and COs into credible student performance. The IQAC undertakes **internal and external academic audit** to gauge the performance of each department for attaining the defined range of expectations, both programme wise and course wise.

Feedback collected from students and other stakeholders regarding curriculum and specific programmes is also used as a reliable assessment tool for appraising the reach in the attainment of POs and COs and implement revision, where it is required.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 81.15

2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
422	368	407	406	343

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
567	455	524	480	0389

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.6	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 11.49

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.07	0	3.57	0	7.85

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

Any additional information

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 4.9

3.1.2.1 Number of teachers recognized as research guides

Response: 5

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 7.69

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	0	3

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
13	13	13	13	13

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The institution adopts numerous learner-centric, professionally enriching and community-enhancing initiatives to sustain an enabling ecosystem for productive channelling of knowledge and creativity.

Resource Sessions: With the intent to groom students on ways to translate learning to practical experience, IQAC, departments and various clubs and cells of the institution undertakes the conduct of **'INSIGHT' programme, seminars, workshops, alumnae interaction** particularly in the areas of **research, industries, skill development, career orientation, sustainable living, and entrepreneurship. Career guidance programmes and recruitment drives** are organized by the Career Guidance and Placement Cell.

Skill Enhancement, Entrepreneurship and Innovation: To nurture the innovative bent of students, the institution promotes participation in **IIC** by MHRD and **YIP (Young Innovators Programme)** by K-DISC. The faculty of Chemistry, Physics and English have provided training sessions to create eco-friendly, energy-conserving and daily use home products like paper pens, paper files, LED bulbs/stars, soap/soap powder, dish wash etc. to motivate small scale enterprises. Internal-external mentoring and workshops to enhance personal, soft and technical skills have been organized as part of **WWS, SSP and ASAP**. The departments of English and Vocational Studies have conducted workshops on theatre,

creativity/creative writing, film technology, photography, and media. **Food fests, cultural and literary fests, making of short films, campus radio, and exhibitions cum sale of products** organized by and for the students are potential spaces to mould their managerial and creative verve. To promote entrepreneurship, the **Carmel Extension Centre for Women** provides training in bookbinding, tailoring, embroidery, and ornaments making to interested students.

Research and Industry Exposure: The **SPTYis Scheme** and **Student Project Scheme** by **KSCSTE** have been utilized to get funds for promising student projects. The college fosters **academic collaborations with other premier institutions and industries for internships, projects and faculty/student exchange programmes. Research guideship and minor projects** by faculty, *Carmel Blaze* and *Carmel Bloom*, multidisciplinary research publications by the college, **paper presentation/publication** and **Coursera for Campus** Programme are promoted to facilitate informed learning and research. The **Botany Research Centre** facilitates quality research. Dr Sr. Sinjumol Thomas, Research Guide of Botany have identified 11 new plant species and her meritorious research contribution in classical and molecular taxonomy have been an incentive to advance further research.

Outreach for Community Building: As part of the **KSCSTE funded projects**, the Department of Botany have conducted workshops and hands-on training on mushroom cultivation, vegetable gardening, fruit processing and value-added products for neighbourhood women. Collaboration with NGOs, local bodies, and schools have evolved into beneficial **extension activities** enabling students to become facilitators in transmitting knowledge.

Preservers of Green: Student involvement in green practices like rice cultivation, banana cultivation, quail farming, aquaculture, maintenance of Botanical Garden, Herbal Medicinal Garden, Carmel Orchidarium, RET Garden, Fruit Garden, Vegetable Garden under the aegis of the departments of Vocational Studies, Zoology and Botany in addition to various green eco-friendly initiatives under NSS-NCC units, participation in the conduct of green audit by Green Guardian Crops integrates them into the green campus culture as advocates of nature conservation in the community and their households.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 147

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
60	24	26	23	14

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 2	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 4	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 2	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.27

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
11	3	3	3	5

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.12

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	4	2	0

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

To inculcate the spirit of inclusivity and commitment, several extension programmes with students as backbone are steered by the institution for community betterment. In collaboration with governmental organizations/departments and NGOs, hospitals and schools, numerous activities have been initiated by NSS and NCC units of the college.

- **REBUILD KERALA** survey
- Tree plantation, distribution of seedlings, tapioca cultivation, mushroom cultivation and vegetable gardening in adopted villages
- Health awareness programmes on lifestyle diseases, health and sanitation
- Awareness Class on diverse topics like plastic waste management, human rights, anti-intoxication, cybercrime, road safety, consumer protection as part of special camps in adopted villages
- Cleanliness drive and participation in 'CLEAN MALA' Project under
- Tree planting drive under **HARITHA KERALAM**

- House construction under **ABHAYAM** scheme
- Orientation on drug abuse and illegal trafficking under the **VIMUKTHI** scheme
- Cleaning of Jewish Synagogue as part of protecting heritage
- Socio-economic survey under **UBA**
- Awareness drives/rallies on environment and health
- Free camps - blood detection and donation camps, eye camp, dental camp, medical camps
- Cancer detection and awareness campaign under **OPPAM** Scheme
- Palliative care programme
- Yoga and Self-defense training
- Entrepreneurship and skill development programme
- Making of eco-friendly/energy-saving products like cloth bags, paper pen/pencils, LED bulbs etc.

The institution and staff have made a significant contribution, both in-kind and cash, during the disastrous **OKHI** and **the deluge of 2018**. NSS, NCC and AICUF student volunteers under the dynamic leadership of teachers have extended their compassion and helping hand in cleaning the ruined dwellings and pathways, collecting materials and food for the deprived. These student units and each department have **linkage with old age homes and care centres for differently-abled** where, as part of annual visits, basic amenities, sweets and food are contributed, and cultural programmes/games are staged. Other notable departmental extension activities include,

- Training in mushroom cultivation, organic farming, preparation of *karkidaka kanji*, apiculture, vegetable garden - Department of Botany
- Training in making LED products and science expo - Department of Physics
- Awareness class

-Legal Literacy – Department of Political Science

-Career awareness on Vocational Courses – Department of Vocational Studies

-Reproductive Health – Department of Zoology

-Child Abuse and Child Protection – Department of Sociology

-Use of Medicinal plants - Department of Botany

- Cleanliness drive, ayurvedic medical camp, health and socio-economic surveys – Department of Sociology
- Water and soil quality analysis; training in making products like a paper pen, soap, detergents etc.- Department of Chemistry
- *SahapadikkoruSnehaveedu* and Quail farming - Department of Zoology

Carmel Extension Centre for Women, Diploma courses in DTP, banking and tally by **Community College** and CDIT courses by **Carmel Computer Academy**, resourceful talks, library services and financial aid to neighbourhood women, free vacation classes for the children of the locality are productive extension initiatives by the institution.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 12

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6	1	1	2	2

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 115

3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
29	28	25	19	14

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 67.17

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1058	1001	997	1102	870

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 249

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
83	37	60	54	015

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 27

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	7	4	2	6

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Flourishing over 16 acres 92 cents of land, nestled in lush green and serene atmosphere, the institution has strived to sustain a congenial academic milieu by augmenting all support systems to inspire learning, creativity and innovation. Particulars requiring installation/replacement/renovation are taken stock of at the beginning of a financial year before the Finance Advisory Committee formulates the budget for the next academic year.

The institution offers a **PhD programme, 13 UG and 8 PG programmes, 6 B.Voc programme and 2 diploma courses** (Community College), along with add-on and certificate courses for enhancing the knowledge, skill and employability of the students. The institutional infrastructure is The campus is **Wi-Fi enabled**. The following institutional facilities are utilized to enhance academic transactions and extra-curricular activities:

- Well ventilated, sufficiently furnished, smart classrooms
- CCTV camera in select classrooms and 2 Examination Halls
- 23 Laboratories with state of art facilities

Department	Facility
Computer Science	BCA Lab
Vocational Studies	Software Development Lab Multimedia Lab Accounting and Taxation/BF SI Lab Fashion Technology Lab (3) Agricultural Lab
Physics	Practical Lab and Dark Room Computer Lab
Botany	Research Lab

	Tissue Culture Lab	
	Bioinformatics Lab	
	Biochemistry Lab	
	Practical Lab	
Chemistry	Practical Labs – MSc and BSc	
	MSc Physical Chemistry Lab	
	Computer Lab	
Zoology	B.Sc Zoology Lab	
English	Language Lab	
Community College	Computer Lab and Printing Machinery Lab	

- Botany Research Centre and Research Scholar room to facilitate quality research
- Museum and Herbarium (Botany), Museum (Zoology)
- Auxiliary facilities in departments- Desktops, laptops, printer/scanner, speakers
- Well-stacked, fully automated library with free browsing, research, and reading corners along with several Department libraries. Digital repository (DSpace), Urkund and reprography facility
- Media Centre, DTP, photocopying, and bookbinding facility
- Carmel Extension Centre for Women and Carmel Computer Academy to facilitate extension activities
- Auditorium cum Indoor Stadium, 5 conference halls, 3 seminar halls, one with video –conferencing facility, 4 guest rooms and visitor’s room
- Student’s Corner, Arts and Cultural Centre, leisure bowers for study and recreation
- Separate parking shed, canteen cum store facility at subsidized rate
- Medical aid, infirmary and retiring room for students and staff
- Wide spaced sports ground, open stage and gallery
- Green practices to nurture campus environment
- Fitness Centre, Health Club, counselling centre, yoga and self-defense training for physical and mental wellbeing
- Clean drinking water facilities, washroom, toilets/bathrooms, and incinerators for both staff and students on each floor
- Ramp, wheelchair, toilet facilities for differently-abled
- 24/7 security with security guards and CCTV monitoring in strategic spots
- Chapel and prayer room for spiritual reflection
- Separate rooms for IQAC&NAAC, NCC, NSS, Sports
- Separate section for Enquiry, Administration, Placement, and Examination
- **24 UPS (59KVA), 1 transformer (150KVA), 12 inverters (20KVA) and 4 generators (91.5KVA)** for uninterrupted energy supply
- Solar panels to meet a power requirement of 40KW

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The college has consistently promoted the holistic development of students by providing them ample platforms to engage in intellectual, artistic and athletic activities. The Physical Education department has groomed promising sportswomen through **expert coaching** in cricket, track cycling, archery, hockey, athletics, shuttle badminton, ball badminton, karate, football, volleyball, basketball, weight lifting, road cycling, sepak takraw and taekwondo in addition to yoga and self-defence training. Numerous laurels, at national/state/district and university levels, have been brought to the college. 4 International players and around 50 national players who have come out of college is a testimony of the institution's steadfast ride towards actualizing its vision.

Sports students are provided **free accommodation in hostel, free sports kits, freeships, medical care, additional nutritious food and financial assistance including TA and DA**. An **annual budget of around Rs. 30 lakhs** is allocated for the enhancement of sports activities by the college. Two rooms are allocated as **sports rooms** to hold meetings and to store sports items/ equipment. In addition to the college ground, the institution also collaborates with St. Theresa's College, Kottakkal, Soccorso School, Mala and Mala grama panchayath to avail their grounds to practice and conduct different sports events like football, cricket, athletics, and cycling. Acknowledging the achievements in sports, the winners are felicitated with **memento and cash awards** in the annual function of the college. Several **university level tournaments and training camps** have been hosted by the institution.

The **Student Union and Fine Arts Committee** organizes cultural events as part of Fresher's Day, Union Inauguration, Arts Day, College Day, and important festivals. These units also conduct inter-departmental fine arts championship and groom students for D-zone/Inter-Zone/national/state-level competitions. Several clubs and forums like **Writers' Forum, Speaker's Forum, Photography Club, Quiz Club, Media Club, TECHIE Club, Nature Club, Bhoomithrasena Club, EBSB Club**, to name a few, have been in the forefront organizing inter-departmental/inter-collegiate fests and competitions, folk performances, campus radio, food fests, film screening, seminars and workshops to mould the skill and taste of students. Over five years, 1 documentary - *Footprints of Carmel*, 1 music album - *Carmel Melody* and 3 short films - *Nerkazhcha, Back Benchers* and *Little Things*, have come out of the collective creative enterprise of the students, primarily of Vocational Studies.

The physical facilities offered for sports, games and other cultural activities include:

Sl. No:	Facility	Year of Establishment
	Sports- Indoor	

	Multipurpose Indoor Stadium-	2001	638
	Volleyball Court-Sepak Takraw Court		180
	• Shuttle Badminton Court		
	Taekwondo and Karate Dojo	1993	85s
Sports- Outdoor			
	Basket Ball Court with Mini Gallery	2011	510
	100 meter Archery Shooting Range	2005	100
	Ball Badminton Court (I)	2012	300
	Ball Badminton Court (II)	2013	200
	Nets for Cricket	2020	92s
Cultural Activities			
	Auditorium cum Green Room/Yoga Centre	2001	638
	Open Stage cum Green area	2006	63
	Student's Corner	2010	140
	Seminar Hall I	1987	131
	Seminar Hall II	1988	114
Others			
	Fitness Centre	2010	50s
	Media Centre and Recording Room	2014	12s
	Arts and Cultural Centre	1993	171

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 46

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**Response:** 37.52**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
101.31	53	102.87	188.76	112.38

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The library of the institution, established in 2003, is the prime reservoir of knowledge, located as a separate three-storied building with a total area of **932Sq.mts** and spacious enough to accommodate a seating capacity of 235. The library is **fully automated (January 2014)** with **KOHA 17.11** software that can easily facilitate catalogue searching, information retrieval, circulation, book reservation, renewal, membership and acquisition.

Library Sections:

- Help Desk to direct users to specific areas
- Library Circulation Counters – Book Issue, return and renewal
- Property Counter
- News corner – Newspaper display and reading corner
- Career Corner – Magazines and journals

- Cozy Corner
- New Arrivals Section
- Current Periodicals Section
- CD/DVD section
- General and Discipline-specific reference sections - Dewey Decimal Classification
- Book Bank Section
- Books for Competitive Examination
- Thesis Section
- Projects & Dissertations Section
- WWS & SSP Book Section
- Alumnae Books Section
- Rare Collections/Archives Section
- 4 Networking Resource Centre, separate for staff, students and research scholars
- Separate reading corner for staff, students and researchers on each floor
- Research Scholars Room
- Reprography room
- Librarian's Room with server facility (KOHA & DSpace)
- Store Room

Library services:

- Free internet service (40mbps – BSNL)
- Gate Entry- ID card barcode scanner
- Barcoded issue and return system of books
- Web- OPAC system to extend remote access to learning- resources
- N-list programme of INFLIBNET – with access to over 6000 e-journals and 1,99,500 e-books. Username and password are assigned to all staff and students to access INFLIBNET

- DSpace: Digital Repository for e-books, e-journals, faculty publications and question bank
- Plagiarism Checker- URKUND
- Reprography and CD-RAM facilities
- Current Awareness Services
- Newspaper Clipping Services
- Advertisement Display Services
- Book Bank for students from financially unsound background
- Question Paper Bank System (Hard copy) –Also available at <https://www.carmelcollegemala.ac.in/questions>
- Printing, photocopying and scanning facility

Other Support Facilities

- 71 computers
- 3 Printers, 1 scanner, 1 photocopier
- Drinking water facility
- Toilet
- CCTV surveillance camera (3)
- Fire-safety measure
- Generator

The Library Advisory Committee monitors the functioning of the library and initiates proactive measures for improvement when required. Yearly book/journal purchase is undertaken by the Purchase Committee following the recommendations from staff and students.

The Library Club is an active body constituted to promote reading and extensive use of the library. The new entrants are provided with a library tour and class-wise orientation on the etiquettes of library usage. The library also conducts insightful lectures, book reviews and book fair in collaboration with departments for students and staff. The Best Library User Award instituted for both faculty and students also serves to encourage the spirit of reading and learning. The college library functions from 8 a.m. – 6 p.m. on weekdays and 9 a.m. - 4 p.m. on Saturdays. The services of the library are open to all including alumnae and retired staff with restricted entry to the public.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 9.89

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
13.99	21.80	6.64	5.83	1.18

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 22.37

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 375

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Augmenting IT integration into the routine academic and administrative engagements of the institution has been a matter of priority since the post accreditation period. The institution has been recognized as the first cashless college in Kerala by the Ministry of Communication and Information Technology. The IT facilities of the campus include:

- **Full-fledged Wi-Fi**
- **Internet connections**- lease line connection via Jio (10mbps), Fiber Optic connectivity via 2 Kerala Vision (60mps), 1 Railnet (40mbps), 1 BSNL (20mbps) for office, 1 BSNL (40mbps – educational plan by the Government) for library
- Powerful servers to run academic and library functioning- KOHA, TCS, Moodle, and Website with **cloud server facility** along with **DSpace** and 2 **CCTV** local servers
- **Intranet** and **intercom connection**
- **G-suite account** for the institution and staff with unlimited digital storage
- **Computerized accounting and data handling in the Office** for management of student admission (online Centralized Admission Portal of the University), registration, fee remittance, scholarships/e-grants, salary and payroll of teaching and non-teaching staff (SPARK), funds and accounts
- **Smart Campus App** with functionality for student and staff profiling, separate portals for students, teaching staff and parents, attendance marking, news/notification, leave records, SMS alert
- **Linways Academic Management System (MIS)**, adopted in 2020, for efficient management of academic/administrative activities
- **Biometric attendance system for staff** and **IR Scanner**
- Departments are equipped **desktops, laptops** and **peripheral devices** like printer, scanner, speakers, etc., in addition to the faculty owning their own personal digital devices for smooth conduct of academic activities
- **All classrooms have LCD projectors** and **internet access**
- Use of **LMS** like Moodle, Google Classroom and **learning apps**
- Cyberoam firewall network security is assured to tackle cyber infiltration
- **LCD TV**, 1 each to watch news and practice and 2 for **CCTV** surveillance
- Well-maintained **college website**, Media Centre/Recording Room and **Carmel Spectrum**- Official YouTube channel to broadcast campus news
- **Fully automated library with KOHA Software** and an adequate number of computers, printer scanner, photocopier and reprographic machine. The OPAC system is followed in the library.

- Library services include **4 Networking Resource Centres**, subscription of e-books and e-journals via **INFLIBNET**, digital repository- **DSpace** and plagiarism checker- **URKUND**
- Adequate IT infrastructure in Examination Section, IQAC & NAAC Office
- (A/C)Seminar hall with video-conferencing facility and ICT - equipped auditorium
- **CCTV surveillance cameras** in strategic locations including examination halls, select classrooms, hostel vicinity and pathways
- **Labs with state-of-the-art facilities** to facilitate learning and research

IT Facilities	Total Number
Computers	355
Laptops	31
Local Server	3 (D-Space, 2 CCTV servers)
Cloud Server	4 (KOHA, TCS, Moodle, Carmel Website server)
UPS (59KVA)	24
Printer	49 (20 Printer cum Scanner)
Barcode Readers	3 (Handheld); 1 (Hands-free)
Photocopier	6
Projector	72
LCD TV	4
Video Conferencing	2 Logitech devices;1 video conferencing device
Speakers	111
Amplifier	6
Internet Connections	6
Network Switches (24 port)	14
Network Switches (8 port)	13
CCTV	61
Digital Camera	2
Digital Mixer Audio	1
Handicam and Recording unit	1 each
Wi-Fi- Router	15 (6 nos. with 2.4 -5 GHz, covering up to 50 meter range & 2.4 GHz)

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 8.07

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 53.27

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
200.97	173.74	170.52	118.17	107.59

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The college ensures optimal allocation and utilization of the available financial resources to maintain the

physical, academic, and support facilities. The Finance Advisory Committee proposes a budget to meet the requirements for repair/maintenance/installation/renovation on account of stakeholders' feedback collected by the IQAC and suggestions pooled from the College Council. The same is placed before the Local Management Committee and Governing Body for ratification before submitting to the Board of Management for sanction of the fund. The Planning Committee and Building Committee prepare the blueprint for infrastructural augmentation necessary to facilitate academic and administrative works, while the Monitoring Committee oversees its implementation. Open tender and E-tender system are followed by the college for construction and maintenance. The Purchase Committee sees to the timely procurement of equipment and other essentials including chemicals, learning resources etc.

The college bursar and an adept support team are in charge of overseeing maintenance work. A maintenance register is kept in the office for this purpose. Additionally, electricians, plumbers, carpenters, masons, attenders, gardeners, sweepers, and security guard, engage in either manufacture or repair of fittings, furniture and facility systems like electrical and water supply networks, motors and pump sets, campus landscaping, gardening, cleaning and security. Students equally partake in keeping the campus premises and classrooms clean and litter-free. The technical assistants attend to issues related to the upkeep/repair of IT infrastructure. Updating the college website, YouTube channel and the LMS Moodle/MIS is assigned to staff coordinators.

Library

The Library Advisory Committee governs the routine functioning of the library. Each academic year, the book/journals requirements from each department are collected and the finalized list, duly signed by the Principal, is handed over to the Purchase Committee to call for quotations and issue of the purchase order for books, journals and other requisites. The library is fully automated with KOHA software. Four Networking Resource Centres, the N-List programme of INFLIBNET, Urkund, and reprographic services are made available for all. OPAC system for book search is followed and regularly updated. Library functions from 8.00 a.m. to 6.00 p.m. on weekdays (9.00 a.m. – 4.00 p.m. during weekends) and the services are extended to the alumnae and public with a registration fee. To ensure the return of books, 'no dues' from the library is mandatory for students before appearing for the end-semester examination. Annual stock verification of library books is ascertained. The new entrants are given orientation on the necessary etiquettes of a library user. The library staff are in charge of monitoring the smooth conduct of services.

Laboratory

The equipment and machinery in the laboratory are maintained by the lab in-charge (s) and supervised by Head of the concerned departments. Lab instructors in science departments maintain the stock register by manually verifying the items around the year. Log Registers are also maintained in labs. Calibration and precision measures for instruments are taken care of by the faculty, lab assistants and mechanics. Lab equipment is purchased taking into account its energy efficiency and sustainability. Transformers are installed to safeguard precision equipment against voltage fluctuations and to manage power cuts. Fire safety measures are renewed. A separate room to stock strong acids. Fume cupboard and fume lab coats are used for handling toxic chemicals. The first-aid supply is ensured.

Full-time technicians are employed for the maintenance of ICT equipment. Outsourcing is also done to maintain and repair IT infrastructures such as computers and internet facilities, including Wi-Fi and broadband. All computers have UPS facility, periodically recharged. AMC is followed for the maintenance

of certain equipment. Cyberoam firewall is installed to check malicious cyber-attacks.

Classrooms

At the departmental level, HoDs submit their requirements to the Principal regarding classroom furniture and other essentials. The principal collectively processes the requirements with the help of the Purchase Committee during every vacation to keep things ready for the new academic year. The College Development Fund is utilized for the maintenance and minor repair of furniture and other electrical equipment. Classrooms are provided with dustbins. Along with the support staff, the maintenance of classroom cleanliness is also entrusted to the students.

Sports Complex

The College has a well-maintained indoor stadium, basketball court and a fitness centre. The fitness centre is open to both staff and students. Two rooms are allotted to the Sports Cell to hold meetings and stock sports equipment. Ready first aid supply is availed to meet physical injuries. The Physical Education Director of the institution regularly supervises the use of sports facilities and training sessions. College playground is made available for hosting university championships and for the conduct of various sports activities of neighbouring schools on request.

Other physical facilities:

Auditorium, seminar and conference halls, open stage, Arts and Cultural Centre are extensively used for the conduct of academic and cultural programmes. To avail and utilize these physical facilities, the department concerned needs to submit a pre-event registration form to IQAC and enrol in the Events' Register at the Enquiry wing. Neighbouring institutions and recognized local bodiestoo can avail the facilities at the institution with prior sanction. The examination halls and Carmel Computer Academy are shared for the conduct of centralized examinations in partnership with TSC iON and for Distance Education examinations. The infrastructural facilities are also extended as centres for the conduct of University's Centralized Camp Valuation.

Sensitive Equipment

Transformer, 4 automatic switches over generators and 12 inverters, 24 UPS and stabilizers are installed on the campus to tackle voltage fluctuations and ensure constant electric supply. Care is taken to earth-connect all equipment and avoid short circuit. Solar panels and energy-efficient equipment are used to reduce power consumption. Lightning predictors and arresters are installed atop the main block and library. 4 wells, 2 bore wells, 11 water tanks, 2 large ponds and 1 sump in addition to a RWH unit and Water Recycling Unit are used to tide over water scarcity issues. Two biogas plants, compost units, incinerators, and waste burning plant are utilized for proper disposal and treatment of solid waste. Water purifiers in every block are regularly maintained by the support staff.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 34.54

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
549	426	535	541	528

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 19.82

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
265	305	217	411	279

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 32.22

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
567	458	524	480	389

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 2.87

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
8	11	9	20	18

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 73.72

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 418

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 64.33

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	11	3	7

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	10	11	9	7

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural**

activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 110

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
19	33	26	19	13

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The institution prioritizes students' autonomy and agency by according them representation in prominent decision making bodies. The **Student Union**, elected as per the University statutes, is a comprehensive student body comprising of a **Chairperson, Vice-Chairperson, General Secretary, Joint Secretary, two Councillors to the Calicut University Union, Fine Arts Secretary, Student Editor, Departmental Associations' Secretaries, three representatives from each academic year of UG programmes and one from PG programmes**. The parliamentary mode of election serves as a platform to prove the mettle of the candidates in terms of leadership, efficiency, the spirit of service and commitment. Following the official inauguration of the Student Union, the office bearers actively discharge their duties under the guidance of a staff advisor. Periodic meetings are held to chart out prospective plans for the academic year in the best interest of the institution. The Student Union plays a pivotal role in rejuvenating the ambience of the campus through the active conduct of numerous literary and cultural events and competitions, Freshers' Day, College Day, food fest, and observation of commemorative days and festive occasions like *Onam, Keralapiravi*, Christmas etc. The **Magazine Committee** brings out the college magazine wherein the creative and artistic flair of students find expression while the college fine arts fest, coordinated by the **Fine Arts Committee**, offers a platform for students to showcase their varied talents. Training the shortlisted contestants for D-Zone/Inter-Zone University Fest is also coordinated by the Student Union. The General Captain of the college is assigned the charge to coordinate the sports events of the college and coaching camps under the guidance of the Sports Cell Coordinator.

Additionally, students' representation in bodies such as **SQAC, Anti-Ragging Cell, Student Grievance Redressal Cell, ICC, Library Committee, Discipline Committee and Hostel Council** allows spaces for constructive suggestions and feedback and result in decentralized functioning of the institution.

With the intent to raise social awareness, empathy and leadership qualities in students, service wings like **NSS** and **NCC** are well established and coordinated with the help of student volunteers/cadets and programme officers. Along with these units, students shoulder the responsibility of running the **clubs** and **forums** in the college to coordinate events/competitions/campaigns on various social-cultural and environmental issues. Spiritual revitalization through prayer and charity form the crux of **ALCUF** and **JY** units of the college.

The association secretary, club/forum in-charges and class prefect/s collectively partake in executing the co-curricular and extra-curricular activities specific to each department on expert advice from teachers. 'Carmel Voice', the **campus radio**, is an admirable student venture which serves to groom aspiring students in the art of broadcasting. By airing their voice, they also air their views on matters of pertinence. The inventive and creative involvement of students has resulted in the making of 3 short films, one music album and a documentary, each in 5 consecutive years. All the **extension/outreach activities**, in particular the **flood relief initiatives**, and **linkage programmes** with the neighbourhood community have been carried out by the institution with students in the forefront.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 29.6

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
31	23	37	30	027

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Carmel College evolved out of the farsighted vision of her foundress to nurture an informed society through educating young women. The alumnae of this college represent generations of women who have been part of this legacy, breaking free off the shackles to succeed personally and professionally, impelled by the education received from the alma mater. Starting as **Old Student's Association (OSA)** on 26th September 1987, the **Alumnae Association** of the institution has flourished and is at present a registered society under 'The Travancore- Cochin Literary, Scientific and Charitable Societies Registration Act' with the registration number . All outgoing students become the member of Alumnae Association with one-time registration. Three executive meetings and a general body meeting are conducted annually to elect new office bearers and devise perspective strategies for institutional growth in matters of academics, student support and resource mobilization.

Annual reunions are organized on 26th January for the alumnae to connect with the teaching fraternity and Alma Mater. Alumnae who have attained meritorious academic credentials and professional excellence in their respective fields are honoured with awards during the gathering. Apart from this, the Association also takes initiative to honour the achievers among faculty, rank holders, and retiring staff in their Annual Meet. The Association also brings out the Alumnae Annual Bulletin.

The Alumnae association collaborates with the institution in the best practices, in particular, the green campus initiative, and organizes enriching seminars and training programmes. Interactive sessions with alumnae from different professional backgrounds are organized by the departments for the current students to give orientation on the career possibilities in their chosen discipline. The alumnae extend their presence as resource persons, chief guests and benefactors on different occasions. Their feedback on various parameters on the academic and administrative policy and procedures have resulted in effecting reformation in the functioning of the institution.

Activities of Alumnae Association:

- Contribution of steel glasses to curtail the use of plastics and encourage eco-friendly lifestyle – **Haritha Keralam Project**
- **In-kind contributions:** Wooden Conference table, LCD TV, and web camera

- Contribution of chairs to the seminar hall through fundraising (Rs.40,000 and Rs.30,000 in two consecutive years respectively)
- Donation of two sewing machines to the tailoring wing of Carmel Extension Centre for women as part of the women empowerment mission.
- *Athenaeum*- Book donation scheme in honour of Sr. Jisa, retired librarian. The library maintains a separate section- Alumnae Book Collection
- Webinar series *Biblio 2020* organized in collaboration with Language Departments as part of Readers' Week
- Webinar series *LitWorld Webinars* conducted in collaboration with the Department of English
- Institution of **endowment** by the alumna of Physics Department as academic support for a student from an economically underprivileged background.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: B. 4 Lakhs - 5 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Since the inception of Carmel College in 1981, the institution, under the farsighted guidance of CMC Udaya Province, has stayed committed to its core values and vision. Driven by the motto **'Light & Love'** the institution envisions to **"uplift the weak and downtrodden sections of society, especially that of the rural women, to liberate her from the shackles of bondage to a new world of 'light' and 'love'."** The institution abides by its mission to dedicate **"to the cause of empowering rural women with knowledge and inculcating in them the spirit of selfless love and compassion to spread peace in the society, living in harmony with nature and to illumine the world of eternity."** Propelled by this design to groom generations of perceptive young women through quality education and community engagement, the institution adopts a democratic, decentralized and participatory modus operandi in actualizing its mission.

The Board of Management constitutes the apex decision-making body while the governance of the institution is administered by the Governing Body that devises the institutional policies and procedures to be adhered to by all stakeholders. The Local Management Committee, Financial Advisory Committee and College Council assists the Head of the institution in undertaking pertinent decisions relating to the routine affairs of the college.

The Principal spearheads all activities of the institution through various committees constituted for the purpose. College Council steered by the Principal and comprising of the HoDs, Librarian, and Office Superintendent along with the IQAC play a significant role in formulating and executing perspective plans and strategies for institutional enhancement. Productive dialogue with and involvement of all major stakeholders are carried out in the periodic meetings with the Staff Association, PTA, Alumnae Association, and Student Union respectively. Each faculty are entrusted with the rein of various institutional committees and cells such as Examination Committee, Research Cell, UGC Cell, Career Guidance and Placement Cell, ICC, Anti-Ragging Cell, Grievance Redressal Cell, etc. and various clubs/forums in addition to duties deputed at department level such as tutorship, Association in-charge, event co-ordinator, documentation –in charge and the like. Students equally shoulder the responsibility of leadership through representation in student bodies like Student Union, SQAC, Departmental Association, clubs/cells, NSS, NCC, peer tutor, class prefect etc. All the academic and administrative undertakings are periodically reviewed by the IQAC to ensure effectual functioning at all levels.

The institution ensures social, economic and educational empowerment of the young women hailing from diverse socio-cultural backgrounds and to maintain the policy of inclusivity in administering to their educational aspirations. Various programmes, in addition to the curriculum prescribed, such as value-education programme, certificate courses, SSP, WWS, ASAP, orientation classes on skill development and career guidance, insightful seminars/webinars/workshops, extension/outreach activities, linkages with care homes and literary/cultural fests are organized to tailor the students' disposition towards continuous learning, community engagement and creative mind-set. Community College and Carmel Extension Centre for Women have also been instituted with the design to groom employability and entrepreneurial skills of the learners.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Carmel College upholds an inclusive and decentralized workspace cum learning environment to ascertain consistency in the institution's progress. Equitable deputing of responsibilities at various levels and active dialogue between the Management and stakeholders are assured for productive and responsive contributions from all. Each faculty of the institution are represented through numerous functioning Committees/Cells/Clubs to channel collective participation in realizing institutional objectives. The institution equally ensures students' involvement in various decision-making bodies and educational enterprises that comes outside the purview of the curriculum. Both PTA and Alumnae Associations are assigned prominent roles in effecting the smooth run of the institution and in uplifting the profile of the institution. Every single routine administrative and allied transactions of the institution undergo the discreet supervision of an adept administrative staff and support staff.

Case Study: Campus Revitalization

It is the practice of the institution to periodically revitalize campus through augmenting its infrastructural and ICT facilities, community engagement, green and other socio-culturally inclusive practices, and research culture. A self-evaluation of progress achieved and shortcomings to be rectified is undertaken at various levels in the institution to bolster the performance in each succeeding academic year. The IQAC maintains close ties with the departments and stakeholders, taking into account their suggestions and feedback to frame quality initiatives.

One noteworthy case of participatory and decentralized management, among many, has been the renovation of the Chavara Block. This popular demand, based on feedback from **faculty and students**, was put forth by the **IQAC** to the **College Council** considering the constraints to accommodate new programmes into the already existing infrastructure and to extend the provision for smooth conduct of examinations. Suggestions were also pooled from **PTA** and **Alumnae General Body**. The consolidated proposal included revamping the Block to add three new stories, two for facilitating teaching-learning, and the upper story for the conduct of the examination. Following ratification by the College Council, the proposal underwent supervision at the **Local Management Committee** to weigh the possibility of execution before submitting to the **Governing Body** for approval. Upon sanction, the **Planning Board** and **Building Committee** have been convened to work on the action plan and blueprint. **Monitoring Committee** and **Purchase Committee** have been assigned the charge of assessing the progress of construction and calling tender for purchase of requisite items, respectively.

The expenses for construction were primarily borne by the Management, in addition to funds from UGC and PTA. UGC fund was utilized to build B.Voc Accounting and Taxation/BFSI lab while PTA-sponsored

18 Lakhs was used to the construct Examination Hall with washroom cum toilet facility and CCTV monitoring, on the third floor. The refurbished Chavara Block includes, in addition to the examination hall, 4 staff rooms, 21 classrooms, 4 state-of-art labs and, 12 toilets cum washroom and is solely assigned to the self-financing stream. The construction took place in stages, completing by 2018.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

A consistent quest to solidify the impact of quality academic engagements has been the impetus behind the perspective plan drafted by the institution, post-accreditation. In codifying the plan, IQAC in consultation with the Governing Body and College Council accorded priority to both the feedback collected from all stakeholders during various stages and the recommendations made by the NAAC Peer Team in 2015. In tune with the growing needs for an industry-oriented, competency-based, stimulating teaching-learning milieu, the plan formulated placed emphasis on introducing new academic programmes, assuring student support measures and quality research culture, augmenting academic and sports infrastructure, upgrading ICT, lab and library facilities, digitalization of academic and administrative works, fostering green initiatives, gender sensitization and strengthening extension/outreach activities.

Taking into account various factors including the remote, rural locale of the institution and meagre economic background of the majority of stakeholders, their feedback on institutional academic provisions, growing demand for programmes with prospects of employability and those which supplement curriculum and skill development, prospective means for community engagement and enhancement, the **institution introduced the following academic programmes** and allied initiatives:

? Commencement of **Banking and Tally diploma course** (2018) in **Community College** with the prime intent to cater to the educational aspirations of learners from all age groups with basic educational qualifications. This co-educational extension of the institution is well equipped with state-of-art lab facilities to administer the practical and industrial side of the course.

? Various **Certificate Courses** with a minimum of 30 hours organized by departments

? **Certificate Course in Value Education** with the purpose to inculcate a conscientious and community-oriented lifestyle in students.

? UGC sponsored **Career Oriented (Add-on) Programmes** – *Language Acquisition Skills* and *Fundamentals of Refrigeration* conducted by the departments of English and Physics to foster competency and enterprise in students

? Introduction of **UGC approved 4 programmes of Vocational Studies** - B.Voc. Fashion Technology, B.Voc. Accounting and Taxation, B.Voc. Banking, Financial Service and Insurance in 2018 and B.Voc. Agriculture in 2019 to equip the aspiring learners with the requisite skills necessary to meet the demands of a particular profession.

? Inauguration of a **PhD programme in Botany** and **establishment of Research Centre** in 2018 to foster research culture, the fruits of which can benefit the community.

In addition to this, faculty-student exchange programmes and academic collaborations have been taken up with more fervour. Departments organize seminars/workshops that are both discipline-specific and interdisciplinary in addition to those on career and skill development, and involve in extension activities, sharing knowledge and human resources to shore up community enhancement. Infrastructural augmentation has also been prioritized seeing fruition in the renovation of Chavara Block, Multipurpose Seminar Hall, Common Staff Room, Examination Hall, and canteen; addition of guest rooms and Networking Resource Centres; up-gradation of IT labs; installation of solar panels, transformer, Water Recycling Unit, and Waste Burning Plant; implementation of full-fledged Wi-Fi and MIS to facilitate a consistently stimulating learning atmosphere.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The college has a well-functioning organizational structure managed by the CMC Sisters of Udaya Province, Irinjalakuda.

Board of Management:

Board of Management is constituted by the Manager (President), Education Counsellor (Vice President), Principal (Secretary), Bursar (Treasurer), Local Manager, Management Nominee, and staff representatives. This apex decision-making body convenes twice a year.

Governing Body:

The Governing Body spearheaded by the Manager frames the institutional policies in tune with the vision and mission. Biannual meetings are convened to codify comprehensive plans for bolstering the institutional academic, administrative and infrastructural and allied activities.

Local Management Committee:

The Local Management Committee conducts monthly meetings and holds decision making power in the routine management of the college.

Principal:

The Principal, appointed by the Manager, is the head of the institution entrusted with overseeing the smooth conduct of day-to-day academic and administrative activities.

College Council:

College Council with the Principal as Chairperson proposes informed suggestions on the customary affairs of the college such as admissions, discipline, the conduct of internal examination, college events, implementation of academic programmes, extension initiatives, social activities etc. during the termly meeting.

IQAC

IQAC occupies a pivotal role in devising the strategic plans for the quality enhancement of the institution. The IQAC holds periodical (minimum 5)/ ad hoc annual meetings and maintains regular contact with all the departments and support systems to execute its action plan and collect feedback from all stakeholders.

Staff Association

Both teaching and non-teaching staff associations comply with the directives of the institution in carrying out responsibilities and catering to the welfare of its members.

Heads of the Departments:

The Heads of the departments is designated with the duty of managing the departmental affairs including the conduct of curricular and co-curricular programmes in concordance with the action plan, holding monthly departmental staff meetings, ensuring timely documentation, collecting feedback and implementing remedial measures wherever required.

Student Union:

Student Union comprises a team of outstanding students representing the voice and needs of students' community and is designated the charge of coordinating college events and community-centric social activities.

Committees/Cells/Clubs:

Both institutional and departmental committees, cells and clubs, coordinated by faculty and students, conduct curricular, co-curricular and extra-curricular activities, including those for community welfare. PTA and Alumnae Association also have significant say in the functioning of the institution.

Recruitment, Service Rules and Promotion Policies:

Vacancies are reported to the Directorate of Collegiate Education, Government of Kerala to avail

concurrence and advertisement on the same is notified through national/regional dailies, University news and college website. Recruitment is solely based on merit and eligible candidates undergo an interview by a duly constituted selection committee as per the regulations of UGC, Government and Calicut University. Management directly recruits faculty to the self-financing programmes on a yearly contract. All the employees of the institution are strictly bound to follow the service rules stated in the Kerala Service Rules, UGC guidelines and University Statues. UGC norms on Career Advancement Scheme (CAS) form the basis of promotion

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The college assures the availability of all welfare schemes accorded by the Government, UGC and affiliating University to the teaching and non-teaching staff. The same includes Provident Fund, Group Insurance Scheme (GIS), State Life Insurance Scheme, National Pension Scheme (NPS), Medical Reimbursement, Accident Insurance and Festival Allowance. The Management grants festival allowance on Onam, Christmas, Vishu, Easter and Patron's Day for the support staff. Additionally, casual leave, half pay leave or commuted leave and other eligible leaves including maternity leave, paternity leave and leave benefits for those who suffer from miscarriage are given to the staff concerned.

Besides ascertaining a congenial workplace, other beneficial and relief measures endowed by the institution include:

- ? Duty leave to attend Professional Development Programmes, Orientation/Refresher courses, workshop/seminar, as per Government rules
- ? Advance payment in case of non-dispersal of salary or delay in the approval of the appointment
- ? Reasonable remuneration packages to the Management staff
- ? Financial support during contingency
- ? Interest-free loans for those in need
- ? Admission preference for children and wards of the employees to any programme
- ? Granting of funds to departments to organize seminars/workshops and awareness programmes
- ? Financial assistance to staff for attending conferences/seminars and presenting research papers
- ? General orientation programmes, FDP, class on service rules, skill up-gradation and training programmes, particularly in the use of ICT/LMS, organized by IQAC for teaching and non-teaching staff
- ? Operational autonomy for faculty to execute academic activities
- ? Extending support in clearing the process of promotion procedures of staff as per UGC norms on career advancement
- ? Encouragement to undertake minor/major research projects and MoUs with various institutions
- ? Liberty to use the infrastructural and ICT facilities to conduct study and research along with the availability of technical assistance from the technical team of the college anytime
- ? Free Wi-Fi facility on campus and domain email addresses to all staff members
- ? Separate Networking Resource Centre and reading/reference corner for staff in the library
- ? In-campus residential facility for staff
- ? Various support services such as counselling, ICC, Grievance Redressal Cell, fitness and yoga training, and emergency medical aid
- ? Staff Association and staff advisor to administer to the requirements and concerns of staff
- ? Round the clock security measures including CCTV surveillance and security guards
- ? Suitably furnished and tooled up staff rooms with desktops, laptops, printers,/scanners and allied paraphernalia to enhance the functioning of the department

- ? Well-equipped conference/seminar halls for conducting common meetings/gatherings
- ? Well-maintained restrooms and bathroom/toilet facilities along with safe drinking water facilities on each floor
- ? Canteen and store services at a subsidized rate
- ? Separate parking facility
- ? Annual tour programme and common festival celebration for the staff members
- ? Retirement Party for the staff as a recognition of their committed service
- ? Honouring the meritorious accomplishments of staff by Management, PTA, and Alumnae Association

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 14.65

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
21	17	11	8	011

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 7

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	4	7	4	3

File Description	Document
Upload any additional information	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 12.49

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
41	7	7	3	3

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institution adheres to the practice of periodic performance assessment of the staff through multi-tiered

internal and external mechanisms. The IQAC, entrusted with executing these measures, verifies the documents and submits the same to the Principal for assessment and approval.

Teacher Evaluation by Students, Parents and Alumnae:

A questionnaire on quality parameters such as the faculty's communication skill, in-depth knowledge in the subject concerned, and ability to integrate course material with the teaching environment is framed by the IQAC and is distributed among students, department-wise. General feedback on the performance merit of faculty is also collected from the parents and alumnae during the departmental PTA meetings and annual alumnae gathering.

Teaching Plan and Teacher's Diary:

Following the allocation of the syllabus, each faculty is required to prepare a teaching plan on the courses entrusted to them and the teaching/evaluation methods adopted. Each faculty is also mandated to brief their academic and allied works, including invigilation, valuation, research, publications, consultancy etc. in the Teacher's Diary. These documents, cross verified by the HoDs, are submitted to the IQAC to monitor faculty's involvement in academic and allied activities.

Teacher's Self-Appraisal Form:

The self-appraisal form annually furnished by the faculty, as envisaged by the UGC, covers general information, teaching methodology, administrative responsibilities, examination and evaluation duties, involvement in curricular/co-curricular/extra-curricular, extension and field-based activities, the conduct of seminars/conferences/research projects and publication. The same is used for promotion under the career advancement scheme.

Academic Co-ordinators:

Three senior faculty of the institution are delegated as academic co-ordinators of aided, self-financing and vocational studies streams respectively. They informally inspect and collect feedback on the functioning of the department and effective discharge of responsibilities assigned to each faculty.

Academic Audit:

Each academic year, the departments undergo both internal and external academic audits conducted by IQAC as a part of the evaluative mechanism. The audit covers performance evaluation of each department in the domains of teaching, research, and administration, co-curricular and extra-curricular activities undertaken via faculty. IQAC conducts an internal audit and a panel of external expert/s constituted by IQAC supervises external audit. Following the verification of documents, the panel makes constructive suggestions and the duly-furnished audit report is sent to the IQAC.

Self – Appraisal of Administrative Staff

A self-appraisal form designed by IQAC is employed to assess the performance of administrative staff and the Superintendent is in charge of its timely conduct. Faculty and students feedback on the general performance of administrative staff is also collected as part of the survey on the functioning of the office and library.

Monthly and biannual presentations of departmental activities are steps taken to gauge the efficiency in the performance of the faculty. The Principal meets with the staff as part of the “**Meet the Principal**” programme to review their work and suggest viable measures for implementation if required. A **confidential report on staff** is submitted by the Principal to the Manager who shall evaluate the same and recommend measures for improvement.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial Audit Mechanism:

Carmel College has instituted a transparent and accountable financial management system to strategically pool monetary funds towards the institution’s progressive initiatives. Being an aided college with both aided and self-financing programmes, the main sources of funds are from the Central/State Government, Management and student fees, all of which are subjected to both internal and external audits.

At the end of a financial year, the Financial Advisory Committee convenes to formulate a budget for the next academic year, taking into account, the financial requirements for purchase/maintenance submitted by the Heads of departments. The finalized blueprint of budget allocation is passed to the Local Management Committee and Governing Body, and from there to the Board of Management for sanction of fund dispersal in time. A monthly report on expenses incurred is submitted by the Finance Administrator and countersigned by the Principal. On behalf of the Management, all monetary transactions are verified by the financial administrator of the college.

Annual internal audit: The internal audit for all funds is carried out by **CMC Udaya Educational Society through the Finance Office Secretary and the internal auditor of the Society** appointed by the Manager of the institution. The auditor ensures that all payments are duly authorized, and verifies all financial transactions such as fee receipts, payment vouchers and other supporting financial documents.

The external financial audit of Government funds and grants received by the institution follows a three-tier system. An external **Chartered Accountant** annually audits all the grants and funds sanctioned by the Central/State Government and furnishes a report issued with a Utilization Certificate. Auditor’s observations and recommendations on amendments to be made are brought to the notice of the authorities concerned. The Government funds and all financial transactions are furthermore subjected to external audit by the **Deputy Director of Collegiate Education. The Accountant General of Kerala** also conducts periodic verification of all the Government accounts. All the documents including the receipts, bills and vouchers, asset registers, cash books and ledgers, tenders, quotations, payments statements of income and

expenditure, scholarships and the utilization certificates of the institutional projects and those sponsored by other agencies, library registers, log books etc. are verified, and observations/suggestions are duly noted to be incorporated into the planning of effective utilization of funds. Cases of queries or objections are addressed and settled by the office of the College and Management. **The external audit for Management accounts** is delegated to a registered agency by the Management. Following thorough verification, annual financial statements and audit reports are prepared at the close of a financial year.

Both internal and external audits reports are presented before the Local Management Committee, Governing Body and Board of Management for further deliberation. No serious audit objections have been encountered during the audits and all clarifications sought have been satisfactorily answered and validated by required documents.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 11.27

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
1.73	1.26	2.22	2.63	3.43

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Financial Management and Resource Mobilization:-

For both the academic and infrastructural development of the institution, a well-defined mechanism is in

place to monitor and efficiently channel available financial resources. The Principal and the various Committees - Planning Board, Monitoring Committee, and Purchase Committee - of the college are responsible for monitoring the use of financial resources received from the Central/State Government, Non-Government organizations and Management. The financial management system of the college is fully automated to carry out the process of admission, the collection of fees, preparation of salary bills, income tax and PF remittance of the staff, and similar accounts.

The main budgetary resources of the institution are the following:

- ? Funds from Central/State Government such as UGC, KSCSTE, RUSA, UBA, DoECC
- ? Grant in aid from the Government
- ? State Government funding for NSS, NCC, ED Club, Tourism Club, Red Ribbon Club, Health Club, and Bhoomitrasena Club
- ? Government scholarships, e-grants and funding for student enrichment programmes like WWS, SSP and ASAP
- ? Student Fees from both aided and self-financing stream
- ? Hostel Fees
- ? Financial support from the Management
- ? Endowments and Scholarships by the Management
- ? Alumnae registration fee and contributions
- ? Additional College Development Fund from parents and well-wishers
- ? Contributions from staff and benefactors

Following the annual institutional budget allocation, the college uses the financial resources to perform various academic, developmental, maintenance and supporting activities in the college. Funds availed from UGC/Higher Education Department are utilized to run several academic programmes such as Bachelor of Vocational Studies, Career-oriented Certificate Courses, Community College Diploma Courses, ASAP, WWS, and SSP. The UGC, KSCSTE, DoECC seminar grants received are promptly deployed for the conduct of research projects, seminars and workshops. UGC and RUSA funds have also been utilized for building construction and general development activities. Government scholarships/e-grants and other financial assistance are exclusively utilized for student welfare and effective functioning of various student wings and clubs. College Management extends financial support by way of scholarships, social projects, funding of seminars/workshops, promotion of research, fee payment of needy students, the salary of self-financing staff, financing construction and maintenance of college infrastructure and other physical facilities, conducting outreach programmes and social activities and providing medical aid. Contributions from staff, PTA, Alumnae, and well-wishers/benefactors, student fees including income from self-financing programmes are also utilized for developmental initiatives of the college. Requirements of purchase such as library books and journals, lab equipment and consumables, or construction materials are

met through Purchase Committee. If the amounts to be spent on equipment and infrastructure surges beyond a certain limit, the tender system/quotation system is followed for purchase.

The Financial Advisory Committee and Board of Management review the utilization of finances, following the audits and proposes informed recommendations to ensure productive handling of resources as required.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC is accorded a cardinal role in fostering and sustaining the quality of academic and administrative standards of the institution. IQAC Peer Team regularly updates themselves on the novel initiatives in the higher education sector to devise strategic measures for implementation at the institutional level.

Practice I:

Conduct Educational Seminars, Workshops and Orientation Classes

As a decisive step towards fine-tuning the professional acumen of staff, the IQAC, independently and in collaboration with other institutional Cells and Committees, annually organizes orientation classes, national/state level seminars, workshops and professional development programmes on diverse areas taking into consideration the need of the hour, relevance and growing demand. The major thrust areas include:

- ? Research methodology
- ? Massive Open Online Course
- ? KOHA- Open Source Integrated Library System
- ? Online Platforms, Moodle LMS, and ICT tools for effective online classes
- ? Online tools for qualitative research and knowledge dissemination
- ? Revised NAAC Accreditation Process

- ? The transformative role of teachers
- ? Refining personal and professional management skills
- ? Promotion under CAS UGC guidelines
- ? Service, disciplinary and purchase rules
- ? Basic office procedures

Students are the prime beneficiaries of quality measures promoted by the IQAC. To bolster their drive for learning and attain self-sufficiency, IQAC organized a number students' oriented programmes including:

- ? **INSIGHT** – Platform to interact with eminent personalities
- ? *Wings to Dreams* – Motivational programme
- ? Career Guidance
- ? English Language Training Programme
- ? NET coaching for students of arts and humanities streams
- ? PSC/Bank and Civil Service coaching
- ? Induction Programme for new entrants
- ? Three-month Certificate Course on *Essential Communication Skills* in collaboration with Department of English
- ? SSP and WWS

Seminars on topics like women empowerment, environment conservation, and novel changes in educational and job sectors in the light of the covid-19 pandemic have also been organized for both staff and students considering the relevance of these focal areas.

Practice II:

Green Audit

Promoting green practices is a social responsibility. Carmel College, embowered in green, has taken consistent efforts over the years to uphold this responsibility as its best practice. In tune with this mission, the IQAC initiated the practice of green audit in collaboration with **Nature's Green Guardians Foundation**, Trivandrum, in the year 2019. The involvement of faculty and students at various levels have been assured as part of this practice. An online awareness programme has been organized, as part of the audit, for faculty and students to interact with experts in the field. **Green Guardians**, the Carmel student volunteers, collected the primary data regarding the flora of campus, water availability and facilities, energy measure and green practices of campus for smooth conduct of the green audit. The data submitted

has been subjected to an exhaustive analysis by experts from Nature's Green Guardians Foundation. The summative report included audit on:

- ? Green Campus initiative
- ? Green Cover (Biodiversity), Energy, Water, Environment
- ? Accessibility and Gender Justice
- ? Carbon Footprint

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Well-defined strategies have been codified from time to time by the IQAC to ensure quality in the teaching-learning process and to systematize the documentation of the same.

Annual Academic Audit:

To enhance the performance consistency of departments, annual internal and external academic audits are conducted by the IQAC.

Internal Audit: Each department is mandated to submit a self-study report that includes exhaustive documentation of departmental activities such as,

- ? Seminar/webinars/workshops and other student enrichment programmes organized
- ? Student-centric and ICT enabled teaching-learning methodologies adopted
- ? Conduct of Bridge course and Certificate/Add-on courses, if any
- ? Academic collaborations and consultancy
- ? Extension/outreach programmes

- ? Faculty-student exchange programmes
- ? Major/minor research projects, if any
- ? Professional credentials of faculty including representation in academic bodies, participation in international/national/state seminar/conferences/ FDP/Refresher/Orientation, paper presentation and publication, involvement as an external examiner/question paper setter and resource person
- ? Achievements/awards and recognitions of faculty and students
- ? Club activities
- ? Students profile: Student diversity, projects/dissertations, examination results, progression, placement, and national/state competitive examinations cleared
- ? Student feedback on departmental facilities, teaching-learning process, curriculum, the conduct of examination and evaluation
- ? Infrastructural facilities and funding details

Departmental Action Plan and Teaching Plan submitted at the beginning of the academic year and Teacher's Diary and Mentor's Diary of each faculty are also cross-verified to ascertain the authenticity and quality of academic and allied activities undertaken. The evaluative report by IQAC including viable suggestions is handed over to the Principal and from there to the Manager to assess and recommend suggestions as required.

External Audit: A panel of experts/peer academicians from other colleges, constituted by IQAC conducts the external academic audit. Arts, Science, Commerce and Vocational Studies streams are assigned a separate committee of experts for evaluation. Departmental self-study reports and the internal audit report are submitted to the expert committee well in advance before the visit. Following the visit, the panel prepares an executive summary, highlighting the strengths and areas/suggestions for improvement.

ICT augmentation

Reviewing the academic facilities of the college, the IQAC has taken significant steps to facilitate ICT enabled teaching and learning. To actualize this, faculty have been given orientation in the use of ICT tools and Moodle LMS. The teachers extensively use the **My Zone- Moodle website** of the college to create course content, share notes, and conduct examinations. Students are encouraged to submit assignments through this platform. Faculty and student enrollment in **MOOC courses** via Swayam/Coursera platforms are promoted. The institution also partnered with the **Coursera for Campus** programme to facilitate free access to online courses. The campus is **Wi-Fi enabled** and **all classrooms are equipped with LCD projectors** and **internet connection**. The **fully automated library** is upgraded with two more **Networking Resource Centres**, separate for faculty and students, and **Urkund-** plagiarism checker, besides other services. **State-of-art lab facilities** are provided to enhance the learning experience. **Smart Campus App, Linways Academic Management System (MIS)**, and **G-suite account** for staff offering unlimited digital storage have been introduced in stages, to ease routine academic and administrative

engagements.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Being a women's college, it has been the unequivocal purpose of this institution to groom generations of insightful, self-reliant, competent, and above all compassionate women through quality education. In tune with this intent, the institution ensures,

Gender sensitization through the transfer of knowledge:

- Gender studies as part of the **curriculum** across various programmes secure the possibility of transforming classrooms as enabling spaces for enlightening deliberations. Additionally, an audit course on gender studies is mandated for IV semester UG students.
- **National and regional seminars/webinars** that perspective gender concerns are organized by departments, various cells and clubs such as Women Cell, AICUF, ED club etc.
- **Doctoral thesis** and **research publications** of faculty and **student projects** focus on various dimensions of gender representation
- **Orientation classes** on women's health, hygiene, and physical fitness
- **Minor projects** to aid local women in securing stable livelihoods
- **Extension activities** in nearby schools, women community and adopted villages promoting awareness on issues like child abuse and child protection, reproductive health and gender equality, legal literacy, health and hygiene have been undertaken by the NSS units and departments
- The institution observes **International Girl Child Day, International Women' Day,** and **International Day for Elimination of Sexual Violence** by organizing insightful talks, competitions, and awareness campaigns.
- **Open forums** like association hours, talk shows, short films and students' magazines, and representation in decision-making bodies allow students to vocalize their views.

Safety Measures:

- **Residential facility** - 2 hostels and a staff quarter- for students and staff under the supervision of wardens
- 24/7 assurance of security - **security guards** and **CCTV** at vantage points. In the event of severe security concerns, the assistance of Janamythri Police, Mala is assured to students through proper channel.
- **IR scanner, mandatory college ID card** for students and staff and **uniform** for students to restrict the entry of outsiders. **Visitors' logbook is kept at enquiry wing.**

Support facilities:

- **Counselling** and **mentoring** facility to guide students through periods of personal crisis. The confidentiality of the cases is strictly maintained.
- **Library services** to promote reading, research and self-growth

- Relief and redressal mechanisms including **ICC, Anti-Ragging Cell, Grievance Redressal Cell** and assistance of **student advisor** to deal with grave matters of harassment and unfair treatment
- **Minority Cell, OBC Cell and SC/ST Cell** each with a senior faculty in charge to ensure non-discriminatory and inclusive learning environment for students
- **Self-defense** and **yoga** training to assure mental and physical well-being
- Grooming of competent **sportswomen** through intensive training. Availability of **fitness centre** to all
- **Career guidance, orientation cum training sessions** on personality and skill development and **recruitment drives** to assist in securing a career
- **Scholarships** and **free ships** to facilitate the education of the needy students
- **Medical aid, infirmary and restroom** for students and staff respectively
- **Store** for essential services
- **Incinerators**
- **Ramp, wheelchair and special toilet facilities** for the differently-abled
- **Carmel Extension Center for Women** to offer training in tailoring, embroidery, handicrafts, ornament making, bookmaking and binding for interested students, outsiders and dropouts to enhance employability and entrepreneurial skill.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

From framing a comprehensive green policy to observing green protocol in routine engagements and official gatherings, the institution reinforces the importance of waste management etiquettes through a green audit, seminars/webinars, workshops, extension activities, campus cleaning drives, curriculum and classroom deliberations.

Solid waste management:

- Collection and segregation of waste:
 - Separate colour coded bins – Blue for paper waste, Red for plastic waste and green for food waste- placed at vantage points
 - 4 waste disposal units demarcated for plastic, paper and food waste
 - Dust bins in each classroom and departments
- Bio compost and vermicompost units are used for conversion of biodegradable waste into manure
- Non-biodegradable wastes such as bottles, plastics, broken glasswares etc. are sold out to local traders
- Incinerators and Waste Burning Plant for disposal of non-plastic solid waste and sanitary napkins
- Two biogas plants installed in the college hostel and staff quarters respectively are used to generate cooking gas and liquid fertilizer of high nutrient content.
- Reduction of plastic use:
 - Use of cloth banners, organic gifts and fresh flowers to honour guests, organic decorations for official gatherings
 - Use of reusable water bottles, steel food containers and glasses by staff and students
 - Creation and use of eco-friendly products including paper pens, paper/cloth bags and paper files by NSS volunteers, students of ASAP and department of English, the latter as part of entrepreneurship skillset programme
- Reduction of paper waste:

-Tie up with an external agency, Fiat Mission, Thrissur, for used paper recycling

-Office automation, cashless transaction, Wall TV, conversion to digital platforms for administrative and academic operations

- Google suite accounts with unlimited storage capacity for the college, each department and staff

-Reuse of single side used papers

Liquid Waste Management:

- Proper drainage facility
- The collected waste water is purified in the **Water Recycling Unit** (60,000 L/day) for effective reuse.
- Roof water is collected, filtered and used for recharging of ponds
- Leaky taps and pipes are under regular check

Chemical Waste Management:

- Minimized use of chemicals by undertaking micro-scale experiments and volumetric analysis by double burette method
- Reuse of organic chemicals like phenol, CCl₄, chloroform, ether etc. after purification in the chemistry lab
- Solvents like acetone are reused for cleaning and drying glass wares
- Both waste acids and waste bases are collected separately, followed by neutralizing one with another
- Used immiscible solvents are separated from the mixture using the separating funnel and reused
- Strong acids are kept in a separate room
- Fume cupboard is used for handling toxic chemicals

E-waste management:

To ensure minimal e-waste, optimum utilization and timely maintenance are assured with the aid of expert technicians and electricians. In case of damage to PCs/Laptops, spare parts are re-assembled for reuse as new systems. The timely recharging of the UPS battery is assured for longer span of use. Use of refill inkjet cartridges and laser toners are followed. Non-reusable e-wastes are collected and handed over to scrap dealers for safe disposal.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions / awards**
- 5. Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The establishment of Carmel College has been driven by the progressive vision of its foundress to educate young women to evolve as torchbearers of 'light and love'. The college accommodates students from all walks of life, based on merit. **Admission to UG and PG programmes** is officiated through the single window system, in concord with the Government and University norms. Provisions to facilitate an **inclusive academic space for differently-abled students and those from backwards/minority communities** including seat reservation, scholarships, free ships, and Minority/OBS/SC/ST Cells are ensured by the institution. Special seats are earmarked for students from Lakshadweep and under the sports quota.

The institution upholds ideals of tolerance and harmony by observing days of international, national and regional importance. **Kerala Piravi, Onam** and **Christmas** are celebrated with much fervour exemplifying the spirit of solidarity and integration. Staff and students clad themselves in traditional wears for *Onam*, Kerala's harvest festival. *Athapokalam, Onam Sadhya, Onapattu, and Thiruvathira* are the highlights of *Onam* celebrations whereas traditional art forms like *ChakyarKoothu, Kathakali* and drama are performed on *Kerala Piravidinam*. Christmas celebrations including message, carol fest, gift exchange, and cultural performances/competitions are organized by the AICUF and JY unit of the college. The college annual day celebration and arts fests see students performing various traditional art forms of different states of the country.

Independence Day, Republic Day, Constitution Day, National Unity Day, Kargil Vijay Diwas are observed in reverence of the great leaders and freedom fighters. Legendary personalities and literary figures like Mahatma Gandhi, Nelson Mandela, APJ Abdul Kalam, Munshi Premchand, P. N. Panikar are paid tribute through purposeful campaigns, talks, documentary screening and various competitions. Screening of world classic films – '**Cinema Talkies**' by the Media Club of the Department of English, and **book fair** by college library initiates students to the world of linguistic and cultural diversities. **NadanBhakshya Mela** on **World Folklore Day** by the Language Department opened the avenue to explore the flavour of the native cuisines of Kerala. **Heritage visits, observance of World Heritage Day** and **Tourism Day** creates awareness among students on history, geography, and multifarious customs and traditions.

Tribal visits undertaken by the Sociology department sensitize students on both the richness of tribal customs and the dearth of basic accessibilities. **Gender studies** and interactive sessions with people of different gender orientations encourage students to embrace a more inclusive perception of gender diversity. As part of the **Ek Bharath Shresht Bharath programme for national integration**, the institution is paired with Rajiv Gandhi Government Arts and Science College, Kotshera, Himachal Pradesh and engages in a productive exchange of culture, language and heritage.

The NSS and NCC units engineer numerous activities including **extension programmes** to channel social amity and national integration values. **Linkage programmes** with Old Age homes and care centres for differently-abled undertaken by various departments and students' units imbibe in them the ideals of humanity. The formation of local women collectives and **Carmel Extension Centre for Women** are institutional initiatives at social inclusion and service.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institutional practices rest on the principles of democracy, equality, and fraternity as envisioned in the Preamble to the Constitution of India. Carmel College has piloted various measures to groom its stakeholders on the core values, rights, and duties of a responsible citizen through quality education and community involvement.

- The **syllabi across programmes**, primarily of Political Science, disseminate knowledge about the Indian Constitution and Politics. The department offers Human Rights as an Open Course in the fifth semester of the UG programme. UG Common English Courses include edifying contents on Indian Constitution and Secularism, human rights, Gandhian thoughts, and various social matters.
- The institution, paired with Rajiv Gandhi Government Arts and Science College, Kotsheera, partakes in the mission of national integration and cultural exchange through the **EBSB programme**
- and are displayed near the front office of the campus.
- In commemoration of milestone events and change-makers in Indian history, the institution observes **Independence Day** and **Republic Day** with flag hoisting, national anthem, and parade by NCC cadets in the college premise, in addition to **Gandhi Jayanthi**, **National Unity Day** and **Kargil Vijay Diwas**. Various competitions including quiz, elocution, writing, patriotic song etc. are conducted as part of these observances.
- NSS and the Department of English have collaborated with **Nehru Yuva Kendra, Thrissur, Ministry of Youth Affairs and Sports** to conduct declamation competition on Patriotism and Nation-building in connection with Republic Day.
- Observance of **Constitution Day** by the Department of Political Science – Screening documentary and recital of the preamble to the Constitution of India.
- **Seminar/webinars** and **lectures** followed by avid discussion on aspects ranging from youth and governance, gender inclusivity, human rights and constitutional provisions, Indian democracy, India's foreign policy and budget discussion, the latter sponsored by the Institute of Parliamentary Affairs, Govt. of Kerala
- To educate the community on their role in local governance and panchayath raj system, the department of Sociology collaborated with **KILA** to organize a training cum interaction session with experts.
- **Democratic constitution of institutional decision-making bodies** including College Council, IQAC, Staff Association, SQAC, PTA, Alumnae Association, Student Union, various Cells, Clubs and Forums. Freedom of speech is accorded to all and measures to safeguard the dignity and rights of all stakeholders are ensured.
- **Value education classes, association hours, mentoring** and **tutorial sessions** evolve as spaces for proactive deliberations on human/citizen values, rights and duties.
- Exemplifying citizen's responsibility, the NSS and NCC units of the college engage in **social services** including the adoption of villages, cleanliness drives, house construction, awareness classes and campaigns on diverse social matters and conduct of medical and blood donation camps.
- **Extension activities** and **linkage programme**, in particular, the flood relief and rehabilitation initiatives stem from realizing the individual's role in empowering the community and nation at large.
- The staff extend their services as **Presiding** and **Polling officers of elections** to the State and Central legislatures

National Anthem is sung as a reminder of the national integrity, secularism and constitutional values.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Amidst the global socio-cultural diversity, commemorating specific days, events, festivals or people is a testimony of unity and inclusivity, a concerted campaign for noble causes, and a celebration of innovation and progress. The institution gives much importance to these observances, transcending man-made barriers, as an enriching experience that can deepen our understanding of the purpose of existence. Enlightening lectures, awareness classes and campaigns, camps, green practices, copious extension/outreach activities, inter-departmental and inter-collegiate competitions, cultural and literary festivals are organized by the institution under the auspices of various clubs, forums, NSS, NCC units and departmental associations.

Days of historical importance and trailblazers of changes such as Independence Day, Republic Day, Constitution Day, National Unity Day, Kargil Vijay Diwas, Gandhi Jayanthi, Mandela Day are commemorated to instill a sense of pride in nation's legacy and garner inspiration from the brave, selfless deeds of legends.

As a green campus, it is the ceaseless endeavor of the institution to uphold its policy of eco-friendly lifestyle and one of the prime means envisaged to disseminate the ‘green’ word has been to observe national and international days such as World Environment Day, World Wetland Day, World Ozone Day, World Water Day, World Nature Conservation Day, World Animal Day, World Soil Day, to name a few. Awareness on the **commendable advances in the field of science** in building a life-nurturing and sustainable social milieu has been passed on to students through observation of days like National Science Day, World Science Day for Peace and Development etc.

To foster a **healthy perception towards healthy lifestyle**, the institution encourages observance of days like World AIDS Day, National Cancer Awareness Day, National Sports Day, International Yoga Day and the like.

The nature of our social existence has evolved over time owing much to the **technological innovations** that have realized ‘connectivity’ between people across diverse geographical locations, eased manual labour, ensured means to securely document information and bolstered human creativity and talent. To bring about an appreciation for these advances, the institution encourages observance of days like World Photography Day, World Animation Day, World Computer Literacy Day, World Social Media Day, World Television Day, etc.

In order to inculcate the right knowledge about what constitutes **human rights and duties** and to raise awareness on measures to combat violations of the same, the institution promotes observance of days such as World Humanitarian Day, International Day for the Elimination of Violence against Women, World Consumer Rights Day, International Day against Drug Abuse and Illicit Trafficking etc.

The institution also encourages **commemoration of services** rendered by individuals in diverse professions like teaching, medicine, engineering etc., promotes **sensitivity and inclusivity** through observance of days like World Refugee Day, World Senior Citizens Day, International Day for Disabled Persons, honours the rich **cultural heritage** by celebrating World Folklore Day, World Heritage Day, National Handloom Day and foregrounds the **pertinence of education** by observing National Education Day, National Mathematics Day, World Students Day etc. Additionally, *Keralapiravi*, *Onam* and *Christmas* are celebrated in the college with much vigour.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:**BEST PRACTICE I****Title of the Practice****Give a Hand – To Lead, To Lift****Objectives**

Channelling the right attitude towards education is a requisite for attaining self-sufficiency and a quality lifestyle. With a majority of students hailing from economically strained backgrounds, the institution resolutely strives to lay a solid foundation to nurture their young mind and actualize their aspirations. It is at the heart of Camel College to,

- Foster academic growth among economically backward students
- Augment the educational aspirations of the poor and the middle class
- Inspire the financially challenged to become self-reliant

The Context

Carmel, a college for women run by the Sisters of the Congregation of the Mother of Carmel, has the explicit vision and mission to empower young women with knowledge and inculcate in them the spirit of selfless love and compassion. Situated in a remote rural locale, with a majority living far below the poverty line, advocating the prospects of higher education has often posed a considerable challenge. The majority of the students are first-generation learners who come from the lower stratum of society and face financial difficulties, oftentimes struggling to complete the course. In this context, the Management has decided to give a hand to those students who aspire to attain education and become self-reliant. Born out of this loving intent is the programme “**Give a Hand- To Lead, To Lift.**”

The Practice

The college gives both financial aid and emotional support to students coming from economically weak backgrounds to reach out to the horizons of excellence. They are given financial assistance in the form of fee concessions, scholarships and free field trips and study tours besides supplying books, uniforms and meals for free. The institution has also instituted cash awards to economically backward students for their meritorious achievements. To execute the same, the institution has devised a strategy, beginning with inviting applications from students. The principal verifies the details of the application with the aid of the Heads of the Department, taking into consideration the overall performance of the student and the genuineness of the need. The visit of faculty members of each department to the homes of their students, generally on Fridays, and the meaningful interactions with their parents and family members provides an opportunity to understand their circumstances and extend seemly guidance. This is indeed beneficial in identifying the deserving student and those selected students are rewarded with incentives to assist them to come out in flying colours. The awards instituted by former faculty members, alumnae and well-wishers are given in the Annual College Day celebration to the needy students with good academic profile to pursue further studies. Substantial financial help is also provided to the deserving, meritorious and regular students from the Students Aid Fund.

In addition, the college takes all effort to inform and sanction the monetary schemes for deserving students from the Management and government. The **Chavara Euphrasia Scholarship** and the **Carmel Bright Scholarship** instituted by the Management opens the door for the academic high achievers from low-income families. The college pays attention to notify these students about various scholarships accorded by the State and Central governments without fail. Details regarding the scholarships are displayed on the college notice board and specified in the College Handbook.

The loving embrace through the **Faculty @ home** programme has proved valuable for developing a cordial relationship between teachers and students. Students who hail from strained family backgrounds and encounter personal crises are identified by teachers and supported through mentoring and counselling sessions. A **family counselling centre** with a full-time professional counsellor functions in the college to help students get through distressing times. Financial exigencies are an everyday reality for the families of several students, with some living in deplorable conditions and poor dwelling. In the light of the situation, the **Abhayam** scheme has been utilized by the NSS unit of the college to initiate house construction for the neediest identified from among students. Departments also take initiative in raising funds to meet the medical expense of the ailing family member of students.

The deluge of 2018 opened the dams of compassion among the Carmel fraternity. In the light of havoc wreaked by the flood upon families, both teachers and students spent nearly one month extending their helping hands and emotional support through house visits, cleaning flood-ravaged dwellings and providing monetary and material aid.

Evidence of Success

The practice of giving a hand to lead and lift have over the years yielded encouraging results, with students learning to refine their perception towards life and possibilities rather than remain demotivated by circumstances. The most palpable evidence of success from this initiative has been the **university ranks** attained by the beneficiaries. Many of the students who benefited from this project have been able to pursue higher studies and secure better job opportunities. The Faculty@home initiative has opened doors for both teachers and students to warm up to each other and invest in mutual trust. The genuine purport of this initiative has been appreciated by the families of students as is evident from the wholeheartedness with which they accommodate the teachers into their home. The assistance, in cash and kind, rendered by the institution to the families, particularly following the outbreak of flood, has been a source of immense support to ease into rehabilitation.

Problems Encountered and Resources Required

With the increase in the number of needy students and limited funds, we have been forced to shortlist them. Another hurdle has been the delay in the timely disbursement of government scholarships.

BEST PRACTICE II

Title of the Practice

Stay Green – In Embrace of Mother Nature

Objectives

To live in a time of mounting environmental concerns, espousing an eco-sensitive perception and sustainable lifestyle is of paramount importance. With this pivotal intent, Carmel College advocates the practice of conserving nature for today and the future ahead. Through this noble gesture, the institution aims to,

- Disseminate awareness about the sustainable environment and create an eco-conscious team to work towards actualizing the same
- Nurture an eco-friendly culture through the implementation of green initiatives in and out of campus
- Evolve measures for conserving the environment through study and research

The Context

Natural disasters of great magnitude have become a common sight over the recent years, with many lives having to bear the wrath of an untamable nature. Unquestionably, the inconsiderate intrusion of humans upon nature's bounty has manifested into natural calamities and untold environmental crisis like pollution, ozone depletion, the decline of biodiversity, climate change, soil erosion, deforestation and the like. The disastrous deluge of 2018 took a tremendous toll on Kerala and Thrissur district in general and Mala, in particular, has been severely affected. As a college situated in this ecologically fragile zone, we strongly believe in the inevitability of moulding an ecologically conscious society. Given the growing importance of conserving nature and effecting sustainable development, numerous initiatives have been undertaken by the institution to implement within the campus and the community outside its borders.

The Practice

Environment Education

- A total of 43 core, complementary, elective and open courses in the prescribed curriculum deals with various aspects of environment
- Audit Course on Environmental Studies and Disaster Management
- Certificate course on Solid Waste Management
- Constitution of clubs- BhoomithraSena, Nature Club, ENCON Club
- Nature camps to Athirapilly forest area, Abhayaranyam, Mangalavanam, Parambikulam wildlife sanctuary to expose students to the wonders of nature – Department of Zoology
- As part of observing Environment Day, Ozone Day and Wetland Day, the Department of Botany annually organizes sponsored programmes like invited talks, seminars, exhibition and intercollegiate competitions
- Identification of 11 new plant species by Dr Sr. Sinjumol Thomas of the Research Department of Botany
- Minor projects and PhD thesis of faculty and student projects that addresses matters on the environment, biodiversity, waste management etc.
- Departments conduct national and state seminar/webinar on environment-related topics and encourage active deliberation on sensible eco-friendly practices
- Inter-department and inter-collegiate competitions organized by departments in connection with day celebrations

Waste Management Measures:

Solid Waste Management

- Bio compost and vermicompost units
- 2 biogas plants (installed in the college hostel and staff quarters) to generate cooking gas and liquid fertilizer of high nutrient content
- Incinerators and Waste Burning Plant for non-plastic solid waste disposal and sanitary napkins
- Tie up with Fiat Mission, Thrissur, for used paper recycling
- Reduction of paper use by practicing cashless transaction and digitalizing documentation
- Separate waste disposal bins at various locations on the campus

Liquid Waste Management:

- Proper drainage facility
- Water recycling unit (60,000L/day) to ensure proper collection and purification of waste water for reuse

E-waste Management:

- Timely maintenance
- Certain parts are reused and remaining are sold out to local traders for safe disposal

Energy Conservation Measures:

- Properly maintained wells (4), bore well (2) water tanks (11), large ponds (2), sump (1)
- Rain Water Harvesting unit (25,000 L/day) to store water for extensive use in the Chemistry lab
- Recharging of land and water bodies in the campus
- Surface mulching to conserve soil moisture
- Solar panels to meet power requirements
- Use of solar water heaters
- Production, use, expo and sale of LED bulbs/tubes/stars under the aegis of the Department of Physics
- ENCON Club observes Oil and Gas Conservation Mass Awareness Campaign – SAKSHAM

Environment Vitalizing Practices:

- Preservation of wetland (11.3 Cent) maintaining its flora and fauna
- Green Audit by NGGF evokes alertness towards environment conservation
- Rice cultivation in the campus paddy field and banana cultivation by the Department of Vocational Studies (Agriculture)
- Quail farming and Aquaculture by the Department of Zoology
- Botanical Garden, Herbal Medicinal Garden, Carmel Orchidarium, RET Garden, Fruit Garden, Vegetable Garden maintained by the Department of Botany
- *Onapoovukrishi*– Department of Botany
- A team of administrative and support staff for the beautification/landscaping of the campus
- Green Guardians (student volunteers) work towards the creation of a campus biodiversity register
- Restricted entry of vehicles within the campus

Plastic Free Initiatives:

- Observance of ‘Carmel Green Protocol’ in the use of products and services
- Use of steel glasses to reduce the use of plastic - contributed by Alumnae Association
- NSS and ASAP students are given training in making paper pens, cloth bags, and other eco-friendly products
- Entrepreneurship Skillset Programme by the department of English in collaboration with *Kadalasupena*, a social welfare organization to train students in making paper pens and paper files. The use of the same has been promoted in the national seminar organized by the Department of English in 2019.

Extension Activities:

- Workshop on mushroom cultivation, organic farming, and vegetable gardening conducted as part of KSCSTE funded project
- Orientation on medicinal plants - its use and preparation in collaboration with KandamkulathyVaidyasala, Kuzhur
- Water Analysis carried out in the flood-affected area of Kuzhur Panchayat
- Awareness Class on plastic waste disposal and the making of eco-friendly products in nearby schools
- Cleanliness drive in collaboration with KILA – Department of Sociology

Green Measures by NSS and NCC

- Awareness class on waste management and nature talks in adopted villages
- Tree plantation, distribution of seedlings, tapioca cultivation, mushroom cultivation and vegetable gardening in adopted villages
- Cleanliness drive in and out of campus and participation in ‘**CLEAN MALA**’ Project under the *Swachh Bharat Abhiyan/Swachhata Pakhwada*
- Tree planting drive under **HARITHA KERALAM**
- Involvement in plastic-free and other environment-themed campaigns
- Making of eco-friendly/energy-saving products like cloth bags, paper pen/pencils, LED bulbs, tubes and stars etc.

Evidence of Success

Carmel College lies in the embrace of a green canopy and this idyllic locale serves in energizing the ambience of the campus. A majority of the green practices in the institution have the student community in lead, executing them in and out of campus. Students are the active contributors and facilitators of the campus’s green mission like cleanliness drive, tree plantation drive, and environment preservation campaigns/drives and rallies, often organized in collaboration with authorized GOs and NGOs, as part of the extension/outreach programmes by departments, NSS and NCC units. Each student partakes in maintaining the campus litter free and clean. The awareness programmes and national/state seminars organized have an impact on staff and students in reinforcing a comprehensive knowledge about nature and proactive practices. The number of faculty and student research on environment-related themes also add to the knowledge repository.

The use of alternate sources of energy like solar panels, LED bulbs and tubes and employment of water-conserving measures have effectively reduced energy consumption and water wastage over years. With the

use of various waste management measures, the institution has been able to effectively implement the 3 principles -*reduce, recycle, and reuse* – to eliminate waste and contribute to preserving the environment.

Nature camps organized by the Department of Zoology have introduced students to the bounty of nature. The creation of the biodiversity register by the Green Guardians, as part of the green audit, has acquainted them with the rich flora and fauna in the campus. These activities have been beneficial in sensitizing the students towards conserving nature, its resources and biodiversity. The green audit has been a productive venture in evaluating the effectiveness of measures and programmes implemented by the institution towards waste management, environmental quality and energy conservation. Expert reviews and suggestions for improvement have been taken into confidence and steps initiated.

The various departmental green practices including quail farming, aquaculture, rice cultivation, banana cultivation, apiculture, and maintenance of botanical garden have students at the helm, supervised by a faculty, and these have been instrumental in raising their eco-consciousness. Making and using paper pens have become a common eco-friendly practice among staff and students. Knowledge on the same have been disseminated to nearby schools as part of the campaign to reduce the use of plastic and have earned positive results. The extension activities conducted by the Department of Botany as part of the KSCSET funded projects on sustainable livelihood have profited the local women and student community in raising farming plots in their homesteads for mushroom cultivation and vegetable gardening. Training, production and sale of LED products as an energy-saving measure by the Department of Physics have also yielded visible acceptance among the campus and neighbourhood community. The water analysis carried out in the flood-affected area of Kuzhur Panchayat by the Department of Chemistry has assisted the local body to adopt requisite measures for restoring the water quality. Adherence to the green protocol of the campus is a routine practice in which all stakeholders of the institution are well-groomed.

Problems Encountered and Resources Required

- Delay faced in the stage-wise administrative sanction for solar installation in the campus
- Financial constraints due to lack of funds in setting up the Water Recycling Unit

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Embracing the Community – Towards a Purposeful Living

Carmel College has always strived to stay true to its vision and mission of empowering the young women of the locality through education, with the higher aim of bettering their social standing and society at large. With a vast majority of first-generation learners at hand, disseminating quality education has both been a challenging and rewarding experience for the institution. Education at Carmel has never been limited to classroom learning, instead, it has always been about inculcating in students a commitment towards the community through engaging in various extension, outreach and linkage programmes as part of their learning and progress. Students have been sensitized to the socio-cultural, political, environmental, particularly gender-specific issues transpiring in their immediate surroundings and world at large, through various institutional initiatives, so that they are equipped to respond and react sensibly to the reality around them. Various institutional Committees, Cells, Forums, Student Union and departmental Associations, with student representation, spearhead several community enhancement initiatives.

Mala, the small town, is primarily a layman's haven and Carmel College has always known where the people's heart lies. Therefore, several extension/outreach programmes have been initiated in collaboration with governmental organizations/departments and NGOs, hospitals and schools, and local bodies. Under the Unnat Bharat Abhiyan by MHRD, the college adopted five nearby villages, where copious awareness campaigns and health surveys have been undertaken. At the forefront of the community, building initiatives are the NSS and NCC units of the College.

NSS units No.2 and No. 89 of the campus are one of the vibrant subunits in the State. Each year, the units hold special camps in select locales of the institution's adopted villages or care homes, where students live with the community, interacting with them and engaging in activities to raise consciousness on health, environment, gender, and social issues. Free medical camps have been set up with the support of NGOs, hospitals and Banks for the benefit of the community. AIDS awareness campaigns funded by Kerala State AIDS Control Society, cancer detection and awareness campaign under OPPAM scheme, palliative care programme, awareness class on lifestyle diseases, health and hygiene, in particular on menstrual hygiene provided for the women of the community, are notable ventures. As part of Blood Donor Day observance, a blood donation camp is set on the campus for willing staff and students to donate blood. Awareness classes from experts on diverse social issues like human rights, legal awareness on women laws, demonetization, drug abuse, road safety, pollution and use of plastic, waste management, consumer protection rights, cybercrime, Covid-19 health awareness have been part of the various camps. Skill development/entrepreneurship training programmes have also been initiated for the women community through training in the making of bags, umbrellas, LED serial bulbs/stars, paper pens, soap and other toiletries. The units have also been in the forefront to initiate two house constructions for the family of two students from the college under the AHAYAM project of Calicut University.

The institution exemplifies a 'green lifestyle' and is an active advocate of nature conservation. Undertaking cleanliness drives in adopted villages, within and outside the campus, observance of *sevanavaram*, tree plantation drives, participation in Central Government initiatives like, *Swachhta Hi Sevaare* regular practices under the aegis of NCC and NSS units. Green initiatives including *MutathoruVazha* Project, tapioca cultivation, training in mushroom cultivation and vegetable gardening have been provided to the Kudumbasree units of adopted villages to ensure a sustainable livelihood.

The institution aids neighbourhood women collectives to work together, get informed through insightful sessions and free library services. Vacation classes and free tuition in English and mathematics have been provided to the children of the locality. Holy Mass and confession services are extended to the nearby

community in the college chapel. The Carmel Extension Centre for Women facilitates training for the local women in tailoring, embroidery, handicrafts, ornament making, bookmaking and binding book, enabling them to secure a means of living. A Community College also functions to provide affordable and quality diploma courses in DTP, banking and tally to aspirants of all age groups from the locality.

The faculty and students of various departments have also been at the forefront of sharing resources with the community. Training in mushroom cultivation, organic farming, preparation of *karkidaka kanji*, apiculture, vegetable gardening by the Department of Botany, training in making LED serial bulbs and daily use products like a paper pen, soap, detergents, carpet by Departments of Physics and Chemistry, extension classes to nearby schools on topics of social relevance including legal literacy, Open-Source Software, plastic waste disposal, reproductive health, communication skills, child abuse and child protection along with ayurvedic medical camp, health and socio-economic surveys initiated by departments of Political Science, Vocational Studies, Chemistry, Zoology, English and Sociology respectively are a commendable few. These student units and each department have linkage with nursing homes and care centres for the differently-abled where they pay annual visits and distribute basic amenities, sweets and food.

The institution has also been able to fruitfully translate its resources for community upliftment during the adverse times of OKHI and the deluge of 2018. Management, staff, students, PTA, alumnae, and well-wishers actively participated in the flood relief campaigns, making a significant contribution, both in-kind and cash. Both NSS and NCC participated in the 'Rebuild Kerala' survey held at Annamanada and Kuzhoor Panchayaths, and 'Clean Mala' of Mala Panchayath, and constructed a house with the assistance of Aster Medcity, Ernakulam. AICUF and Jesus Youth units of the college collected clothes for the Ockhi victims of Kuttanadu and Alapuzha. The student volunteers extended their contribution by partaking in rescue operations, cleaning the ruined dwellings and pathways, collecting material supplies and food for the deprived.

At the heart of each of these endeavours is the desire to better the life of people in the community. Carmel College believes that no education is holistic, if it fails to connect the learners with the reality around and has stayed true to this conviction in all its practices.

File Description	Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Carmel College envisages moulding the young women to become value-oriented, committed and self-reliant individuals, who are empowered to bring changes in the society. The institution enfold students from diverse backgrounds and has clear policies on various dimensions of its functioning to actualize its educational vision. The post-accreditation period of the college saw substantial reformations in tune with the perspective plan concerning governance, academics, research, extension activities, infrastructure, and student-support initiatives.

The student-centric strategies employed by the institution aims to facilitate learner autonomy, personality development and skill enhancement of the student community. The institution productively utilized its financial resources to improve its infrastructural facilities so as to assure a conducive teaching-learning environment, to digitalize academic and administrative processes, and to implement environment vitalizing projects. All classrooms are equipped with ICT facilities and laboratories have been upgraded with state-of art facilities.

Importance is given to transferring informed comprehension on eco-friendly living through education, research, outreach programmes, green audit, in-campus green initiatives. Each stakeholder is responsible to abide by the green protocol and work along with well-equipped support staff to assure an appealing ambience for the campus. The institutional watchword 'Light and Love' encompasses the essence of all quality enterprises of Carmel College that has been put to practice to date.

Concluding Remarks :

Guided by the insightful testament of St. Kuriakose Elias Chavara, the champion of the intellectual renaissance of India, the Sisters of the Congregation of the Mother of Carmel laid the foundation of the college in 1981 at a then idyllic, but less progressive of places, with the mission of educating the young rural women of the locality. A ceaseless drive to ensure quality education and inculcate ideals of self-esteem, inclusivity and social commitment has always been the impetus behind every academic and non-academic endeavour of Carmel College. The institution accords foremost care to equip its student community, a vast majority of whom are first-generation learners and often lacks material resources and proper guidance, through learner-centric education that focus on integrating theoretical and experiential knowledge, extra and co-curricular initiatives to groom their creativity, skill and competency, and ICT-enabled teaching. In the light of the growing demand for global competency and quality, the college advocates consistent updating and professional growth of teachers in their disciplines to adeptly partake in nurturing a self-sufficient, cultivated student community. Embracing all the stakeholders into one-fold of fraternity, the institution sees to their needs and valuable suggestions and sustains a democratic, participatory academic culture. As the institution embarks on a novel phase with 40 years of legacy, more reformations to accomplish is aspired for in the field of academics, research, student support, infrastructure, community engagement and nature conservation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1349</td> <td>1292</td> <td>1285</td> <td>1245</td> <td>1235</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1349</td> <td>1325</td> <td>1323</td> <td>1455</td> <td>1461</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1349	1292	1285	1245	1235	2019-20	2018-19	2017-18	2016-17	2015-16	1349	1325	1323	1455	1461																				
2019-20	2018-19	2017-18	2016-17	2015-16																																					
1349	1292	1285	1245	1235																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
1349	1325	1323	1455	1461																																					
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>579</td> <td>586</td> <td>611</td> <td>518</td> <td>583</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>579</td> <td>577</td> <td>611</td> <td>518</td> <td>583</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>937</td> <td>922</td> <td>886</td> <td>886</td> <td>755</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>937</td> <td>922</td> <td>886</td> <td>886</td> <td>755</td> </tr> </tbody> </table> <p>Remark : Edited as per data provided now. Earlier data provided was 586 for same year</p>	2019-20	2018-19	2017-18	2016-17	2015-16	579	586	611	518	583	2019-20	2018-19	2017-18	2016-17	2015-16	579	577	611	518	583	2019-20	2018-19	2017-18	2016-17	2015-16	937	922	886	886	755	2019-20	2018-19	2017-18	2016-17	2015-16	937	922	886	886	755
2019-20	2018-19	2017-18	2016-17	2015-16																																					
579	586	611	518	583																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
579	577	611	518	583																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
937	922	886	886	755																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
937	922	886	886	755																																					
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p>																																								

2.3.3.1. Number of mentors

Answer before DVV Verification : 103

Answer after DVV Verification: 101

Remark : Edited as per data provided

2.6.3 **Average pass percentage of Students during last five years****2.6.3.1. Number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
422	368	407	406	343

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
422	368	407	406	343

2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
567	455	524	480	389

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
567	455	524	480	0389

Remark : observation not accepted. Although documents provided are incomplete; HEI provided the list of the students with sign of Principal which may be considered

3.3.1 **Number of Ph.Ds registered per eligible teacher during the last five years****3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 4

Answer after DVV Verification: 4

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 5

Answer after DVV Verification: 2

Remark : observation noted. Two teachers may be considered as they are guiding students currently

3.4.2 **Number of awards and recognitions received for extension activities from government/**

government recognised bodies during the last five years**3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	5	4	4	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	1	1	2	2

Remark : Edited as per data provided

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**3.4.3.1. Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
37	30	26	20	15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
29	28	25	19	14

Remark : Observation noted and edited accordingly

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1191	1057	1077	1185	909

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1058	1001	997	1102	870

Remark : Observation noted and edited accordingly

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
83	37	60	54	15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
83	37	60	54	015

Remark : Most of documents provided are without any dates mentioned

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	13	8	7	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	7	4	2	6

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 69

Answer after DVV Verification: 46

Remark : Input edited as per the geo tagged photographs of ICT enabled classrooms-Seminar halls

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

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 15

Answer after DVV Verification: 375

Remark : Observation noted and edited accordingly

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1018	1123	818	719	618

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
567	458	524	480	389

Remark : Observation noted and corrected accordingly

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
31	23	37	30	27

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
31	23	37	30	027

Remark : Observation noted . Provided documents are as requirements although not signed .May be accepted

6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 600"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>17</td> <td>11</td> <td>8</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 813"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>17</td> <td>11</td> <td>8</td> <td>011</td> </tr> </tbody> </table> <p>Remark : Observation noted . Provided documents are as requirements although not signed .May be accepted</p>	2019-20	2018-19	2017-18	2016-17	2015-16	21	17	11	8	11	2019-20	2018-19	2017-18	2016-17	2015-16	21	17	11	8	011
2019-20	2018-19	2017-18	2016-17	2015-16																	
21	17	11	8	11																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
21	17	11	8	011																	
6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1290 1046 1424"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>9</td> <td>7</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1503 1046 1637"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>7</td> <td>7</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Remark : Observation noted and edited accordingly</p>	2019-20	2018-19	2017-18	2016-17	2015-16	47	9	7	3	3	2019-20	2018-19	2017-18	2016-17	2015-16	41	7	7	3	3
2019-20	2018-19	2017-18	2016-17	2015-16																	
47	9	7	3	3																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
41	7	7	3	3																	
6.4.2	<p>Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1995 1046 2085"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

9	13	13	15	20
---	----	----	----	----

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1.73	1.26	2.22	2.63	3.43

Remark : Observation noted and edited accordingly

6.5.3	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Observation noted</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions															
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>154</td> <td>146</td> <td>116</td> <td>118</td> <td>118</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	154	146	116	118	118	2019-20	2018-19	2017-18	2016-17	2015-16
2019-20	2018-19	2017-18	2016-17	2015-16												
154	146	116	118	118												
2019-20	2018-19	2017-18	2016-17	2015-16												

154	0146	116	118	118
-----	------	-----	-----	-----

1.3 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
569	470	533	485	396

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
567	455	524	480	389

2.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
103	98	90	88	82

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
102	97	89	87	81

2.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
106	103	95	91	84

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
103	98	90	88	82

3.2 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
345.69	279.48	309.81	352.71	246.11

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
279.48	279.48	309.81	352.71	246.11

3.3	Number of Computers Answer before DVV Verification : 355 Answer after DVV Verification : 195
-----	---

NAAC