MUSLIM COLLEGE OF EDUCATION

Affiliated to Tamil Nadu Teachers Education University, Chennai

No. 01, New Street, Thiruvithancode, Azhagiyamandapam

Kanyakumari Dist. 629 174, Ph : 9442760383, 7598174494

PROFESSIONAL DEVELOPMENT PROGRAMME ON GENDER IDENTITY ISSUES IN SOCIETY

Date : 10/12/2018 -11/12/2018

Resource Person

Dr. Rajeswari. N

(Asst. Prof. Dept. of Zoology, MCE-Thiruvithancode)

VENUE : College Seminar Hall

Objectives of the programme

- To understand the topic of gender in a wider spectrum.
- To enhance and comprehend the knowledge on gender identity issues in the society.

Programme Report

 Muslim College of Education conducted a Professional Development Programme on Gender Identity Issues in Society on 10th and 11th of December 2018. Dr. Rajeswari. N, Asst. Prof. Dept. of Zoology, MCE-Thiruvithancode was the resource person. IQAC coordinator welcomed the group into college and Principal Dr. Pramod.V.S. inaugurated the programme. In his inauguration address, he emphasized the need of recognizing and accepting transgender and non-binary identities as a crucial element of gender identity concerns. Transgender persons face a discrepancy between their gender identification and the sex they were assigned at birth, whereas non-binary individuals may identify outside the conventional male and female categories. Both groups frequently encounter prejudice, exclusion, and a dearth of comprehension in several aspects of life, such as healthcare, education, job, and social relationships. All the faculty members participated in the programme.

Dr. Rajeswari. N, Asst. Prof. Dept. of Zoology, MCE-Thiruvithancode initiated the panel discussion. The event featured a panel of guest speakers, including, care taker, college staff and student representative who shared their knowledge and experiences. Panel discussions covered topics such as transgender rights, healthcare access, mental health support etc. They conveyed the issues that arose empathy in the mind of the listeners. It helped all to understand the concept in a wider term such as the atrocities the marginalized goes through in their daily life and in society. It also enhanced us to comprehend that the basic necessities need for any human being is being neglected to the marginalized. It was a heated discussion among the dignitaries where, each point was a bolt shot against the society that comprised of all the people.

Attendees had the opportunity to share their personal stories. This open sharing of experiences allowed participants to connect on a deeper level. They also shared their experiences of coming out, transitioning, and the importance of acceptance. This session helped each to express their pain in an open and unjudgmental space. Everyone was welcoming to articulate their agony that helped them to console and uplift themselves to an extent. The event created a safe and inclusive environment where transgender could share their experiences, challenges, and successes. The

programme highlighted the resilience and strength of transgender individuals and the importance of continued efforts to raise awareness, provide support, and advocate for transgender rights.

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Faculty Development Programme - Rights of Women with Special Reference to the POCSO Act

Date : 01/11/2019 to 02/11/2019

OBJECTIVES OF THE PROGRAMME

1. To raise awareness and educate educators about the rights of women and children
2. Strengthen the knowledge on the legal framework provided by the POCSO Act

Resource Persons
Mrs. Beena Sebastian

Venue : M.Ed. Resource room

Muslim College of Education conducted a Faculty Development Programme on Rights of Women with Special Reference to the POCSO Act on 1" and 2" of November 2019.

The resource person was Mrs. Beena Sebastian, the founder and president of the Cultural Academy for Peace (CAP). a NGO committed to the advocacy of women's and children's issues. The purposes of a programme on this topic were to raise awareness and educate educators about the rights of women, particularly children, and the legal framework provided by the POCSO Act. TheProgramme coordinator, Mrs. Smitha Jose. welcomed and introduced the resource person. 18 of the staff members participated in the programme. The resource person very clearly presented the areas that the teachers need to focus in the related area of POCSO. The MP helped to understand more about the POCSO Act.

The afternoon session mostly focused on group discussion. Members discussed many things from their teaching experiences. The resource person Mrs. Beena Sebastian led the discussion. The members were able to understand many things necessary for their practical life from the group discussion. The concluding session was at 3 p.m. IQAC Coordinator, Mrs.Raina Rose thanked everyone. The programme ended at 4 p.m.

Professional Development Programme on Designing Curriculum for Enhancing the Teaching and Professional Competency of Teacher Educators

16/12/2019 & 17/12/2019

Resource Persons

Dr. M. A. Khader

(NCERT, New Delhi Formerly Appeal Committee
Chairman, NCTE, New Delhi)

Dr. S. Sreekantan Nair

(Formerly Dean Sree Sankaracharya University of
Sanskrit, Kalady, Kerala)

VENUE : COLLEGE SEMINAR HALL

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Objectives of the programme

- To enhance awareness among regarding various upcoming trends in education
- To provide suggestions regarding designing curriculum for enhancing the teaching and professional competency of college teachers

Teaching is often regarded as one of the most honourable occupations worldwide and is closely linked to societal advancement. During ancient times, the role of a teacher had the highest level of respect in society, and persons who possessed a high level of education were allowed to pursue this job. Teachers served as the focal point of the education system, responsible for effectively imparting their knowledge, skills, and ethics to the pupils. Given the advancements in the education system and the evolving responsibilities of teachers, it is crucial to prioritize the improvement of teacher quality in order to achieve long-term and sustainable nation-building. Teaching is a type of social action and social inquiry that involves ethical and normative practices.

Professionals in this field must:

- Demonstrate care and affection towards children, value and respect their diverse backgrounds, comprehend children within the framework of social, cultural, and political contexts, exhibit sensitivity towards their needs and challenges, and ensure equal treatment for all children.
- View children as active participants in the acquisition of knowledge, enhance their inherent ability to create understanding, discourage mechanical memorization, and foster an enjoyable, interactive, and purposeful learning experience.
- Conduct a thorough analysis of the curriculum and textbooks, and adapt the curriculum to suit the specific requirements of the local setting.
- Avoid seeing information as inherently provided or ingrained within the curriculum.
- Facilitate learner-centered, activity-based, participatory learning experiences that incorporate play, projects, discussion, discourse, observation, visits, and encourage reflection on their work.

- The incorporation of education with the social and personal experiences of students, while addressing the many differences present in the classroom.
- Advocate for the principles of peace, democracy, equality, justice, liberty, secularism, and a strong commitment to social reconstruction.

The programme was inaugurated by Lion Dr. H. Mohamed Ali, Secretary Muslim College of Education. He stated that an educational institution plays a crucial role in offering learning opportunities to guide its pupils from a state of ignorance to a state of knowledge. Teachers are the crucial professionals at institutions who play a vital role in facilitating this shift. According to NCTE (1998) in their publication Quality Concerns in Secondary Teacher Education, it is emphasized that the teacher has the utmost significance in any educational program. The primary responsibility for implementing the educational process at any point is with the instructor. This demonstrates the crucial need of investing in the training and development of teachers in order to ensure the long-term stability and security of a nation. The significance of proficient educators to the country's educational system cannot be overstated. Both basic and continuing teacher education must satisfy the demands and expectations placed on teachers by the National Curriculum Framework 2005.

Dr. Khader conducted the first day session. According to him, the professional competency of teacher educators includes a wide variety of abilities, knowledge, and attitudes that are essential for effectively training future educators. Teacher educators must possess a profound comprehension of the things they instruct, be it mathematics, science, language arts, or any other field of study. They should possess extensive knowledge and proficiency in many teaching methodologies, instructional tactics, and evaluation procedures suitable for a wide range of learners and subject areas.

Dr. Sreekantan Nair conducted the session on the second day. According to him, teacher educators should possess a solid grounding in educational theories and philosophies, such as constructivism, behaviourism, and socio-cultural views, in order to guide their teaching methods. Considering the significance of technology in contemporary education, it is imperative for teacher educators to possess expertise in utilizing educational technology resources and incorporating them into their instructional and learning endeavours. Teachers should possess cultural competence and exhibit awareness of the varied viewpoints, backgrounds, and experiences of both students and colleagues. This entails comprehending and resolving problems pertaining to diversity, equity, and inclusion in the field of education. Proficient communication skills are essential for teacher educators to effectively transmit intricate concepts, offer constructive criticism, and participate in significant discussions with students and colleagues. Teacher educators frequently engage in collaborative work with colleagues, serve as mentors for pre-service teachers, and exhibit leadership within their educational institutions or professional organizations.

Faculty Development Programme on Techniques in Editing Research Articles Through Online Mode

03/02/2020 to 04/02/2020

MUSLIM COLLEGE OF EDUCATION
B.Ed. & M.Ed.
Accredited with B grade by NAAC

Resource Person
Dr. V.M Sasikumar

(Patron, Council for Teacher Education Foundation)

OBJECTIVES OF THE PROGRAMME

- To help faculty members learn about various techniques in editing research articles
- To enhance the knowledge and expertise of the faculty members
- To help faculty members acquire specific knowledge and skills to cater to their pupils

The IQAC Cell of Muslim College of Education, organized 'Techniques in Editing Research Articles' as part of Faculty Development Programme (FDP) on 03nd and 04th of February 2020 from 8.00 pm to 9.00 pm via Google meet. Its aim was to help faculty members enhance their knowledge base and expertise. The faculty coordinators of the programme were Mrs. Raina Rose, 1QAC Coordinator and Assistant Professor in Physical Science Education and Mrs. Alpha Grace Assistant Professor in Education. The resource person for the programme was Dr. V. M Sasikumar, Patron, Council for Teacher Education Foundation (CTEF).A total of 17 faculty participated in the programme.

The FDP on 'Techniques in Editing Research Articles' started promptly at 8.00 PM using Google Meet. Mrs. Raina Rose was the sole host of the entire show. The introductory speech was delivered by Dr. C. L. Bini, professor in the M.Ed. department. Principal Dr. Pramod V. S formally greeted the resource person and all the participants of the program. Following the welcoming address, Dr. V.M. Sasikumar, the resource person, commenced the programme. The resource person emphasized the need of faculty members being knowledgeable and skilled in research methodology and editing processes for research publications. This is because research is a crucial and unavoidable aspect of the teaching profession. The lecture started by providing a clear definition of research, its objectives, and the prescribed structure for reporting. Research is a methodical investigation or process of acquiring and analyzing information with the goal of obtaining or adding to trustworthy and accurate knowledge. Research, often referred to as the act of altering the preexisting knowledge base, is the systematic investigation and exploration of a subject. Research refers to the meticulous examination of studies related to a certain subject or issue using scientific methodologies. The objective of research is to augment knowledge through scientific concepts, hypotheses, and ideas with the aim of advancing society.

Developing hypotheses, gathering empirical evidence, doing statistical analysis, and drawing meaningful conclusions all play a crucial role in attaining a study objective. A research summary provides a concise and accurate overview of the topic and objectives of a research study, allowing readers to have a realistic and clear understanding of the findings. Research, as a means of acquiring or constructing knowledge, serves to motivate and enable both individuals and communities to achieve personal and

professional development. The objective of educational research is to produce novel insights. However, the primary objective for the majority of educators is to enhance their teaching methods by incorporating theoretical principles. Professional educators engage in the significant task of preparing research articles. Acquiring knowledge of the methods used to modify research papers is crucial for enhancing and guaranteeing the excellence of the services they offer. The resource also included information on the structure for presenting a research article. The structure of a research paper typically consists of an abstract, an introduction, a statement of aim and objectives, a methodology section, an analysis section, a discussion of findings, a discussion of the limits of the study, and a conclusion. An abstract is a concise overview or summation of a finished research project. Abstracts should be succinct and self-contained, providing a quick overview of the whole study. The introductory section of a research paper establishes the background and framework for the investigation, presents the subject and goals, and outlines the structure of the research.

The goal and objectives of research are the desired outcomes that researchers strive to achieve via their investigation. Formulating robust research objectives can aid the researcher in attaining the overarching goals of the research project. The purpose of research objectives is to provide guidance for the research project, encompassing the collection of data, analysis, interpretation, and drawing conclusions. The objectives should adhere to the SMART criteria, which stands for Specific, Measurable, Achievable, Relevant, and Time-bound. The research methodology outlines the approach that the researcher intends to use in conducting the study. The research study's plan is encompassed inside it. Data collection refers to the systematic methods and techniques employed to acquire, manipulate, and evaluate information pertaining to a certain subject. Data analysis in research involves the utilization of suitable logical or statistical methods to get meaningful insights from the gathered raw data. The discussion of findings is the concluding portion of a research study when the researcher provides a concise summary, thorough analysis, and insightful interpretations of the findings. In this section, the researcher will analyze the significance of the findings and establish connections between them and the study subject or the specified research questions. The limitations of the study refer to the difficulties or aspects of the research design that influenced the interpretations of the research findings. The conclusion of a research study is a concise summary of the crucial arguments or key points of the investigation, serving to elucidate the significance of the research to the reader.

After discussion about the format of research study, the resource person demonstrated editing a sample study showing various techniques. Dr. V.M. Sasikumar enunciated that the necessity of revising a research article after writing it is to ensure that it is appealing and comprehensive for the readers. Good editing can considerably increase the efficacy of the narrative style and the clarity of the work. The editing process ensures that the research article is structured in an orderly manner that communicates the research and that the ideas are conveyed in the most effective way. Editing can be content, copy, line and mechanical. In content editing, the researcher evaluates the arrangement and presentation of the research study. Copy editing involved rectification of punctuation and spelling errors, focus is more on grammar and word choices and the researcher would boost his writing quality. In line editing, as the name suggests involves line by line verification of the research study. Focus is given on clarity and simplification in writing so that the meaning is apparent and not overly complicated. In mechanical editing, it is ensured that the research article follow the standards of the chosen research style. Some other techniques shared by the resource person for editing research articles included citation management, formatting, proofreading, making a professional or others to read and review the work so that any missed-out mistakes or points could be rectified or added. Reviewing the entire research article can also enhance its quality. After the session carried out by the resource person, Dr. L. Sheeba, Associate Professor at Muslim College of Education, Thiruvithancode delivered the vote of thanks for the programme. With that, the entire programme came to an end by 9.00 PM.

The programme on 'Techniques in Editing Research Articles' conducted as part of Faculty Development Programme turned out to be successful in achieving its objectives. The programme was effective in raising the awareness of faculty members regarding e-content. It also helped the faculty members to enhance their knowledge and expertise which would contribute to their excellence in their functioning are in the profession. The FDP provided the teachers with necessary knowledge and skills for the faculty members to cater to their pupils and their styles of learning. It was an extremely fruitful and beneficial experience for the faculty members who participated in the programme.

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Faculty Development Programme: International Multidisciplinary Academic Conference on Redefining Education with a Futuristic Perspective in Covid Era

Date : 05/08/2020 to 07/08/2020

OBJECTIVES OF THE PROGRAMME

1. To provide an international virtual platform for dialogue on how COVID-19 could change the education of future.

2. To think on how we educate future generations.

Resource Persons

Dr. Mohamedunni Alias Musthafa
(Prof and Dean, School of Education, Central University of Kerala)

Prof. Dr V. Reghu
(Former Dean and Controller of Examinations, RGNIYD, Sriperumbudur, Tamil Nadu National Consultant CEAM)

Dr. Shnaoli Chakraborty Acharya
(Asst. Prof, Dept. of Education, West Bengal State University
(Chairperson, CEAM West Bengal Chapter))

VENUE ONLINE - GOOGLE MEET

The global pandemic caused by the coronavirus is poised to rapidly transform the planet. Amidst the epidemic, online schooling has emerged as the predominant mode of learning throughout the extended time of lockdown. In light of this situation, we have gathered here on this virtual platform to discuss education in the Post-Covid age. The Muslim College of Education, in partnership with The Council for Educational Administration and Management (CEAM) Tamil Nadu Chapter, hosted a three-day online international academic conference titled 'Redefining Education with a Futuristic Perspective in the Covid Era' from August 5th to 7th, 2020.

The conference was attended by faculty, non-teaching staff, researchers, student teachers, and college alumni.
First day (May 8, 2020)

Programmes of the day 1 started with the official meeting at 10 am with the registration and reception followed by the official inaugural function with a prayer song by Merline Jaya D Assistant Professor and the coordinator of the conference. Dr.Pramod.V.S Principal of the college delivered the welcome address. The presidential address was given by Dr. Grace Annie Mathews, Chairperson, of CEAM and CTEF, Tamil Nadu chapter. The inaugural session was concluded by Dr V M Sasikumar, national president, CEAM and Prof. Jacob Mathew, programme coordinator, CEAM, Kerala chapter

Venue Online — Google Meet

After the official inaugural session of the international online conference 2020, the thematic session of Day 1 Commenced at 11.25am. The session included two eminent panels of resource persons: Dr. Mohamedunni Alias Musthafa, Prof. and Dean, school of education, Central Uni. of Kerala and Dr Neelu Gautham Ghosh, principal, DD Choksi College of secondary education, Palanpur, Gujarat and chairperson, CEAM Gujarat. The themes of their dialog spirited the conference's multidisciplinary aim to put on facts about redefining and reconstructing curriculum of Indian education system and the role of economy, society and environment in sustainable development.

The thematic session was followed by panel discussion of *DAY 1 from 12.25pm to 1.20pm.*

Day 1 ended with the paper presentation session from 1.20 pm to 2 pm and was chaired by Dr. Malini P.M. Former Principal, NSS Training College, Pandalam, Kerala (Treasurer, CEAM, Kerala Chapter) and Dr. Regi P. Mathew, Principal, CMI Public School, Cherthala.. The papers reflected on the impact of COVID-I 9 pandemic in education and societal values.

Day 2 (06/08/20)

Day 2 commenced at 10 am with a prayer followed by, the thematic session of 3 distinguished academicians:- Prof. Dr V. Reghu, Former Dean and Controller of Examinations, RGNIYD, Sriperumbudur, Tamil Nadu (National Consultant CEAM) on the theme- Lifelong Learning and Skill Development and Dr. M.S. Geetha, Former Dean, Faculty of Education, Uni. of Kerala,(National Vice President, CEAM) and Dr. Nimmi Maria Oommen, Asst. Prof. Titus II Teachers College, Tiruvalla, Pathanamthitta, (National Secretary, CEAM) on the theme- Responding to Benchmarks in International Higher Education Amid Global Emergencies.

The theme paper session was followed by panel discussion from 11 am to 12pm, moderated by, Dr. Theresa Susan A, Former Head, Dept. of Education and Former Dean,

Faculty of Education, University of Kerala and the panelists include:- Dr. Bindu K.J.,Senior Lecturer in Educational Technology, DIET, Alappuzha, Kerala, Dr. M. Jesa, Associate Prof., Farook Faculty of Education, University of Kerala and the panelists include:- Dr. Bindu K.J.,Senior Lecturer in Educational Technology, DIET, Alappuzha, Kerala, Dr. M. Jesa, Associate Prof., Farook Training College, Kozhikode, Kerala, Dr. Sindhya V. Asst. Prof., Department of Education University of Kerala, Dr. Pramod D, Asst. Prof, Chinmaya Vishwavidyapeeth (Deemed to be University), Ernakulam, Kerala.

Day 2 concluded with the paper presentation session chaired by Dr Sr Josephine Asst prof, St Joseph College and Dr. B.C. Sobha, Principal, NVKSD College of Education Attoor, Kanyakumari District, Tamil Nadu, (CEAM Chairperson, Tamil Nadu), The papers were enlightening and exclusive with the presentations of three young school children that made highlight of the conference.

Day 3 (07/08/20)

The third day commenced at 10 am as usual with a prayer, followed by the thematic session. The session included 3 distinguished resource persons: Dr. Shnaoli Chakraborty Acharya, Asst. Prof., Dept. of Education, West Bengal State University (Chairperson, CEAM West Bengal Chapter) on the theme- Quality education for all: Dealing with Digital Divide and Equal Digital Accessibility, Dr. Geetha Gopinath, Asst. Prof, School of Education Technology, Hyderabad Central University, Telangana, on the theme- Role of various Stakeholders in ensuring Peace and Mental Health, Dr. Madhubala Jayachandran, Former Principal, KUCTE, Karyavattom (National Liaison Officer, CEAM), on the theme-Professional Development of Teachers with a Futuristic Perspective.

The 2nd session of Day 3 was the panel discussion from 11am- 1pm, moderated by, Dr. K. Rajeswari, Principal, Govt. College of Teacher Education, Kozhikode, Kerala (National Treasurer, CEAM), on the theme-Financial Crisis, Risk Management and Disasters and the panelists include:- Dr. Giby Geevarughese, Associate Prof., Mar Theophilus Training College, Thiruvananthapuram (Executive Member, CEAM, Kerala), Dr Nisha Chandran, Asst. Prof., St. Thomas Training College, Muckolackal, Thiruvananthapuram, Dr. Shyamlal G.S Asst. Prof., Mahatma Gandhi College, Thiruvananthapuram, Kerala and Prof. Hiten Muchala, SP Jain School of Global Management, Mumbai.

The day concluded with the valedictory session at 3.25pm. Ms. Sara Stephen, Chairperson, St. Joseph College, presented the conference resume. Dr K Y Benedict, Principal, Mar Theophilus Training College, Thiruvananthapuram (National General Secretary, CLAM) delivered valedictory address followed by a feedback session and vote of thanks by Mrs. Marin Jose (coordinator).

The International Online Academic Conference was a first-ever virtual conference hosted in the Google Meet platform with around 200 participants for 3 continuous days, made an attempt for international collaboration for continuous professional development of educators and contributors in building up a more peaceful, tolerant, inclusive, secure and sustainable world.

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NATIONAL EDUCATION POLICY (NEP) 2020 AWARENESS PROGRAMME

On 20th April 2021

Resource Persons
Prof. Dr. Zigmon Roy
(Scott Christian College, Nagercoil)

Prof. Dr. Radharamanan Pillai
(Mar Thoma College of Science & Technology, TVM)

VENUE : College Seminar Hall

The National Education Policy (NEP) 2020 has introduced substantial alterations to the educational framework of India. In-service teacher education programs are essential for facilitating educators' comprehension and implementation of the changes described in the NEP. The purpose of these programs is to provide teachers with the essential information, skills, and techniques needed to successfully execute the objectives of the policy in classrooms. An awareness workshop was launched to acknowledge the importance of the issue.

OBJECTIVES OF THE PROGRAMME

The purpose is to provide accurate information on NEP 2020, rectify any misunderstandings, and promote discussions among all parties involved.

PARTICIPANTS

All B.Ed. and M.Ed. Faculty, Policymakers of
Muslim College of Education

INTRODUCTION
NATIONAL EDUCATION POLICY (NEP) 2020

The Programme was officially commenced by Lion.Dr. H.Mohamed Ali, the Secretary of Muslim College of Education. According to him, the National Education Policy (NEP) 2020, a significant overhaul in India's education system, prioritizes comprehensive growth and continuous learning. The objective is to ensure that everyone has equal opportunities to receive high-quality education, starting from early infancy and continuing through higher education. This will promote the development of creativity, critical thinking, and problem-solving abilities. The National Education Policy (NEP) 2020 promotes the adoption of a multidisciplinary approach, flexibility in designing the curriculum, and the incorporation of vocational education to address the

requirements of the modern workforce in the 21st century. The policy aims to revolutionize school administration and encourage the integration of technology to improve learning results. The NEP 2020 aims to establish an education system in India that is inclusive, fair, and environmentally friendly by adhering to international standards and valuing the country's unique cultural history.

ABOUT THE SESSIONS

The session was in an interactive approach. Dr. Zigmon Roy, Professor Scott Christian College Nagercoil, Kanyakumari District, Tamil Nadu delivered the first session. In the second session, the participants posed several inquiries, all of which were answered by the resource person Dr. Radharamanan Pillai, Professor in English, Mar Thoma College of Science & Technology Thiruvananthapuram, Kerala

RESOURCE SHARING

Distribution of NEP 2020 documents, literature, or digital resources to enhance understanding and facilitate further exploration.

FEEDBACK MECHANISM

Gathered comments using forms to assess the efficacy of the program.

OUTCOMES

Over all the programme

- Enhanced participants' knowledge and comprehension of NEP 2020.

- Analysis of the difficulties and potential advantages in the execution of NEP 2020.

- Faculty engaging in the exchange of ideas and opinions.

- Recommendations for forthcoming endeavors or subsequent

RECOMMENDATIONS

Based on the outcomes, provide recommendations for enhancing NEP 2020 awareness and implementation efforts. These may include:

- Continuation of awareness initiatives at other tiers (local, regional, national).

- Specialized training programs designed for distinct stakeholder groups such as faculty, college administrators, and parents.

- Incorporating the ideas of NEP 2020 into the current curriculum and professional development initiatives.

- Engaging in cooperation with appropriate partners and organizations to maximize the use of resources and specialized knowledge.

CONCLUSION:

In conclusion, it is important to emphasize the necessity of increasing knowledge of NEP 2020 and to stress the continuous efforts needed to achieve its vision of changing education in India.

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Enhancing Pedagogical Excellence in Four Year Integrated B.Ed. Programme

Date : 23/08/2021 to 24/08/2021

OBJECTIVES OF THE PROGRAMME

1. To generate awareness related to Four-Year Integrated : B.Ed. Programme.
2. To share opinions and suggestions related to four year integrated programme

Resource Person
Dr. M.A. Sudhir

Professor, Department of Applied Research and Dean, Faculty of Rural Development. Gandhigram Rural Institute

Venue : M.Ed. Resource room

Muslim College of Education organized a faculty development programme on Enhancing Pedagogical Excellence in four year integrated B.Ed Programme on 22nd and 23rd of August 2019 at 10.am. The resource person was Dr. M.A. Suclhir (Professor, Department of Applied Research and Dean, Faculty of Rural Development, Gandhigram Runt! Institute). Mrs. Merline Jaya, M.Ed faculty welcomed the audience and Principal Dr. Pramod V.S inaugurated the programme. The programme had two sessions. The initial session focused on the importance of integrated B.Ed programs and their different levels. It emphasized the critical role of developing pedagogical quality in a four-year integrated B.Ed program to effectively prepare future educators.

Attendees expressed their apprehensions, uncertainties, and worries during the second session. According to the expert, the four-year integrated curriculum is highly advantageous for pupils. Nevertheless, the seminar concluded promptly at four o'clock, leaving several uncertainties among the attendees. Mrs Raina Rose, the IQAC Coordinator, expressed gratitude to all individuals present. A total of 15 staff members took part in the programme.

Faculty Development Programme: Significance of Community Resources in Education

MUSLIM COLLEGE OF EDUCATION
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Accredited with B grade by NAAC

18/10/2022 to 19/10/2022

Event Coordinator
IQAC Cell

Resource Person
Dr. G. Pushparaj
(M.A., M.Phil., Ph.D., Assistant Professor of History
Muslim Arts College, Thiruvithancode)

VENUE : CONFERENCE HALL

OBJECTIVES OF THE PROGRAMME

• To enhance the knowledge base and competence of the faculty members

• To help faculty members acquire the skills and competence required to educate their own pupils

• To foster attitudes and professional values in the profession of teaching

Muslim College of Education, Thiruvithancode organized a programme on 'Significance of Community Resources in Education' as part of Faculty Development Programme (FDP) on 18th and 19th October 2022 from 10.00 AM to 3.00 pm at the college conference hall. The Programme was organized by IQAC Muslim College of Education.

The resource person for the programme was Dr. G. Pushparaj, Assistant Professor of History, Muslim Arts College, Thiruvithancode A total of 18 faculty members from Muslim College of Education, Thiruvithancode, participated in the programme.

The programme on 'Significance of Community Resources in Education' conducted as part of Faculty Development Programme (FDP) started exactly at 3.00 PM at the college . The programme started with a prayer. The prayer was succeeded by the welcome speech for the programme by Mrs. J. Raina Rose, IQAC Coordinator and Assistant Professor in Physical Science Education. Dr. Pramod.V. S principal officially welcomed the resource person and all of the faculty members to the programme.The resource person for the programme, Dr. G. Pushparaj carried out the session on Significance of Community Resource in Education.

The resource person started with explaining about community resource. The terminology 'community resource' refers to a broad range of elements that could be beneficial to the community. As long as it offers aid or service to the local residents, it could be anything Community resources includes people, things, places and activities. These could be international businesses, associations, government agencies, or even people in the community. Many sources of funding are available for community resources. They may be operated by entirely nonprofit organizations, as well as by the government, corporations, or a single individual. While historically these resources referred to particular support groups, non-profits, or outreach organizations, they now cover a larger variety of things. There are countless different kinds of community resources. Of course, anyone

might mention a few off the top of their minds that have become more established and well-known. Yet as far as something is assisting a community, a minor part of it or even one single person, that thing or person servesas a part of community resources. The resource person also discussed on the significance of the community resources in education.

Community Resources for a community are the ones that improve or make the lives of individuals better. Every person's development requires these resources in some form. Factories, schools, theatres, libraries, houses of worship, hospitals, community centers, parks, etc. are a few examples of community resources. Using these resources in teaching would be wise because it fosters a sense of worth and camaraderie among pupils. Students' learning experiences can be strengthened when educators use community resources while teaching. Students will have the opportunity to learn in the real world owing to their understanding of the local community. It broadens students' horizons of knowledge and aids in their comprehension of how various community institutions operate. It encourages people to act responsibly and take the initiative to make improvements to the society in which they live. Also, it allows students to be exposed to many perspectives and promotes the development of an inclusive and stimulating environment. Community resources could help people learn democratic principles and get a deeper grasp of democracy. Students would feel more in control as a result, and these experiences would aid them in generating creative thoughts.

The resource person also discussed about some of the methods to utilize community resources in education. The methods discussed included, community surveys, community services and excursions. Students can learn about diverse facets of the society in which they live in by participating in community surveys. Students will be exposed to an array of cultures, values, traditions and ideologies. They will be capable of acquiring a great deal of knowledge, information and skills that rote learning will not allow them to get. They would be able to understand a multitude of issues that other communities are having and can discover the causes of these problems. They can also establish links between this information and the concepts they are studying in classroom. Also, these surveys will inform people about the value and

significance of education and the forms of transformations that may be made attributable to education.

Another technique to improve the teaching and learning process is through community services. It provides exposure to the challenges that are present in the community and gives pupils a concept of the various community resources. With this information, they may take the required steps to rectify the situation and improve situations. Students who participate in community services develop their talents by gaining access to contact with a diverse group of people. It eliminates any preconceptions they may have and can assist in shattering social stereotypes, all of which contribute to the improvement of the community as a whole. Field trips or excursions can provide students with unique learning opportunities. Field trips would expose students to diverse learning opportunities, in contrast to a classroom setting. These excursions may introduce pupils to new values and customs as well as generate new interests in them. Community resources can serve as an information- and experience-rich textbook for education. Instructors can serve as facilitators, making the most out of the available materials, and give students the oppo unit to acquire the maximum knowledge possible

The programme on, 'Significance of Community Resources in Education', conducted as part of Faculty Development Programme (FDP) was extremely fruitful. The faculty members could enhance their knowledge base and competence. All the faculty members participated in the Programme indicated positive feedback on the Programme and suggested that they were interested in participating in more such fruitful and informative programmes. The entire session winded up at 3.00 PM with the vote of thanks delivered by Mrs. L. Valsala, Assistant Professor.

FACULTY
DEVELOPMENT
PROGRAM

MUSLIM
COLLEGE OF EDUCATION

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Kanyakumari Dist. 629 174, Ph : 9442760383, 7598174494

Professional Development
Programme on Curriculum Mapping

03/11/2022 to 04/11/2022

Event Coordinators
IQAC Cell

Resource Person
Dr. C. Selvaraj
(Associate Professor of History
Muslim Arts College)

VENUE : M.Ed. Resource room

OBJECTIVES OF THE PROGRAMME

* To raise awareness of faculty members regarding curriculum mapping
* To enhance the knowledge and expertise of the faculty members
* To help faculty members acquire specific knowledge and skills to cater to their pupils

The IQAC Cell of Muslim College of Education, Thiruvithancode organized Professional Development Programme on 'Curriculum Mapping' on 3rd and 4th November 2022 from 9.00 AM to 4.00 PM at the college. The programme was organized by IQAC Muslim College of Education. The resource person for the programme were Dr. C. Selvaraj, Associate Professor of History, Muslim Arts College, Thiruvithancode A total of 18 faculty members from Muslim College of Education participated in the programme.

The two-day FDP on 'Curriculum Mapping' started exactly at 9.00 AM at the college multipurpose hall on 3rd November 2022. Miss. Ashika, Assistant Professor performed MC for the entire programme. The programme began with a prayer song. The prayer was succeeded by the welcome speech delivered by Dr. Pramod.V.S. Muslim College of Education. He reminded all of the faculty members to utilize the opportunity to enhance their knowledge and competence which would reflect their excellence in their functioning area of the profession. After the welcome address, the programme was initiated by the resource person, Dr. C. Selvaraj. The resource person started with discussion about outcome-based education. Outcome based education is an approach to education in which all decisions on teaching and learning are driven by what the educator want his learners to be able to do at the end of a learning experience. The meaning of outcome-based education is that desired outcomes form the basis for the entire learning system. An outcome-based curriculum is designed with the outcomes in mind right at its conception.

The course content and assessments are developed based on the outcome itself. The outcomes of a programme define its aims and directions. In order for the programme to be truly outcome-based, the curriculum, pedagogy, and evaluation should all contribute to the achievement of this particular set of goals. Curriculum mapping serves as an instrument for determining how far this has been achieved. The resource person also discussed about the advantages of outcome-based education which includes clarity, provision of a framework, guide for assessment and facilitating curriculum evaluation. The resource person through PowerPoint presentation clearly depicted and explained on the framework of outcome-based education. The framework for outcome-based education encompasses a vision and mission, Program Educational Objectives (PEO's), Program Outcomes and Program Specific Outcomes (PO's and PSO's). A mission statement or simply a mission is a public declaration that educational institutions use to describe their founding purpose and major organizational commitments.

Program Educational Objectives or PEO's are statements that describe the career and professional accomplishments that the program is preparing the graduates to achieve. They are set in order to measure the effectiveness of the program and to check whether it has prepared the students to deal with the real world where they could apply and use the skills and knowledge they have acquired to good use. Program Objectives or PO's are statements about the knowledge, skills and attitudes or attributes that graduate of a forma program should possess. Program Outcomes deals with the general aspect of graduation for a particular program and the competencies and expertise a graduate will possess after completion of that program. The resource person also explained on how course objectives and course outcomes of a particular course is set. The FDP also covered blooms taxonomy. Bloom's Taxonomy is a hierarchical categorization of thinking levels that should be used when developing course objectives. Course objectives are concise statements that outline what students should know by the conclusion of the course.

The resource person discussed about curriculum mapping and its purpose. Mapping is done to measure the outcomes. Curriculum mapping is a reflective technique that assists teachers in understanding what was taught in class, how it was taught, and how learning objectives were assessed. A curriculum map is the output of the curriculum mapping process. The majority of curriculum maps usually are graphical representations of tables or matrices. A comprehensive curriculum map enables teachers to examine and present teaching that has been successfully implemented, either by themselves or by others. Curriculum maps may additionally be utilized as a tool for planning future instruction. Curriculum mapping, in addition to helping with reflective practice and improved communication among faculty members, it serves to improve overall consistency from grade to grade, increasing the possibility of accomplishing program- or performance in the classroom. The resource person also discussed about systematic curriculum mapping. Although a single teacher can certainly build a curriculum mapping for the particular subject and grade level they teach, curriculum mapping is the most effective when it's a system-wide approach. Outcome based education and its framework is very important to work with curriculum mapping. The resource reminded all of the faculty members about the components in the framework of outcome-based education which are important for curriculum mapping. At the end of the session, the faculty members were given assignments to work on curriculum mapping for the very next day. The entire session conducted on 3rd November 2022 winded up at 4.00 PM.

On 4th November 2022, the faculty members who attended the programme on curriculum mapping worked on the assignments given during the workshop. The faculty members prepared specific Program Educational Objectives (PEO's) and Course Educational Objectives (CEO's) for all the courses with the training they received. The FDP on curriculum mapping turned out to be successful in achieving its objectives. The FDP was effective in raising the awareness of faculty members regarding curriculum mapping. It also helped the faculty members to enhance their knowledge and expertise which would contribute to their excellence in their functioning area in the profession. The programme provided the teachers with necessary knowledge and skills for the faculty members to cater to their pupils and their styles of learning. It was extremely fruitful and beneficial for the faculty members participated. The FDP on curriculum mapping was indeed a productive one and a great experience for the faculty members.

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FACULTY DEVELOPMENT PROGRAMME:
NEP 2020- CHALLENGES AND OPPORTUNITIES FOR HIGHER EDUCATION INSTITUTIONS

29/11/2022 - 30/11/2022

Event Coordinators
IQAC Cell, Muslim College of Education

Resource Person
Dr. M. Jagathish
(Department of Commerce,
Muslim Arts College, Thiruvithancode)

Venue : M. Ed. Classroom

Objectives of the programme

- To enhance the knowledge base and competency of faculty members
- To raise awareness of faculty members regarding the challenges and opportunities of National Education Policy 2020

The IQAC Cell of Muslim College of Education organized a Faculty Development Programme on 'NEP 2020- Challenges and Opportunities for Higher Education Institutions as part of Faculty Development Programme (FDP) on 29th and 30th of November 2022 from 9.30 PM to 4.00 PM at the M. Ed. classroom in the college. The Programme was organized for the faculty members of Muslim College of Education., The faculty coordinators of the programme were Mrs.Valsala, and Mrs. Raina Rose .

The resource person for the Programme was Dr. M. Jagathish, Dept. of Commerce, Muslim Arts College, Thiruvithancode total of 18 faculty members from Muslim College of Education participated in the Programme.

The Programme on 'NEP 2020- Challenges and Opportunities for Higher Education Institutions started exactly at 9.30 PM with a prayer. Mrs Alpha Grace performed emcee for the entire programme. The prayer was succeeded by the welcome speech delivered by Dr. Pramod.V.S, Principal at Muslim College of Education. Mrs. Raina Rose officially welcomed all the participants. She reminded all of the participants about the importance of education and the reforms associating to it are essential. She added that the present topic would contribute to enhancing the competency of the faculty members and equip them to excel in their performance. The resource person Dr. M. Jagathish, Dept. of Commerce, Muslim Arts College, Thiru-vithancode handled the session effectively and efficiently

The Programme began with the importance of education and how education systems affect the learners. Education is a continual process that deals with a growing man in a constantly evolving society. The educational system must prepare pupils to be lifelong learners, scholars, innovators educators and research-ers. Despite significant and steady economic progress over the last few decades, India still has socioeconomic issues, and

boosting education is the only future ahead to overcome these obstacles and strengthen the country's economic growth. The effective implementation of National Policy for Education 2020 has the ability to bring about significant changes through revamping the Indian educational system. The National Council for Educational Research and Training (NCERT) is the national institution that creates programs and policies, as well as curriculum frameworks and standards that are followed by respective state SCERTs. The National Policy on Education, 1986 and the 1992 Programme of Action both envisioned compulsory and free education of adequate quality for all children under the age of 14. While the legislation secured education for all, the education system's core problems re aide impeding the advancement of the education system of India to the global scale.

The New Education Policy in 2020 established numerous reforms in the education system of India. The new Ministry of Education is committed towards improving the educational system. While concentrating on many aspects of education, the policy also aims at bridging the gap between technology and education.

The programme covered the opportunities and challenges of NEP or National Educational Policy of 2020. The resolution to make regional language or native language as the instructional medium up to Class 5 is one of the NEP 2020's main highlights. The higher education institutions have possessed with several opportunities after NEP 2020 which includes opportunities for increased enrolments and growth in ODL (Open and Distance Learning) and branch campuses as well as online programmes in other countries and also enhanced administrative and academic autonomy for all higher education institutions to improve quality, resulting in both financial and non-financial benefits. Since there is a clear division of responsibilities and duties among different higher education entities, it is easier to establish and operate

higher education institutions. And finally, expanded prospects for private higher educational institutions to secure research funding as a result of the emphasis on peer-reviewed and merit-based funding mechanisms. Some of the challenges for higher educational institutions includes that the National Education Policy (NEP) would be heavily reliant on the level of collaboration between both the state governments and the Central government. Thus, administering federal math is key to the NEP's realization. Implementation of NEP is challenging because of the vast magnitude and diversity of India's education industry. As per the NEP 2020, the ministry's current organizational structure and ecology will have to be completely overhauled. The private sector's role, specifically in engaging with the higher educational system, is crucial for translating the National Education Policy's inclusionary goal. The majority of the higher educational institutions are administered by the private sector. As a result, it is critical for the regulatory and government bodies to develop appropriate institutional frameworks to harness the private sector's participation and acknowledge them as equal partners in the process of National Education Policy. Finally, the successful execution of key initiatives requires availability of adequate financial resources for decades. The Programme on, NEP 2020- Challenges and Opportunities for Higher Education Institutions, 2022 conducted as a part of Faculty Development Programme (FDP) was extremely fruitful. The faculty members could enhance their knowledge base and competence. All the 18 faculty members participated in the programme indicated positive feedback and suggested that they were interested in participating in more sue it and informative programmes. The entire session winded up at 4.00 PM with the vote of thanks delivered by Mrs. Merline Jaya, Assistant Professor Muslim College of Education.

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FACULTY DEVELOPMENT PROGRAMME : PANEL DISCUSSION ON 'NEW TRENDS IN TEACHER EDUCATION'

06/05/2023

Event Coordinators
Council for Teacher Education Foundation (CTEF), Tamil Nadu Chapter

Chief Guest
Dr. V.M. Sasikumar
(Patron,CTEF (Council for Teacher Education Foundation),
South Zone)

VENUE : COLLEGE SEMINAR HALL
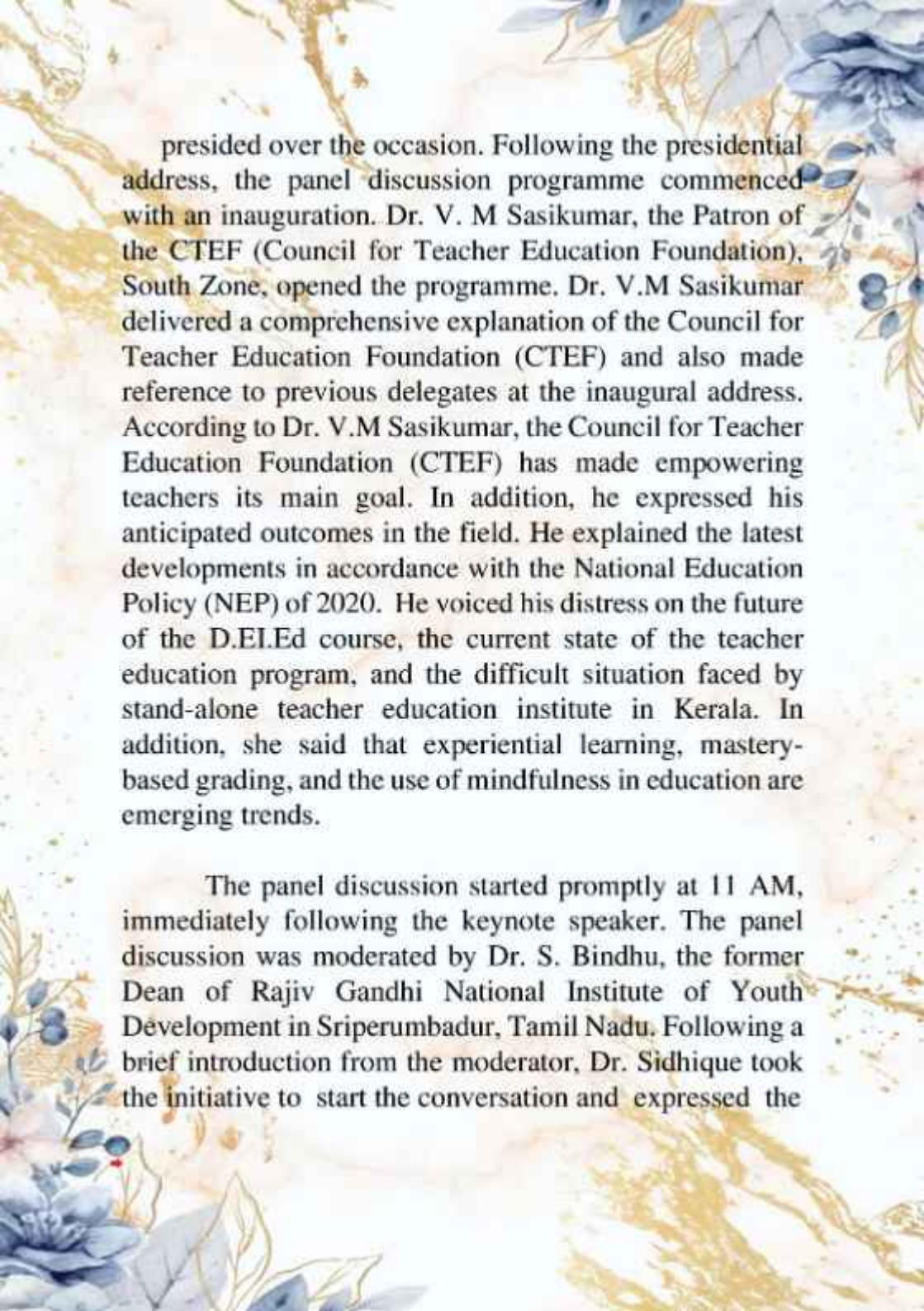
Objectives of the programme

- To enhance awareness among regarding various upcoming trends in education
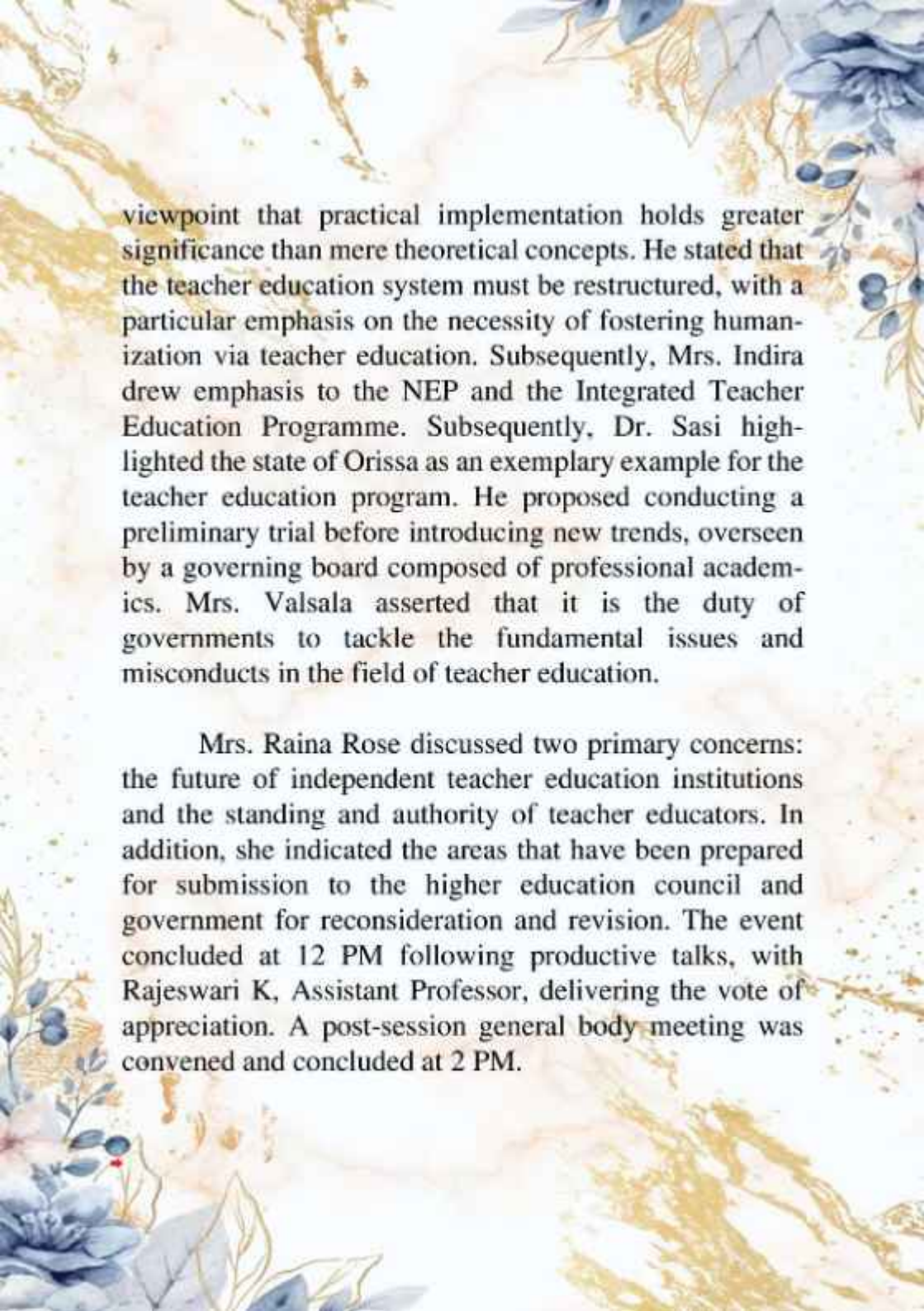- To share opinions and suggestions in relation to NEP 2020

The Muslim College of Education and Council for Teacher Education Foundation (CTEF), Tamil Nadu Chapter joined forces to organize a Faculty Development Programme: Panel Discussion on 'New Trends in Teacher Education' on May 6, 2023, from 10 AM to 1 PM at the seminar hall. The debate was arranged to promote knowledge about emerging trends in education and to exchange ideas and suggestions regarding NEP 2020. Dr. V.M Sasikumar, the Patron of the CTEF (Council for Teacher Education Foundation, South Zone), served as the principal guest for the panel discussion. The programme was overseen by Mrs. Sreeja Assistant Professor in Mathematics at Muslim College of Education, Thiruvithancode. A total of 36 participants, including academic members, research specialists, and other important visitors, attended the event.

The panel discussion programme started promptly at 10 AM with a devotional hymn. The prayer was followed by the welcoming remarks for the programme. Dr. Pramod.V.S, the Principal of Muslim College of Education, made the welcoming address for the programme. Mrs. Raina Rose formally extended her greeting to the distinguished guests and participants of the panel discussion. Lion. Dr. H. Mohamed Ali, the Secretary,

presided over the occasion. Following the presidential address, the panel discussion programme commenced with an inauguration. Dr. V. M Sasikumar, the Patron of the CTEF (Council for Teacher Education Foundation), South Zone, opened the programme. Dr. V.M Sasikumar delivered a comprehensive explanation of the Council for Teacher Education Foundation (CTEF) and also made reference to previous delegates at the inaugural address. According to Dr. V.M Sasikumar, the Council for Teacher Education Foundation (CTEF) has made empowering teachers its main goal. In addition, he expressed his anticipated outcomes in the field. He explained the latest developments in accordance with the National Education Policy (NEP) of 2020. He voiced his distress on the future of the D.El.Ed course, the current state of the teacher education program, and the difficult situation faced by stand-alone teacher education institute in Kerala. In addition, she said that experiential learning, mastery-based grading, and the use of mindfulness in education are emerging trends.

The panel discussion started promptly at 11 AM, immediately following the keynote speaker. The panel discussion was moderated by Dr. S. Bindhu, the former Dean of Rajiv Gandhi National Institute of Youth Development in Sriperumbadur, Tamil Nadu. Following a brief introduction from the moderator, Dr. Sidhique took the initiative to start the conversation and expressed the

viewpoint that practical implementation holds greater significance than mere theoretical concepts. He stated that the teacher education system must be restructured, with a particular emphasis on the necessity of fostering humanization via teacher education. Subsequently, Mrs. Indira drew emphasis to the NEP and the Integrated Teacher Education Programme. Subsequently, Dr. Sasi highlighted the state of Orissa as an exemplary example for the teacher education program. He proposed conducting a preliminary trial before introducing new trends, overseen by a governing board composed of professional academics. Mrs. Valsala asserted that it is the duty of governments to tackle the fundamental issues and misconducts in the field of teacher education.

Mrs. Raina Rose discussed two primary concerns: the future of independent teacher education institutions and the standing and authority of teacher educators. In addition, she indicated the areas that have been prepared for submission to the higher education council and government for reconsideration and revision. The event concluded at 12 PM following productive talks, with Rajeswari K, Assistant Professor, delivering the vote of appreciation. A post-session general body meeting was convened and concluded at 2 PM.

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Administrative Training Programme: Protocol and Safety Measures of COVID 19

Date : 08/06/2020 to 09/06/2020

OBJECTIVES OF THE PROGRAMME

- Educates and trains the non-teaching staff in understanding and implementing COVID-19 safety protocols effectively
- Educates on how to deal with the after effects of COVID
- Advices on safety measures during COVID

Chief Guest
Dr. Shiji Francis

M.B.B. S, M. D Rathnam Memorial Hospital, Swamiyarmadam Nagercoil

Venue : Muslim College of Education

The Administrative Training Program on Protocol and Safety Measures of COVID at Muslim College of Education conducted on 8/06/2020 and 09/06/2020. The program aimed to educate and train non-teaching staff in understanding and implementing COVID-19 safety protocols effectively. The resource Person was Dr. Shiji Francis M.B.B. S, M. D, Rathnam Memorial Hospital Swamiyarmadam Nagercoil.

The programme started at 10.00 am.

The programme was started with the welcome speech of Ramaswami, Administrative Officer of the college. The seminars mostly emphasized the safety standards for COVID-19. He stated that the programme also highlighted certain aspects of delivering mental health support to kids and their family members. The programme also discussed the techniques for detecting symptoms of COVID-19, including fatigue, intense migraines, respiratory issues, diminished appetite, and alterations in taste and smell, among other indicators. In order to mitigate the danger of getting COVID-19, persons should exercise caution, remain inside, and rapidly seek medical assistance if they display any of the aforementioned symptoms. The lecturer explained the complexities of the tactics employed to deliver mental health treatment.

The purpose of this programme was to address the measures being taken at the Muslim College of Education to ensure the proper application of safety standards in response to the COVID-19 epidemic inside the workplace. According to him, COVID-19 guidelines in an office environment usually consist of a variety of steps designed to minimize the likelihood of transmission among employees. Below is a comprehensive overview of commonly used protocols:

Mask Mandate: Employees may be required to wear masks while in common areas or when social distancing is not possible.

Social Distancing: Desks, workstations, and common areas may be rearranged to ensure adequate distance between employees.

Hand Hygiene: Hand sanitizing stations may be set up throughout the office, and employees are encouraged to wash their hands frequently.

Cleaning and Disinfection: Increased cleaning and disinfection protocols for high-touch surfaces like doorknobs, elevator buttons, and shared equipment.

Health Screenings: Employers may implement daily health screenings, such as temperature checks or symptom questionnaires, before employees enter the workplace.

Remote Work: Encouraging remote work for employees who can perform their duties from home to reduce the number of people in the office.

Meetings and Gatherings: Limiting the size of meetings or holding them virtually to minimize close contact.

Ventilation: Improving ventilation in the office to increase airflow and reduce the concentration of airborne particles.

Vaccination Policies: Encouraging employees to get vaccinated and implementing policies regarding vaccination status, such as providing incentives for vaccination or requiring proof of vaccination for certain activities.

Sick Leave Policies: Encouraging employees to stay home if they are feeling unwell and implementing flexible sick leave policies to support this.The Programme concluded at 3.30 pm with an expression of gratitude.

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Administrative Training Programme on Effective Office Administration

24/06/2020 to 25/06/2020

OBJECTIVES OF THE PROGRAMME

1. To get a clear understanding about office administration
2. To understand about general service rules

Chief Guest
Dr. C. Amose

(Asst. Prof. Dept. of Public Admn. Muslim Arts College)

VENUE : CONFERENCE HALL

Two-day Administrative Training Programme on Effective Office Administration was organised by Muslim College of Education, on 24th and 25th of June 2020. The Resource person for the programme was Dr. C. Amose, The class was conducted in two sessions on each day. The first session started at 10.00 am and end at 12.00 pm. Dr. C. Amose handled the session on the topic "Office Administration". The second day session was on the topic "General Service Rules". All the non-teaching staff attended the sessions. The administrative staff of other colleges also attended the sessions.

Administrative Training Programme on Files Management

17/01/2022

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Event Coordinator
IQAC Cell

Resource Person
Mr. Jayalani
(Section Clerk, Muslim Arts College)

VENUE : CONFERENCE HALL

OBJECTIVES OF THE PROGRAMME

1. To understand the importance of file Management
2. To learning file classification and organization

The IQAC of Muslim College of Education organized an Administrative Training Programme on Files Management System as part of administrative training of faculty on 17th January 2022 from 10.00 AM to 1.00 PM.

The resource person for the programme was Mr. Jayalani, A total of 14 non - teaching staff faculty members participated in the programme. Mrs. D. Pushpa Latha, Office Clerk welcomed resource persons and participants.The program aimed to enhance participants' skills in efficient file management, ensuring seamless organization, retrieval, and security of important documents within the organization. The Administrative Training Programme on Files Management System successfully achieved its objectives, empowering participants with the knowledge and skills necessary for efficient file management at the end of the training program, participants will comprehensively be understanding of files management principles and practical skills. They will be better equipped to contribute to the organization's efficiency and security through effective files management practices.

After the session, Mr. Ramaswamy, Administrative Officer delivered vote of thanks for the programme. He expressed her gratitude to the almighty and officially thanked all the resource persons and participants of the programme. The session could contribute in enhancing the knowledge base regarding files management system. It was really informative and fruitful for the participants. The participants could benefit from the programme in terms of enhancing their knowledge base and quality of services provided. The majority of the participants gave positive feedback about the session. The entire programme winded up at 3.00 PM with National Anthem.

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Administrative Training Programme: Advanced MS Excel for Office

18/11/2022 - 19/11/2022

Resource Person
Mrs. D. Pushpa Latha
Clerk, Muslim College of Education, Thiruvithancode

VENUE : M. Ed. CLASSROOM

OBJECTIVES OF THE PROGRAMME

- To enhance the knowledge base and competence of the non-teaching staff members

- To help non-teaching staff members acquire and update the skills required to perform well in their duties and thereby contribute to the productivity and effective functioning of the institution

Muslim College of Education organized a Programme on 'Advanced MS Excel for Office' on 18th and 19th of November 2022 from 10.00 AM to 3.00 PM at the college. The programme was organized for the non-teaching staff members of Muslim College of Education.

The major purpose of organizing the programme was to enhance the knowledge and competence of the non -teaching staff members and help them acquire specific skills to perform well in their duties and thereby promote productivity and effective functioning of the institution. Mrs. D. Pushpa Latha, Clerk Muslim College of Education, Thiruvithancode was the resource person. A total of 14 non - teaching staff participated in the programme.

The programme on 'Advanced MS Excel for Office' started exactly at 10.00 AM at the college ICT lab. The programme began with prayer. The prayer was succeeded by the welcome speech delivered by Mrs. Johney Jessin Rose, Assistant Professor, Computer Science at Muslim College of Education. Dr. Pramod V.S, the Principal, delivered the presidential speech and emphasized the importance of the topic for the 'Advanced MS Excel for Office' curriculum. He stated that the current subject matter will bolster the knowledge and expertise of the staff members. The program equips participants with information that enables them to succeed in their administrative activities, hence enhancing the overall efficiency and effectiveness of the institution. Thus, both the non- teaching staff and the institution will be benefitted from the programme. Dr. Pramod.V. S. instructed all staff members to successfully utilize the software. After the presidential address delivered by the principal, the session was started by the resource person, Mrs. D. Pushpa Latha.

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The presenter started the course by providing an elucidation on fundamental MS Excel and the more sophisticated MS Excel, as well as highlighting the distinctions between the two. MS Excel is a highly popular spreadsheet software. Microsoft built a software tool named Microsoft Excel. The content mostly comprises of tabs, command groups, and spreadsheets. The system stores the data in a structured format and provides users with the ability to modify it. Microsoft has developed an application specifically designed for workplace use. The Office Suite encompasses many Microsoft programs such as PowerPoint, Word, Outlook, Access, and OneNote. Both the Windows and Mac operating systems are compatible with it. Microsoft Excel is a top-tier spreadsheet software that excels at storing and displaying data in a tabular style, as well as organizing and modifying data. It also offers the ability to create charts using logical operations and more. Excel provides a worksheet for the purpose of creating a new document. The Excel file can be saved with the .xls extension. The excel spreadsheet has several features which will make users tasks more manageable. The major features include, auto format, auto sum, list auto fill, auto fill, auto shapes, wizard, charts, pivot table and shortcut menus.

Advanced Excel 'Functions' refers to the tools and capabilities of Microsoft Excel that enable users to carry out complex computations, analyze the data, and do a lot more. Some of the advanced excel functions include goal seek, what-if analysis with solver, If- Else, If- Error, pivot tables, excel VBA, index and match and offset function. With the help of the built-in Goal Seek function in Advanced Excel Functions, users can modify the assumptions to obtain the desired result. The procedure relies on the trial-and-error approach to produce the desired outcome. What-if analysis is a technique used in Advanced Excel that involves modifying the values

to test out various situations for calculations. Some or all of these Advanced Excel calculations can employ numerous alternative sets of values to experiment with various results. The best tool for what-if analysis is a solver. It is a Microsoft Excel add-in tool and is beneficial on numerous levels. In the cell referred to as the objective cell, the feature can be utilized to determine the best value for a formula. However, some restrictions or limitations apply to the values of other formula cell formulas on a worksheet. The formulations in the constraint and objective cells are computed by the solver using a set of cells called decision variables. What-if analysis in advanced excel is the process of altering data to test out various situations for calculations.

One or more of these can employ several various sets of values. When working with constraint cell limitations, the solver modifies the values of decision variable cells. The objective cell's desired outcome can be ascertained using this procedure. When a condition is tested using the If-Else function, a value is returned if the condition is found to be true and a different value, if it is found to be false. When a formula produces an error, the Excel If Error function returns an alternative result; otherwise, it returns the expected result. A pivot table is another function of advanced excel. In essence, a pivot table is an Excel data summarizing tool that enables users to quickly report on and investigate trends based on information. Using the drag and drop functionality of the pivot table and the appropriate functions inside, users may create section-wise summaries. Excel VBS or Excel Visual Basic Analysis. Microsoft's event-driven scripting language for Office programme is Excel VBA. Most people who develop VBA code do so by using macros. Another advanced excel function is index and match. The index function will return a specific value that is existent in a uni-dimensional range, whereas the match function returns the position of a value within a given range. The programme was extremely fruitful.

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