



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	MUSLIM COLLEGE OF EDUCATION
• Name of the Head of the institution	PRAMOD
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04651248497
• Mobile No:	8547570073
• Registered e-mail ID (Principal)	vspramodh@gmail.com
• Alternate Email ID	vspramodh@gmail.com
• Address	No 1 New Street Thiruvithancode
• City/Town	Kanyakumari
• State/UT	Tamil Nadu
• Pin Code	629174
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>Tamil Nadu Teachers Education University</b>				
• Name of the IQAC Co-ordinator/Director	<b>Raina Rose</b>				
• Phone No.	<b>9095125922</b>				
• Alternate phone No.(IQAC)	<b>04651248497</b>				
• Mobile (IQAC)	<b>9998091707</b>				
• IQAC e-mail address	<b>vspramodh@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>vspramodh@gmail.com</b>				
<b>3.Website address</b>	<a href="#">No 1 New Street Thiruvithancode</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://muslimcollegeofeducation.in/aqar.html">https://muslimcollegeofeducation.in/aqar.html</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://muslimcollegeofeducation.in/acadCalendar.html">https://muslimcollegeofeducation.in/acadCalendar.html</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.58</b>	<b>2013</b>	<b>08/07/2013</b>	<b>07/07/2018</b>
<b>6.Date of Establishment of IQAC</b>			<b>12/08/2013</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>0</b>	<b>0</b>	<b>0</b>	<b>Nil</b>	<b>0</b>	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
Online orientation and PTA meeting		
Webinar on ICT teaching -learning material for B. Ed students		
Webinar on personality development		
Online training for dissertation proposal preparation for I year M.Ed. students		
Webinar on awareness about Covid		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		
Plan of Action	Achievements/Outcomes	
Conduct a programme to spread awareness on Covid 19	Got awareness about Covid	
Webinar on NEP 2020	Got awareness about NEP2020	
Introducing SWAYAM online course	Implemented Swayam online course	
Lecture series on Teaching	Conducted lecture series on pedagogical subjects	
Implementation of Value-added courses	Implemented Value-added courses	

<b>13. Whether the AQAR was placed before statutory body?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2022	21/01/2022
<b>15. Multidisciplinary / interdisciplinary</b>	
<p>In accordance with the National Educational Policy 2020, the institution is preparing to implement a multidisciplinary approach to education, which equips students with transferable skills such as problem-solving, critical thinking, time management, self-management, communication and writing, analysis and research methodologies, and teamwork. Keeping in mind the issues faced by students, the college intends to provide numerous activities through various Clubs and Committees in an effort to foster a human search for connectedness. Students have been encouraged to engage in transdisciplinary projects that increase their interpersonal skills, empathetic disposition, and marketability as future professionals and involved citizens. Thus, we guarantee that each programme fulfils its objective and improves the lives of individuals and communities.</p>	
<b>16. Academic bank of credits (ABC):</b>	
<p>While implementing its curriculum, Academic bank of credits (ABC) is allowing students to store their credit information digitally. The College has previously offered self-study courses and online courses with the assistance of the MOOC - SWAYAM Coordinator.</p>	
<b>17. Skill development:</b>	
<p>The College gives the students with numerous opportunity to be cognizant of educational technology, learning applications, life-oriented skills and communication abilities. The college gives training in Arts &amp; Crafts and SUPW Workshops, and a multitude of Value Added Courses such as Yoga, Communication skill, MS Excel, Personality Development, Cognitive Psychology, and Statistical</p>	

methods, and attempts to identify the programme learning outcomes.

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

The ancient apex of Indian Knowledge and Customs and Traditions has been surpassed by courses such as Perspective in Education. Vivekananda, Tagore, Gandhiji, Maharshi Arvind, Raja Ram Mohan Ray, and others have a place here. Sanskrit Sambhashan has been designed to educate young people about our immense treasure. As we have inherited the Indus Valley knowledge system, which is recognised as one of the world's most ancient cultures. Diversity, openness, scientific-rationality, and logic are incorporated into its very heart, along with other components of urgent importance. , as,.Our B.Ed. programme incorporates a number of components that are useful in terms of developing cultural identification knowledge, language proficiency, and the perception of heredity. Language-across-curriculum is implemented to ensure that competency in Indian languages has been effectively integrated into the College's various programmes.

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

#### **SWAYAM - SELF STUDY COURSE**

The teaching-learning process at this college contains goals and objectives, therefore a central vision as an outcome-based method has been established. The twenty-first century is recognised as the era of information and communications technology (ICT), where information preservation and assimilation are relatively simple, and there are defined results of highly precise teaching and learning programmes. Our university, Tamil Nadu Teachers Education University has been providing highly specialised teacher education programmes with the noble goal of making them globally viable and locally acceptable. Indian Knowledge System is a globally recognised scientific and successful system; hence, the following Outcome-Based Education (OBE) initiatives are planned

### **20.Distance education/online education:**

The college gives online support to students whenever needed.

## **Extended Profile**

### **1.Student**

2.1

150

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>
2.2	150
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	0
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	110
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	118
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	260
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1	4.2
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	30
Total number of computers on campus for academic purposes	
<b>3. Teacher</b>	
5.1	26
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	26
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The B.Ed. and M.Ed. curricula are designed by the University because the institution is associated with the Tamil Nadu Teachers Education University. Due to the threat of the Covid -19 pandemic, a lockdown on educational institutions was implemented on March 17, 2020, resulting in numerous adjustments to the curriculum implementation.</p> <p>Before arranging curriculum-related activities, a staff council meeting was held to discuss and adjust previously planned programmes. The most significant adjustment implemented after the meeting was the transition from offline to online instruction. It was planned to undertake practise teaching online.</p> <p>Webinars and online workshops on ICT-related topics were planned to aid students and instructors in overcoming the challenges associated with the online teaching-learning process. In order to adapt to this situation, the school intended to establish a learning management system for students and instructors. It was also envisioned that students will be able to submit their homework via email or WhatsApp.</p>	

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

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

C. Any 3 of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

C. Any 2 of the Above



**students through Website of the Institution  
Prospectus Student induction programme  
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://muslimcollegeofeducation.in/aqar.html">https://muslimcollegeofeducation.in/aqar.html</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

## 1.2 - Academic Flexibility

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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	<a href="#">Nil</a>

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

3

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

100

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

100

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

1

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 1.3 - Curriculum Enrichment

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

**Institution integrates contemporary issues relevant to Gender,**

Environment and Sustainability, Human Values and Professional Ethics into the Curriculum and are reflected in the implementation of programs. The institution follows Curriculum of Tamilnadu Teachers Education University which offers a paper on Environmental Studies as part of the syllabus for B.Ed. students. A five-day Residential community living camp is also included in the curriculum. Students undertake community surveys, project works and Action Research on pressing social and environmental issues in and around their immediate locality. A number of activities are carried out to develop human values and professional ethics among the students. Classes and discussions on social issues, public health, gender issues etc are also held. Nature Club and Biodiversity club of the college has been spreading awareness among students and the larger community about threats to our environment and the need to promote sustainability through its activities and maintaining a plastic-free college campus. Desirable civic attitudes and values finds expression through the celebration of National Days such as National Integration Day, Gandhi Jayanti, Independence Day, and also World Environment Day, Water Day. Internship programme in schools provides a platform to apply what they have learned in terms of skills and competencies.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

The B.Ed. and M.Ed. curriculums are meticulously constructed to familiarise students with the Indian and Western settings of diverse schooling systems. Institution acquaints pupils with the diversity of the Indian educational system as well as international and comparative systems. To familiarise the students with the diversities in school system in India with respect to development of

school system, functioning of various Boards of School Education, functional differences among them through specific units addressing these aspects in Core papers of COURSES IN PERSPECTIVES IN EDUCATION Course 1: Childhood and Growing up Course 2: Contemporary India and Education Course 3: Learning and Teaching Course 6: Gender, School and Society (1/2 Course) Course 8: Knowledge and Curriculum Course 10: Creating an Inclusive School (1/2 Course) COURSES IN CURRICULUM AND PEDAGOGIC STUDIES Course 4: Language across the Curriculum (1/2 Course) Course 5: Understanding Disciplines and Subjects (1/2 Course) Course 7 (a&b): Pedagogy of a School Subject (1/2 Courses) Course 9: Assessment for Learning Course 11: Optional Course (1/2 Course) Assessment for Learning and Research Methodology and Statistics assures input on Assessment systems, norms, and standards, as well as state-specific differences. Education in the international context is a core paper in education that promotes knowledge of International and comparative viewpoint, as well as the educational systems prevalent in the United States, the United Kingdom, and other nations. The guarantee of procedural knowledge that produces instructors for different levels of school instruction with specialised capabilities is made.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Syllabi Driven Curricular Experiences** The learning engagement of students is assured by the institution through its way of planning curricular experiences given in the syllabus for different programmes. Tasks and assignments for all the courses provide understandings relevant to the concepts being learnt. The following courses in B. Ed. programme on Enhancing Professional Capacities provide rich curricular experiences:

**Book reading and reflection**

**Drama and art in education****Critical understanding of ICT****Understanding yourself**

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.4 - Feedback System**

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

**Two of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Feedback collected, analyzed and action taken**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**TEACHING-LEARNING AND EVALUATION****2.1 - Student Enrollment and Profile****2.1.1 - Enrolment of students during the year**

150

**2.1.1.1 - Number of students enrolled during the year**

150

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

15

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

15

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

## 2.2 - Honoring Student Diversity

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

Programmes to identify learner's academic diversities are started from the very beginning of an academic year. The first step was to collect the detailed biodata of learners. With continuous follow-ups with PTA meetings, we were able to get acquainted with the socioeconomic background of each learner and provide the correct and effective support to the needy. By conducting teaching aptitude test, we will be able to define learner's natural ability to perform teaching. After identifying learner's diversity and needs with conjunction with their socio-economic backgrounds, the next key step is to assess the performance of learners. Their subject matter knowledge will also be tested as an entry level assessment. Mentoring and remedial teaching are included to provide academic support to learners. The more the details uncovered from a learner helped to give them more effective development measures and individual attention through follow-ups. For the evaluation and promotion of student's research culture a research project is included which is assessed by internal evaluation followed by an external viva voce.



File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	Two/One of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

### 2.2.4 - Student-Mentor ratio for the academic year

1:5

#### 2.2.4.1 - Number of mentors in the Institution

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3 - Teaching- Learning Process

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

Teachers are using multiple modes of teaching which includes participative learning, problem solving methodologies, online learning and focus group discussion for enhancing student learning. All of these methodologies are used in variety of ways to support B.Ed and M.Ed courses. Students can recognize the importance of using these strategies in teaching as well as completing learning objectives. It positively influences their creative thinking and efficiency in learning activities. Teacher efforts are used to suit different topics and different subjects. Participatory learning helps to increase team spirit and healthy competition in students. Brain storming and experiential learning are practiced in classrooms

to enhance teaching -learning process. The rationale for using multiple mode approach to teaching -learning process is that, this will enable the future teachers and teacher educators to become more effective in their own classrooms.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="#">Nil</a>
Any other relevant information	No File Uploaded

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

118

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

### 2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice

Two of the above

**teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://youtube.com/@MuslimCollegeofEducation-zq2un?si=QSG8J8mNTpon4Snt">https://youtube.com/@MuslimCollegeofEducation-zq2un?si=QSG8J8mNTpon4Snt</a>
Any other relevant information	<b>No File Uploaded</b>

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

Teachers provide guidance to pupils for the development of professional characteristics, taking into account the wide range of learning styles. The university employs mentors at the beginning of the academic year to assist students in determining their academic route and their aptitudes and interests. The mentors provide guidance, information, and assistance, evaluate the students' academic achievement, and enable them to identify future possibilities that correspond with their interests. When the instructor takes on the role of a mentor, collaborative and cooperative learning practises are crucial to the process. To stay informed of the most recent developments in education, teachers have been implementing beneficial modifications to their teaching methods and attending professional development courses and workshops. Teachers also attempt to utilise the information learned in these courses in the classroom. They also evaluate individual characteristics and attempt to detect children's learning issues. Developing children's team spirit and tolerance enables them to actively participate in the learning process and confidently complete courses. As mentors and mentees collaborate as a group, it is easier for the mentor to identify the different requirements of students and provide appropriate assistance.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

As our institution shapes future teachers and teacher educators, the teaching-learning process emphasises the development of creativity, originality, intellectual and thinking skills, empathy, and other life skills. Students are given the opportunity to create unique products, learning aids, and lessons to encourage their creativity and originality. During their time in the BEd programme, students are required to create two original works. The comprehension and application of life skills/soft skills is enhanced through the use of interactive workshops. In this optional course, they are studying about several types of cognitive abilities. They use their knowledge by creating assessment rubrics for these talents. Students participate in community activities in order to comprehend their community and develop empathy for their peers. During the Covid 19 period, students distributed masks and hand sanitizers to the

community. As part of Socially Useful Productive Work, students prepare waste-based items that are inventive and creative.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

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

Three/Four of the above

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

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied**

Four/Five of the above

**learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

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

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment**

Two of the above

**Rating Scales**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

One of the above



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

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Recognition of Schools** The internship process begins with the identification of internship host schools. Coordinators of teaching practise transmit requests to government and government-aided schools on internship accommodations for student teachers.

**Collaborative Internship Planning** Coordinators of teaching practise visit host schools to inform principals and teachers about the internship programme. Their visit is essential to ensuring that student teachers have a successful internship experience.

**Student Introduction** The teaching practise coordinators organise a student teacher orientation. They are oriented on their duties as an intern and requirements to complete the internship effectively.

**Orientation for Instructors** Teaching practise coordinators give college

supervising teachers or pedagogy teachers with a clear image of how they are expected to support student teachers' experience learning during internships. Defining Evaluation Modes For the observation of internship performance by supervising instructors, the school principal, school mentors, and peers, distinct formats are devised. Formats for self-observation are also supplied to student instructors. Observation of Innovative Schools Before beginning their teaching practicum, student instructors are taken to innovative schools. This familiarises students with the various school structures and prepares them for the diversity they will encounter during their internship.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

##### 2.4.9.1 - Number of final year students during the academic year

118

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One/Two of the above

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

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

#### **Mechanism for Monitoring Internships**

Different individuals monitor the student teachers' performance throughout their internships on a regular basis. The supervising instructors compile the observations of several individuals to get a conclusion regarding the quality of student teachers' internship experiences.

#### **Educators of teachers' observations**

Regularly, the teacher educators watch the student teachers in their host schools. Immediate after the observation, the teacher educator attends a discussion with the student teacher to provide feedback. The post-observation conference is essential for enhancing the student teachers' teaching abilities.

#### **Observation by Instructors**

The school instructors and teacher educators collaborate to give student teachers with helpful input. A standard observation form is utilised for this.

#### **Observation by School Administrator**

The principal also plays a crucial part in the observation process. They observe the student teacher on occasion and record their observations on a separate form.

### Observation by Colleagues

Peers provide as an additional source of data regarding student performance. Students' classmates are encouraged to observe their classes and offer comments for improvement.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

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

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

One of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

4

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

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

5

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

20

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

### Professional Development Initiatives

The college management provides support to teachers upon request to attend seminars, workshops and conferences. The teachers make use of the resources available in the library and the resources to know the recent developments in education. They learn new technologies and use them through self-exploration.

### Networking with Others

Teachers leverage technology to get connected with colleagues and other professionals outside the institution. There are Google group and Whatsapp groups for teachers of the institution. These groups are the major ways of professional communication. The teachers are also members of many academic Whatsapp groups. The membership in such groups help them to know and share the latest information in the field of education.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

### Components of Continuous Internal Evaluation

The ongoing internal assessment involves two components namely internal evaluation of term exams and internal assessment of tasks\sand assignments. The term exams are done as per the academic

calendar and the exam Committee assumes the duty of conducting the term exams. The teachers who teach the different courses are entrusted with the obligation of preparing question papers for internal evaluation. Higher level thinking is encouraged by the questions asked in the term exams. The teachers function as invigilators for the term exams. The response scripts are corrected by the respective teachers and distributed to the pupils. Students clarify their doubts, if any concerning the evaluation process. The results are jointly publicized and relayed to the parents. The non-cognitive abilities of the pupils are also examined by way of the tasks and assignments that run through all the courses. The teachers rate the performance of pupils in tasks and assignments with an eye for the development of particular professional traits. Attributes like organizational skills, communication skills, team work, creativity and attention to quality are tested and the results are made known to the students within a week after the assessment.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

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

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

By conforming to the requirements of the connected university, internal assessment is conducted with total openness. Students are provided with corrected answer sheets, and any complaints are promptly addressed at the department level. Students are free to communicate with the relevant teacher in the event of a complaint and have it resolved. To ensure the smooth administration of internal and university examinations, a teacher will be responsible for theory examination. The College maintains a Committee for Redress of Grievances. Members of the examination committee informed pupils about the online examination. For each course, a practise exam was administered to familiarise students with the online exam. Instructions pertaining to examinations were communicated to students via WhatsApp groups and were clarified by examination committee members. Individual concerns were resolved by Exam Mentors through group interactions with Exam Mentees at the time of the Examination. Sample MCQ and descriptive questions were supplied to students via Whatsapp. Problem-solving sessions and Revision lectures were also held to assist students with their Content-related challenges.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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



institution in not more than 100-200 words.

#### Preparation of Academic Calendar

The academic calendar is developed by the Academic Calendar Committee in line with the academic calendar of the affiliating University. The academic calendar is developed at the beginning of the academic year and uploaded in the college website. The academic calendar is printed and distributed to the students and teachers every year.

#### Preparation of Annual Plan for Internal Evaluation

The academic calendar includes the dates for the conduct of internal evaluation. The Exam Committee develops a tentative annual plan for internal evaluation at the beginning of the academic year. The Exam Committee and Academic Calendar Committee work together to finalize the dates of internal evaluation. The dates of internal evaluation are made known to the faculty members and students through the academic calendar. This helps the teachers to plan the teaching learning process accordingly.

#### Adherence to Academic Calendar for Internal Evaluation

Although the institution aims for complete adherence to the academic calendar for the conduct of internal evaluation, there has arisen unforeseen circumstances which led to slight changes in the internal evaluation schedules. In such rare circumstances the Exam Committee announces the revised schedule after due consultation with the Academic Calendar Committee.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.7 - Student Performance and Learning Outcomes

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

Learning Outcomes for Programmes, Learning Outcomes for Courses, and Learning Outcomes for Students Programme Learning Outcomes (PLOs) are accomplished by achieving Course Learning Outcomes (CLOs)

(CLOs). The PLOs correspond to the CLOs. Each course's CLOs are further subdivided into unit-specific Student Learning Outcomes (SLOs). Teachers instantly construct SLOs after committing to teach a particular course. The achievement of SLOs leads to the achievement of CLOs, which leads to the achievement of PLOs.

#### Integration of Learner Outcomes into the Teaching-Learning Process

The SLOs are the foundation of the instructional design for various courses. Before the start of the academic year, all teachers develop lesson plans for their respective courses. The curriculum includes assignments, constructive approaches, collaborative work, material enrichment, a presentation on new advancements, a discussion of contextual connections, group projects, and special lectures. Teachers incorporate the SLOs for each unit into the various components of their lesson plans. The entire process of teaching and learning is meticulously designed and carried out in accordance with the CLOs for each course.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### 2.7.2 - Pass percentage of Students during the year

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

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

**Performance Evaluation** The performance of students is measured across cognitive, emotional, and psychomotor domains. The cognitive attainment of students is measured by their performance on internal or term examinations. Through the learning tasks, one can track the

growth of professional qualities. Evaluation of Cognitive Accomplishment The questions asked during internal tests ensure that CLOs are adequately tested. The cognitive attainment of students are ascertained by assessing the attainment of students question wise. The question-by-question analysis assists in understanding the attainment of the various CLOs that are presented as Student Learning Outcomes (SLOs). The SLOs with lower levels of accomplishment necessitate investigation into their underlying causes. This is achieved through interaction with students. Accordingly, remedial support is planned. Evaluation of Professional Qualities The tasks and assignments adhere to the University's established curriculum. These are incorporated into the instructional plan and serve as the basis for evaluating students' professional progress. In addition, the university has mandated Enhancing Professional Capabilities (EPC) courses for the B. Ed. degree. The instructors in charge of these courses conduct evaluations and record students' grades.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **2.7.4 - Performance of outgoing students in internal assessment**

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

118

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

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

#### Initially Identified Needs

The needs of the students were initially identified through the mentoring system. Training in English language skills and soft skills were the two commonly identified needs of the learners.

#### Assessment Tasks

The internal assessment procedure at the institutional level aimed at tracking student performance at the cognitive, affective and psychomotor levels.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://muslimcollegeofeducation.in/studentsatisfaction.html>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

**NIL**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

**NIL**

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

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

One of the above

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

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

One of the above

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

### 3.2 - Research Publications

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

**NIL**

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

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

**NIL**

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

### 3.3 - Outreach Activities

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

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

**NIL**

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

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

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

**NIL**

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

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

**40**

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

**40**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded



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

The institution has engaged students in outreach activities through various programs. During the pandemic period the institution handed over fund mobilised from staff and students to Govt Higher Secondary school Thiruvithancode for purchasing hand sanitiser, mask, cleaning campus and other.

The college conducted a webinar on Covid19

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages**

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

0

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

0

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

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

To keep up with academic expansion, the university has reasonable infrastructure facilities. According to NCTE standards, the college has developed a first-rate infrastructure and instructional tools. The institution comprises a main room, administrative office, classrooms, a staff room for physical education, one multipurpose hall, and a store room. The college has excellent lab facilities for its physical science and biological science classrooms. There are staff rooms, psychology labs, craft rooms, seminar rooms, research rooms, computer labs, and history classrooms at the college. The seminar room can hold 200 people and is equipped with an LED lighting system. The sports room is spacious, and the fitness equipment is neatly arranged and available for use by students at convenient times as determined by the college.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://muslimcollegeofeducation.in/aqar.htm">https://muslimcollegeofeducation.in/aqar.htm</a> <a href="#">1</a>
Any other relevant information	No File Uploaded

**4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)****45**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**4.2 - Library as a Learning Resource**

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

**Nil**

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="#">nil</a>
Any other relevant information	No File Uploaded

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

**NIL**

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

**4.2.3 - Institution has subscription for e-****One of the above**

**resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

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

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

.15

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

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

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

25

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">Nil</a>
Any other relevant information	No File Uploaded

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

None of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 4.3 - ICT Infrastructure

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

The institution maintains ICT infrastructure by routinely upgrading its IT infrastructure. With 22 machines, the computer lab is well-equipped. One of the papers available to students is on the use of technology and computers in teaching. The computer lab is where the practical work for this paper is done. The computer lab is kept in good condition for both their practical work and online exams. To maintain a secure network during exams, the computer lab features a

separate high-speed fibre network internet facility. The lab also has Wi-Fi connectivity so that you can access the internet. In the office and principals room, high speed fibre internet connection and WiFi are available for administrative purposes. There are computers, printers, and scanners in the workplace. High-speed Wi-Fi connectivity and laptops for using digital materials are available at the library. Three smart rooms have LCD projectors in them. In the seminar room, there is an interactive white board. The institution makes sure that all of these ICT facilities are operational throughout the academic year by performing routine maintenance.

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

#### 4.3.2 - Student – Computer ratio during the academic year

5:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development are

One of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="#">Nil</a>
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="#">Nil</a>
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

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

.26

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

##### Physical Infrastructure

Upkeep Guidelines Maintenance of the civil, plumbing, and electrical systems occurs frequently. Every year, stock verification is performed.



**Maintenance Procedure** The institution's authorised vendors provide maintenance. Responsibilities for managing prevention are given to the staff.

**Library Upkeep Policy** Except for public holidays, the library is open every day.

Every year, stock verification is performed. System maintenance is ongoing for libraries.

**Procedure for Maintenance** The college's Library Committee is in charge of creating, utilising, and maintaining library materials.

**ICT Infrastructure Upkeep Guidelines** the Network Resource Centre is open during all regular business hours. System maintenance happens frequently.

**Procedure for Maintenance Computers** and other accessories are routinely maintained. Every month, the system's flaws are fixed.

**Policy for Laboratory Maintenance Equipment** for laboratories is routinely maintained. Every year, stock verification is performed.

Teachers are responsible for maintaining stock registers. Any repairs are made right away.

**Sports Infrastructure Upkeep Guidelines** Every working day, there is access to the sports facilities. Every year, the stock of sporting goods is verified. Only female pupils are given access to the sports facilities.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="#">Nil</a>
Any other relevant information	No File Uploaded

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different**

One/Two of the above

**disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

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

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

One/Two of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

C. Any 2 of the above

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

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

One of the above

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
7	110

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

5

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

#### Establishment of Student Council

The Student Council of the college is comprised of delegates chosen from the student body to assume significant responsibilities. Faculty members make the selection after observing the leadership potential and volunteerism of students for a period of time.

#### Student Council's Obligations

- The Student Council acts as a conduit of communication between students and teachers.
- The Student Council is the principal consultative group for student-related decisions such as the scheduling of value-added courses, library work, remedial classes, and other internship-related matters.
- The Student Council is proactive on school facility maintenance.
- The Student Council contributes to the actualization of democracy as a lifestyle.
- The Student Council took the initiative to organise a number of and festivities.

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

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 5.4 - Alumni Engagement

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

Our alumni organisation is unregistered. It is operational with the assistance of a WhatsApp group. Alumni members periodically visit the institution. They engage with incoming pupils. They inspire them via the sharing of their experiences. Five of our faculty members are college graduates.

They are contributing to the institution's growth through curriculum delivery and other college-related activities.

Alumni are invited to conduct demonstration classes for students prior to teaching practise.

Alumni members engage in IQAC meetings and give their experience to the institution's quality improvement. Alumni members will communicate available placement options within the organisation to assist unemployed members in finding employment. Alumni members are also interested in welfare initiatives, such as assisting fellow alumni who are in a precarious circumstance and assisting disadvantaged students, particularly during the covid-19 pandemic.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talents. Alumni members will be invited to the institution. They will be sharing their success stories in their respective career during their interaction with new students.

They also share how college has contributed in their all-round development by providing emphasis on both curricular and co-curricular activities. The members provide academic and career advice for the students. This is especially done with the help of their WhatsApp group. The institute takes feedback from all Alumni members and is used to motivate the students. Since alumni members are active in IQAC they often suggest organizing activities to nurture the talents of students both in academic and non-academic areas. Alumni members also participate as judges in cultural and sports competition.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

#### Vision

To be a "Centre of Excellence" in the fields of teaching, learning, research and outreach programmes through network of vibrant educational programmes.

#### Mission

To enable our teacher-trainees and research scholars acquire academic competence, sound knowledge and skill in teaching and outreach programmes coupled with international and interdisciplinary perspective.

#### Values

Contributing to national development Fostering global competencies among students  
Inculcation of a value system among students  
Promoting the use of Technology Quest for Excellence



File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Members of the institution's numerous decision-making bodies include teaching, non-teaching, student, and parent personnel. The college administration grants the institution autonomy over its everyday operations. The management makes policy decisions in cooperation with the college administration. Every academic year, a PTA is created and a general body meeting is held to elect the executive council. In the PTA meeting, many school events are planned after collecting suggestions from both parents and teachers. Regular PTA meetings are held to cover a variety of topics. In staff meetings, academic and administrative decisions are decided. The college's internal quality assurance department designs several academic and non-academic programmes to enhance quality. At the IQAC meeting, all decisions are based on the views and proposals of the faculty members, alumni representation, people representing the local education community, and student representative.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The preparation of all financial reports is conducted with total openness. An auditing method is applied to all financial problems of the college. Educational role

The college ensures maximum transparency in the monitoring of student admissions by the admissions committee. The academic calendar provides access to the contact information for the teaching staff.

The college's bulletin board displays cumulative attendance reports. After each exam, the term exam results are posted on the bulletin board. The hiring of educators is conducted via public advertisement. Administrative Perform

The Management Committee and the IQAC oversee all administrative procedures and advancements. During staff meetings, all teachers are informed of the decisions of the Management Committee and IQAC. Teachers are also responsible for informing students of all institution-wide activities. Annual Quality Assurance Reports are published on the website of the college. On the college's website is featured the analysis of the Student Satisfaction Survey.....

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

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

- Formulation and execution of Purchase and Financial policies
- Budget planning and allocation
- Income and spending forecasting •
- Plans for the Emergency Fund
- Budget development and approval through the Finance Committee

Student's Overall Development through Participation in various activities

- The Student Representatives owe it to their fellow students to be available to hear their opinions and concerns and to represent them objectively and accurately.
- The formation of student government.
- Representation of students in various committees and cells.

- Competing in competitions.
- Conducting tournaments.
- Participation in extracurricular activities is rewarded and acknowledged with prizes off and on campus.
- Engaging in social and welfare-related activities.
- Invitation for guest lecturers, internships, placements, training, and enterprise
- Appreciation and felicitation of graduates who have achieved achievement.

To organize conference/Seminar/ Workshop to develop research culture

- The college organised many national and international seminars
- Workshops

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://muslimcollegeofeducation.in/index.php">https://muslimcollegeofeducation.in/index.php</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The preparation of all financial reports is conducted with total openness. An auditing method is applied to all financial problems of the college. Educational role

The college ensures maximum transparency in the monitoring of student admissions by the admissions committee. The academic calendar provides access to the contact information for the teaching staff.

The college's bulletin board displays cumulative attendance reports. After each exam, the term exam results are posted on the bulletin board. The hiring of educators is conducted via public advertisement. Administrative Perform

The Management Committee and the IQAC oversee all administrative procedures and advancements. During staff meetings, all teachers are informed of the decisions of the Management Committee and IQAC. Teachers are also responsible for informing students of all

institution-wide activities. Annual Quality Assurance Reports are published on the website of the college. On the college's website is featured the analysis of the Student Satisfaction Survey.....

File Description	Documents
Link to organogram on the institutional website	<a href="https://muslimcollegeofeducation.in/cells.html">https://muslimcollegeofeducation.in/cells.html</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

#### **Decisions by the IQAC to Facilitate the Transition to Online Teaching**

During the pandemic, the abrupt move to online education was a major worry for IQAC. During IQAC sessions, extensive consultations were conducted to provide alternative teaching and learning pathways. The instructors were instructed to complete the course outline utilising WhatsApp group and Google classroom. They were instructed to create WhatsApp mentor-mentee groups. The decision was then made to acquire

a paid Zoom account in order to conduct online programmes that would keep students engaged and active.

The IQAC then instructed educators to compile a question bank. The instructors were inspired to create e-resources.

#### Consequences of the choices

The IQAC rulings assisted teachers in becoming experts in online lesson delivery.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

The existing welfare measures for teaching and non-teaching workers include the following: Both teaching and non-teaching employees receive a provident fund and a bonus. Our organisation offers all possible support to retirees in claiming their provident fund and gratuity as quickly as feasible. Both teachers and non-teachers have access to group insurance and State Life Insurance. Paid maternity leave is available to qualifying female employees. Medical expenses are reimbursable

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

**NIL**

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

Academic and administrative audit are conducted by the institution. After completing the financial audit for the academic year 2020-21, they raised objections and all are corrected. The cash book was updated in accordance with the directives.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists

**averaged over the year (not covered in Criterion III)(INR in Lakhs)**

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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

No initiatives were taken by the Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**6.5 - Internal Quality Assurance System**

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

Internal Quality Control The goal of the cell is to improve the quality of the institution. Regular IQAC meetings assist the institution in implementing quality development programmes. Three times every year, our institution has IQAC meetings. IQAC is responsible for the dissemination of annual Quality Assurance Reports. Our institution has filed Annual Quality Assurance Reports through the 2019-2020 academic year. IQAC analyses feedback obtained from students, professors, and alumni. On the basis of feedback



analysis, recommendations are made so that the institution can improve its quality. During the lockdown, IQAC was active in organising a huge number of webinars.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Periodically, the institution conducts an assessment of its teaching-learning process through IQAC and takes initiatives to enhance its quality. Students', teachers', and alumni's feedback is appropriately analysed and shared with the school's principal and faculty in order to make the required adjustments and improvements. As part of the curriculum building process, a huge number of webinars and seminars on a range of topics were organised.

QAC encourages students and professors to utilise ICT. During the period of online instruction, IQAC evaluated the teaching-learning process and advised that the institution implement a learning management system. After gaining an awareness of the challenges instructors face, participants were encouraged to organise and attend seminars and webinars on ICT-related issues to enhance the teaching-learning process.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://muslimcollegeofeducation.in/aqar.htm">https://muslimcollegeofeducation.in/aqar.htm</a> <a href="#">↓</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://muslimcollegeofeducation.in/aqar.htm">https://muslimcollegeofeducation.in/aqar.htm</a> <a href="#">↓</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

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

Our college completed its first cycle of NAAC in 2013 and accredited on 2july 8 2013 .Some how college could not appear for the second cycle of NAAC after that. But even after the first cycle college always tries to make improvements in academic and administrative domains of its functioning s far as possible. The details of two such examples are as follows:

Strengthen teaching- learning process

Added more books and journals

Applied for Research centre

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Our institution follows sustainable energy usage methods. The old lighting systems have been replaced by LED lighting systems. Our tagline is "energy conservation creates energy." The campus-wide habit of turning off or unplugging electrical equipment such as fans, lights, computers, and printers while they are not in use is promoted. On campus, the use of energy-efficient equipment is promoted. Each room is equipped with a master switch to cut power to the entire room when it is not in use. We encourage students to utilise public transportation. In order to reduce fuel consumption, we promote vehicle sharing systems. Our institution is equipped with a bio gas plant. In addition, the college takes numerous steps to limit the usage of non-renewable energy sources. The infrastructure of the college has been constructed to give sufficient lighting and

ventilation. Daytime energy consumption is extremely low as a result of the availability of sufficient lighting. Stickers promoting energy conservation are posted on the switchboards.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Students are encouraged to transform recyclable resources into appealing goods. All campus waste is collected and separated into wet, dry, and plastic categories. Through garbage separation and recycling, the university achieves efficient waste management. Students and faculty collaborate effectively to adopt trash control measures on campus. There are trash cans in every classroom, laboratory, staff room, and other campus places. All college waste is separated at the point of generation and disposed of appropriately. The biodegradable garbage is supplied to a bio gas facility, while other wastes, such as newspapers, are sold to vendors. Plastic carry bags are not permitted on campus. Effective liquid waste management is also achieved on campus through water conservation and the prevention of water waste. Each week, the drinking water on campus is purified. The life of electronic items is extended by right manner of maintenance. Special consideration is given to the acquisition of systems with a longer warranty period. Proper use and proper maintenance of electronic gadgets also contribute to waste reduction.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Every day, the campus is kept in pristine condition. We have a highly effective daily cleaning routine, which has kept our institution clean. We supply doormats and garbage cans in each classroom. We routinely organise cleaning day events. In public restrooms, we provide hand soaps and toiletries, and trash is strictly banned. As part of the capacity building programmes, our student teachers deliver regular classes on the importance of cleanliness and a pollution-free environment in local schools. The institution is committed to managing its campus in compliance with its environmental responsibilities. Our college has undertaken numerous measures to maintain a campus that is environmentally friendly. The site is rich of greenery\ sand is kept clean and tidy. The gardens, medicinal plants, and other plantings on campus are

**maintained and cultivated on a regular basis by our students with the assistance of their lecturers.**

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0.338

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages**

local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Our college maintains a community-friendly stance in every imaginable way. We make every effort to address the most urgent needs of the community. We created lecture series led by famous figures from many fields, camps for community living, and other cultural and academic exchange programmes to foster mutual understanding and trust.

Throughout the covid -19 epidemic Masks and hand sanitizer were distributed to students and teachers at Govt HS Thiruvithancode. Our students ran an online survey to determine the level of community members' Covid awareness. Our pupils are instructed in this manner so that they are always keen to maintain positive relationships with the surrounding community and neighbouring schools on all days of social significance.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

**B. Any 3 of the above**

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

## 7.2 - Best Practices

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

**ICT TRAINING Aims:** - To enhance the ICT integrated skills among the students and faculties during the pandemic  
**Purpose:** The Muslim College of Education's dedication to updating its teachers with cutting-edge technology knowledge has had a profound effect on both the institution's quality and its students' growth since the beginning of the global pandemic. Objective of the programme To facilitate students' all-around development and improve their academic experiences and outcomes. To improve faculty performance through training in technology integration. This is a test of whether or not students are using their modern technology abilities to actively participate in the classroom.  
**BEST PRACTICE No 2 ONLINE ASSISTANCE TO DISSERTATION PREPARATION Aims:** To enables the M.Ed. scholars to promote research work  
**Purpose:** During the epidemic, the college provided numerous online classes to M.Ed. scholars in order to help them write high-quality dissertations related to their fields of study. The programme provides the M.Ed. students with a venue to broaden their understanding of pedagogical and psychological issues. Objectives Improve our understanding of the world around us In order to satisfy a want for information and encourage scholars to seek for answers to emerging issues,



File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

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

Each year, our institution establishes a goal for the observable, desirable transformation of our students' behaviour through distinct activities inside or outside the college. This academic year was markedly different due to the spread of the Covid epidemic, and the institution's programmes were adjusted appropriately. The pandemic situation prompted us to select themes for conducting programmes in diverse places in a different way. The university hosts a series of webinars on curriculum, personality development, ICT, and arts & crafts. Covid Education session. NEP 2020

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded