



# YEARLY STATUS REPORT - 2021-2022

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>MUSLIM COLLEGE OF EDUCATION</b>
• Name of the Head of the institution	<b>PRAMOD</b>
• Designation	<b>PRINCIPAL</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>04651248497</b>
• Mobile No:	<b>9095125922</b>
• Registered e-mail ID (Principal)	<b>vspramodh@gmail.com</b>
• Alternate Email ID	<b>muslimcollegeofeducation@gmail.com</b>
• Address	<b>No 1 New Street Thiruvithancode</b>
• City/Town	<b>Kanyakumari</b>
• State/UT	<b>Tamil Nadu</b>
• Pin Code	<b>629174</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Rural</b>

- Financial Status **Self-financing**
- Name of the Affiliating University **TAMILNADU TEACHERS EDUCATION UNIVERSITY**
- Name of the IQAC Co-ordinator/Director **RAINA ROSE**
- Phone No. **9095125922**
- Alternate phone No.(IQAC) **04651248497**
- Mobile (IQAC) **8547570073**
- IQAC e-mail address **muslimcollegeofeducation@gmail.com**
- Alternate e-mail address (IQAC) **vspramodh@gmail.com**

**3.Website address**

<https://muslimcollegeofeducation.in/index.php>

- Web-link of the AQAR: (Previous Academic Year) <https://muslimcollegeofeducation.in/aqar.html>

**4.Whether Academic Calendar prepared during the year?**

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://muslimcollegeofeducation.in/aqar.html>

**5.Accreditation Details**

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>

**6.Date of Establishment of IQAC**

**12/08/2013**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>NIL</b>

**8.Whether composition of IQAC as per latest**

**Yes**

**NAAC guidelines**

- Upload latest notification of formation of IQAC [View File](#)

**9.No. of IQAC meetings held during the year 5**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

**10.Whether IQAC received funding from any of the funding agency to support its activities during the year? No**

- If yes, mention the amount

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

The IQAC, in association with the Teacher Education Council of Kerala, held a two-day international conference entitled " Petals of Education" on the 12th and 13th of May, 2022. The conference's theme was " Petals of Education" About 200 individuals from Tamil Nadu and Kerala attended the seminar. Throughout the sessions, around 45 papers were delivered. As a result of the epidemic, education posed a problem, which was addressed collectively. The faculty members comprehended this dynamic framework and implemented virtual instruction. IQAC hosted webinars, workshops, and conferences to familiarise faculty members and students with the online way of teaching and learning. Various online platforms were employed efficiently, and blended learning was integrated effectively, based on feedback from stakeholders. This resulted in a 100% pass rate for B.Ed. and M.Ed. students. Faculty members were directed by IQAC to produce publications in peer-reviewed journals. The Skill Development Centre was established to help students realise their full potential. Dr. Rajan was responsible for the Soft Skill and Personality Development Program. It was directed that the student council create several tournaments to showcase their talents. The Arts and Crafts and Ornamental Decoration training programme was launched. The environment is appropriately safeguarded, and eco-

friendly infrastructure is upheld. Covid cell was implemented at the institution to provide post-covid protection. Students were guaranteed injection against covid. The College take initiative to boost internet speed. The college encourages students to participate in university-level activities - The decision was made to draught a report for NAAC.

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

Plan of Action	Achievements/Outcomes
conducted swatch bharat program	got awareness about environment
swayam online course for B.Ed student	implemented swayam online course
seminar on petals of Education	got awareness about innovative strategies in teaching
ICT skill development program	got awareness about ICT
workshop on Yoga	got awareness about mental health
Workshop on Art from Waste	Implemented Value Added Course

**13. Whether the AQAR was placed before statutory body?** No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

**14. Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

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	<b>UNIVERSITY</b>				
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<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://muslimcollegeofeducation.in/aqar.html">https://muslimcollegeofeducation.in/aqar.html</a>				
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Cycle 1	B	2.58	2013	08/07/2013	07/07/2018
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	5	
<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>	Yes	
<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>	No	
<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>		
<p>The IQAC, in association with the Teacher Education Council of Kerala, held a two-day international conference entitled " Petals of Education" on the 12th and 13th of May, 2022. The conference's theme was " Petals of Education" About 200 individuals from Tamil Nadu and Kerala attended the seminar. Throughout the sessions, around 45 papers were delivered. As a result of the epidemic, education posed a problem, which was addressed collectively. The faculty members comprehended this dynamic framework and implemented virtual instruction. IQAC hosted webinars, workshops, and conferences to familiarise faculty members and students with the online way of teaching and learning. Various online platforms were employed efficiently, and blended learning was integrated effectively, based on feedback from stakeholders. This resulted in a 100% pass rate for B.Ed. and M.Ed. students. Faculty members were directed by IQAC to produce publications in peer-reviewed journals. The Skill Development Centre was established to help students realise their full potential. Dr. Rajan was responsible for the Soft Skill and Personality Development Program. It was directed that the student council create several tournaments to showcase their talents. The Arts and Crafts and Ornamental Decoration training programme was launched. The environment is appropriately safeguarded, and eco-friendly infrastructure is upheld. Covid cell was implemented at the institution to provide post-covid protection. Students were guaranteed injection against covid. The College take initiative to boost internet speed. The college encourages students to participate in university-level</p>		

activities - The decision was made to draught a report for NAAC.

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

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2022	12/12/2022

**15. Multidisciplinary / interdisciplinary**

This university's affiliation is with Tamil Nadu Teachers Education University. The Tamil Nadu Teachers Education University has designed the programme with an interdisciplinary and multidisciplinary approach. The Teacher Education and Teacher Educator Programs have been built for all of these approaches; the holistic development of teachers and teacher educators is our concentrated road to enriching all of these programmes. Currently, Arts, Science, and Education are disciplines that are



integrated for this purpose; therefore, it is multidisciplinary; whereas courses like Language Across Curriculum, Art in Education (Music, Dance, Drama, Paintings, Drawing, etc.) Physical Education is interdisciplinary, and the primary purpose of these courses is to combine them for successful and efficient school education in particular and Education in a broader context.

#### **16.Academic bank of credits (ABC):**

The College is affiliated to Tamil Nadu Teachers Education University

#### **17.Skill development:**

This university's affiliation is with Tamil Nadu Teachers Education University. The Tamil Nadu Teachers Education University has designed the programme with an interdisciplinary and multidisciplinary approach. The College focuses on programmes for skill development. The college contracted with Dr.Rajans Life Skill to provide teacher-in-training with Soft Skill instruction. Teaching experience provides ample opportunity for skill improvement. The institutions organised a variety of quality initiative programmes. All of them afford abundant opportunities for skill improvement..

#### **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):**

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 Corona incident has prompted us to implement Distance Education and Online Education. It is also an urgent necessity. This college has utilised Online Mode effectively during the pandemic. This year, lagging pupils receive online assistance

## 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	150
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
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.5 Number of graduating students during the year		150
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.6 Number of students enrolled during the year		150
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>2. Institution</b>		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		25
4.2 Total number of computers on campus for academic purposes		30
<b>3. Teacher</b>		
5.1 Number of full-time teachers during the year:		26
File Description	Documents	
Data Template	<a href="#">View File</a>	
Data Template	<a href="#">View File</a>	
5.2 Number of sanctioned posts for the year:		26
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		

**1.1 - Curriculum Planning**

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

The Syllabus has been adopted by the College from the Tamil Nadu Teachers Education University. As the College is connected with the Tamil Nadu Teachers Education University, the College played no influence in the development of the curriculum. This college is committed to providing a unique learning environment and skills for self- and other-awareness, the ability to solve personal and societal problems, and the enhancement of overall performance. Locally, the Institution distributes Subject, Subtopic, Unit, and Subunit based on the location of the relevant faculties at the college. While distributing courses, teaching units, and teaching points, study, experience, interest, and other factors were taken into account. Together, the team participated in a brainstorming session and settled on a variety of teaching methods for the local curriculum transfer. As it was during the time of the Corona Pandemic, an online manner of curricular transaction was adopted utilising appropriate methods. Each faculty member prepares a lesson plan file for well-planned curriculum delivery prior to the beginning of each semester and the annual examinations. According to the lesson plan, the student receives the content, which is monitored by senior, experienced faculty members.

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**

**C. Any 3 of the above**

**curriculum planning process during the year**  
**Faculty of the institution Head/Principal of**  
**the institution Schools including practice**  
**teaching schools Employers Experts Students**  
**Alumni**

File Description	Documents
Data as per Data Template	<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 students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

**C. Any 2 of the Above**

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/agar.html">https://muslimcollegeofeducation.in/agar.html</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
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

10

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	<a href="#">View File</a>
Any other relevant information	Nil

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

1

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

1

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**

Two 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

13

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

13

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.



### Knowledge of the Teacher Education Field

Students listened to an expert presentation on "Teacher Education in India." A few of the units in the B. Ed. course "Contemporary India and Education" contributed to understanding the nation's teacher preparation programme. Students in the M. Ed. programme took a course called "Teacher Education in India: Secondary Level."

#### procedural expertise

The institution's student teachers were given high-quality pedagogical inputs that equipped them with professional competence at various levels.

For the students, specialised lectures planned to focus on procedural understanding of teaching at the basic and secondary level.

#### the capacity to extrapolate

Students were encouraged to participate actively in their education and to put what they had learned to use. They were able to create short films on a variety of subjects thanks to their increased ICT understanding. For event management, they used the expertise they had learned in school.

#### Skills/Competencies

Workshops on soft skills and life skills were conducted for the trainees by professionals and college instructors. In the courses, team building abilities were fostered. The methods and tools of collaboration were taught to the students.

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	No File Uploaded

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

As a result, the university makes sure that the students are aware of the diversity inside the Indian system. There are several ways to accomplish this:

The principles that deal with the sociological underpinnings of education in the courses they take were explained to the students, along with the history that led to the establishment of the modern educational system.

For the students, a special session on "Functioning on Various Boards of Education" was organised.

The pupils were transported to local schools that used the CBSE, ICSE, and State Board Syllabi.

To help pupils understand the differences in the educational systems throughout the states, special seminars were organised.

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

#### Curriculum-Driven by-Syllabus

The school ensures that students are engaged in their learning through the manner it plans the curricular experiences included in

the syllabus for various programmes. All course tasks and assignments offer insights pertinent to the concepts being learned. Rich curricular experiences are provided through the following courses in the B. Ed. programme on Enhancing Professional Capacities:

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	No File Uploaded

#### 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**

One of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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	No File Uploaded

## 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

0

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

0

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	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
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.

At the outset of the academic year, programmes are initiated to identify the academic diversity of students. The initial step was to acquire the trainees' complete biodata. As a follow-up to comprehend the academic diversity, English and teaching aptitude

tests were administered alongside topic knowledge assessments. With consistent PTA meeting follow-ups, we were able to become familiar with the socioeconomic background of each student and provide meaningful assistance to those in need. By administering a test of teaching aptitude, we will be able to determine the natural teaching capacity of the learner. After determining learner's diversity and needs with conjunction with their socio-economic backgrounds, the next crucial stage is to assess the performance of learners. Their topic knowledge will also be assessed as part of the entry-level evaluation.

Academic support is provided for students through mentoring and remedial instruction. The more information gleaned from a student, the more effective development measures and individualised attention might be provided through follow-ups. Included in the assessment and promotion of the student's research culture is a research project evaluated by an 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><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></p>	<p>Two of the above</p>
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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	<a href="#">View File</a>
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**

10

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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 utilising a variety of strategies, such as student participation, problem-solving strategies, online learning, and group discussions, to improve their students' academic performance.

B.Ed. and M.Ed. programmes rely on all of these approaches in various ways. The value of these methods in achieving educational goals is not lost on today's students. It helps them think beyond the box and increases their productivity in the classroom. Different disciplines and themes require different approaches from teachers. Students' sense of teamwork and healthy rivalry benefit from the participatory nature of learning.

In order to improve the teaching and learning process, many schools now use techniques such as brain storming and experiential learning. The rationale for incorporating different learning styles into the classroom is to help both aspiring educators and current teachers improve their own teaching practises.

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**

20

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://muslimcollegeofeducation.in/facilities.html">https://muslimcollegeofeducation.in/facilities.html</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**

150

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

Two of the above

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	No File Uploaded
Any other relevant information	No File Uploaded

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

**Process of Teaching and Learning for the Course "Gender, School, and Society"**

In addition to traditional lectures, the course "Gender, School, and Society" employs the following teaching strategies:

**Statistical exercise:** The students calculated the provided statements under the headings "sex" and "gender."

**Participatory learning:** The kids were asked to recall the responsibilities they had at school in order to understand about gender-based responsibilities assigned to boys and girls.

Discussion: The video "The Impossible Dream" was presented, then discussion questions were posed.

The children were asked to finish the following sentences: "Being a girl implies..." and "Being a male means..."

Utilizing brief films: In the classroom, short films on sexual abuse prevention were presented.

Students were instructed to complete a worksheet titled "What Will I Do?" What is my brother going to do?

Effect of Instructional Learning Process:

The impact of their education was the following:

Completion of two research group initiatives

Acquisition of communication and discussion abilities

Creative preparation of citations for female achievements from non-elite groups

Overall, the teaching and learning process converted students into women who can view the world through the lens of gender.

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

<p><b>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ul style="list-style-type: none"> <li><b>Organizing Learning (lesson plan)</b></li> <li><b>Developing Teaching Competencies</b></li> <li><b>Assessment of Learning Technology Use and Integration</b></li> <li><b>Organizing Field Visits</b></li> <li><b>Conducting Outreach/ Out of Classroom Activities</b></li> <li><b>Community Engagement</b></li> <li><b>Facilitating Inclusive Education</b></li> <li><b>Preparing Individualized Educational Plan(IEP)</b></li> </ul>	<p>One/Two of the above</p>
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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 learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Two/Three of the above

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	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students**

One of the above

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

File Description	Documents
Data as per Data Template	<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 Rating Scales**

Two of the above

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**

Two of the above

**devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

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	<a href="#">View File</a>

**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**

Two 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	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
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**

Two 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

100

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	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
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

26

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

26

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

26

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 Growth Initiatives

The college management provides support to professors upon request to attend seminars, workshops and conferences. In order to stay abreast of the most recent innovations in education, instructors utilise the library's physical and digital resources. They acquire and employ new technology through independent investigation.

Collaboration with Others Teachers utilise technology to engage with colleagues and other professionals. There are Google groups and Whatsapp groups for the institution's faculty. These are the primary channels of professional communication. Additionally, the lecturers are members of numerous intellectual Whatsapp groups. Membership in these clubs enables members to gain access to and share the most recent information in the subject 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

<p><b>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</b></p>	<p>Three of the above</p>
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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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

#### Function of Exam Committee

The Exam Committee creates standards for the administration of internal exams and instructs students on the internal evaluation procedure. The Exam Committee develops examination schedules and assigns duties for conducting internal assessment to teachers. The Exam Committee investigates complaints regarding internal examinations.

#### Redress Mechanism for Exam-Related Complaints

At the beginning of the academic year, Exam Committee members outline the procedure for redressing exam-related issues. Students can report exam-related complaints to the relevant teacher. The matter might be brought to the attention of the Exam Committee members if it remains unresolved. Exam Committee members intervene and make decisions based on evidence to rectify complaints. Additionally, an email address for exam-related complaints has been established and distributed to students.

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.

#### Establishment of Academic Calendar

Academic Calendar Committee develops the academic calendar in accordance with the academic calendar of the affiliated university. Beginning of the academic year, the academic calendar is created and uploaded on the college's website. Every year, the academic calendar is printed and disseminated to students and teachers.

#### Annual Plan for Internal Evaluation Preparation

The academic calendar contains dates for internal evaluation administration. Beginning each academic year, the Exam Committee sets a tentative annual plan for internal evaluation. Exam Committee and Academic Calendar Committee collaborate to determine the internal evaluation dates. Faculty and students are informed of the dates of internal review through the academic calendar. This allows teachers to appropriately design the teaching and learning process.

#### Academic Calendar Adherence for Internal Evaluation

Although the institution strives for strict adherence to the academic calendar for the administration of internal evaluations, unanticipated events have caused minor adjustments to the evaluation schedules. In these exceptional cases, the Exam Committee releases the updated timetable after consulting 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

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

#### Performance Evaluation

The performance of each student is evaluated in terms of their cognitive, emotional, and psychomotor skills. The results of pupils' internal or term exams are used to gauge their cognitive development. Through the learning tasks, professional attribute improvement is tracked.

#### Evaluation of Cognitive Achievement

The internal exam questions guarantee sufficient CLO testing. By examining students' achievement question-by-question, it is possible to determine their level of cognitive development. Understanding the accomplishment of the many CLOs that are provided in the form of Student Learning Outcomes is made easier by the question-by-question analysis (SLOs). Investigating the SLOs with lower levels of attainment is necessary to determine the causes of the lower levels of attainment. Interacting with the students accomplishes this. In line with this, remedial support is planned.

#### Evaluation of Professional Qualities

Assignments and tasks follow the university-prescribed syllabus. These are incorporated into the lesson plan and serve as the foundation for gauging how students' professional development is progressing.

Additionally, the University has required a few courses for the B. Ed. degree called Enhancing Professional Capacities (EPC).

These courses' instructors carry out assessments and track the grades attained by students.

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	No File Uploaded

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

**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year****110**

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	<b>No File Uploaded</b>

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	<b>No File Uploaded</b>

**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**

0

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)**

0

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
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	No File Uploaded
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**

0

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

0

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

2

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

125

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

125

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

125

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	<a href="#">View File</a>
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.

Muslim College of Education organised awareness program on womens health and hyginene on 5th February 2022 at Conference Hall under the theme menstrual cycle . The resource person for the programme was Dr. Divya Renjith. M.B.B.S, M.D, FRM consultant in Gynecologist, Fellow in Reproductive Medicine.

A health camp was organized in our college for all the students and staffs to spread awareness about period health, health check-up and for maintaining a healthy life.A breast cancer awareness programme was organised by the Muslim College of Education on 18/12/2021 In association with the Saraswathi Hospital Parassala, Kerala. The resource person for the programme was Dr. S.K. Ajaiyakumar, MS, FMAS, FCGP, FAIS, FIAGES, FALS,PGDHSc (Diabetology), MHA. He is an expert Laparoscopic surgeon, Bariatric surgeon, Metabolic surgeon and a Diabetic foot specialist. He is the one, who started Laparoscopic surgery in sub urban and rural Thiruvananthapuram for the first time. He runs a very well equipped Diabetic foot management Department. He has been honoured for his yeomen services in the field of diabetic care, at a function in connection with WORLD DIABETIC DAY - 2011, received Indian Medical Association GOLDEN CARE AWARD-2015,GRAMMENA PURASKARAM- 2014 award and Kerala State Embroidery workers union AROGYA RETNA AWARD- 2011.

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

One/Two of the above

**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**

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/">https://muslimcollegeofeducation.in/</a>
Any other relevant information	No File Uploaded

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

40

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 4.2 - Library as a Learning Resource

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

The computerization of the library is accomplished using the LIBSOFT software. LIBSOFT Software has barcoded all college

textbooks and dissertations. M.Ed. and B.Ed. are the two sections of the barcoded text. At the time of admission, the student and department names were uploaded via the LIBSOFT programme. Students will receive their admission number upon enrolment. It will be printed on their identification card. Students are provided text messages using this number. Using the text barcode, the name of the text may be readily uploaded into LIBSOFT. The text must be returned or renewed within fourteen days or the borrower will be penalised. Using LIBSOFT software, we may ascertain the renewal details. The LIBSOFT contains the library's complete statistics. This software also provides access to the book's title, author, and other pertinent information. Thus, it is simple to locate a book in a library.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	<a href="https://muslimcollegeofeducation.in/facilities.html">https://muslimcollegeofeducation.in/facilities.html</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

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

**THIS IS NOT APPLICABLE**

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

One of the above

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)

1.67038

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	<a href="#">View File</a>
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	<a href="#">View File</a>
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="https://muslimcollegeofeducation.in/facilities.html">https://muslimcollegeofeducation.in/facilities.html</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**

One 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	<a href="#">View File</a>
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

<p><b>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</b></p>	<p><b>One of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://muslimcollegeofeducation.in/facilities.html">https://muslimcollegeofeducation.in/facilities.html</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://muslimcollegeofeducation.in/facilities.html">https://muslimcollegeofeducation.in/facilities.html</a>
Any other relevant information	<b>No File Uploaded</b>

#### 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)

40

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	<b>No File Uploaded</b>

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="https://muslimcollegeofeducation.in/index.php">https://muslimcollegeofeducation.in/index.php</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 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**

Three of the above

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	No File Uploaded
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
<b>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</b>	<b>B. Any 3 of the above</b>
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
<b>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)</b>	<b>One of the above</b>

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	<a href="#">View File</a>
Report of the Placement Cell	No File Uploaded
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
23	109

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).

9

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	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
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.

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	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
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 cultureThe 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/agar.html">https://muslimcollegeofeducation.in/agar.html</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/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

**6.2.3 - 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.

Various committees and cells were formed at college level. Minutes of the IQAC were organized and some decisions were taken up and accordingly necessary steps were taken up.

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	No File Uploaded
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 2021-2022 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.

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****14**

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	<b>No File Uploaded</b>

**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/index.php#">https://muslimcollegeofeducation.in/index.php#</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://muslimcollegeofeducation.in/index.php#">https://muslimcollegeofeducation.in/index.php#</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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 2 July 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	No File Uploaded
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	<a href="#">View File</a>
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\and 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**

One of the above

**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**

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.**

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**

**D. Any 1 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

**VALUE BASED EDUCATION Objectives: The objectives of value-based education are to create a better society by cultivating ethical values and principles in our Teacher -trainees which help them become responsible and ethical instructors and members of society.**



Here are some of the key aims of value-based education: •  
 Instilling values: The major purpose of value based education is to instil essential qualities in students such as honesty, , respect, empathy, responsibility, and compassion. • To create character: The purpose of value-oriented education is to help people build strong personalities based on moral ideals and become responsible, accountable citizens. BEST PRACTICES NO 1 PERSONALITY DEVELOPMENT / SKILL DEVELOPMENT PROGRAMME The five day long community camp was started on December 13th 2021 to December 18th 2021. ACTIVITIES CLAPPING GAME Feedback : At the end of this activity, the students have learnt," what are the main factors that lead to failures in our day-to-day life". SIGNATURE GAME: Feedback : Finally, the students have learnt, "What were the essential qualities needed to become a good teacher''. WORLD TOUR: Feedback : From the task, the students have learnt,

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

Every year, our institution sets a goal for the distinct actions conducted within or outside the college that will result in the observable, desirable modification of our students' behaviour. Following the Covid 19 pandemic, we made careful plans to provide teacher candidates with in-depth programmes and training. The pandemic situation led us to choose topics for holding programmes in several locations in a unique way. A number of webinars on curriculum, personality development, ICT, and arts & crafts are presented by the institution. Session on Covid Education. 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