YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	**Maitreya College of Education and Management**
• Name of the Head of the institution	**Dr. Kumar Mritunjay Rakesh**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**06224271834**
• Mobile No:	**9304035716**
• Registered e-mail ID (Principal)	**principal@maitreyaedu.co.in**
• Alternate Email ID	**admin@maitreyaedu.co.in**
• Address	**EPIP Campus, Industrial Area**
• City/Town	**Hajipur**
• State/UT	**Bihar**
• Pin Code	**844102**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Urban**

• Financial Status	**Self-financing**
• Name of the Affiliating University	**Aryabhatta Knowledge University**
• Name of the IQAC Co-ordinator/Director	**Ajay Kumar Singh**
• Phone No.	**06224271834**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	**9334708885**
• IQAC e-mail address	**mcemiqac@gmail.com**
• Alternate e-mail address (IQAC)	**admin@maitreyaedu.co.in**
3.Website address	**https://maitreyaedu.co.in/**
• Web-link of the AQAR: (Previous Academic Year)	**https://maitreyaedu.co.in/wp-content/uploads/2024/01/AQAR2022-2023.pdf**
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	**https://maitreyaedu.co.in/wp-content/uploads/2023/12/AcademicCalendar2023-2024.pdf**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.16**	**2023**	**07/09/2023**	**06/09/2028**

6.Date of Establishment of IQAC	**02/01/2017**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Shri Lal Bahadur Shastri National Sanskrit University	**Workshop – सरलमानकसंस्कृतम्**	**Ministry of Education, Government of India (Bhartiya Bhasha Samiti)**	**28/01/2024**	**100000**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	**View File**

9.No. of IQAC meetings held during the year	6
• 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

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

1. Academic Calendar 2023-24 was prepared at the beginning of session and academic activities were conducted accordingly.

2. Five-day Orientation Program (also called as Pabajja) was organized for B.Ed. Session 2023-25.

3. Preparation of AQAR 2023-24.

4. Micro teaching workshop conducted for B.Ed. session 2022-2024.

5. National level Workshop - सरलमानकसंस्कृतम् conducted in January 2024.

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
1. Seminars/Workshops for students and faculty members.	National Level Workshop on Saral Manak Sanskritam (सरलमानकसंस्कृतम्) held in collaboration with Education Department, Gov. of India on Bharatiya Bhasha Samiti on 28th January 2024.
2. Admission of B.Ed. Session 2024-26.	Admission process started by State Nodal University (CET-BED 2024) and ends on 24th October 2024.
3. Remedial Classes.	Remedial Classes for both 1st and 2nd Year Students held from 15th May to 25th May 2024.
4. Orientation program for B.Ed. Session 2023-25.	Orientation Programme for B.Ed. 2023-25 was held from 03rd July 2023 to 08th July 2023 and after that regular class for this session started from 10th July 2023.

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
2023	10/12/2024

15. Multidisciplinary / interdisciplinary

Maitreya College of Education and Management is aligning its goals and practices with the vision of NEP 2020 to nurture well-rounded educators capable of promoting integrated, holistic learning. Key Aspects of our Vision and Approach are Integrated Knowledge Application, Emphasis on Multidisciplinary and Interdisciplinary Pedagogy, Overcoming Challenges in Collaboration, Assessment Focused on Problem-Solving and Activity-Based Learning and Encouragement of Alumni in Art-Integrated and Activity-Based Pedagogy. To support the vision; we implement Workshops on Collaborative Teaching, Research-Based Learning Projects, Art and Activity Integration, Technology Integration for Lifelong Learning and Alumni Mentorship Programs. By implementing these strategies, Maitreya College of Education and Management aims to Empower educators to create integrated learning experiences for their students, foster lifelong learning and adaptability, essential for teachers in a dynamic educational environment and Build a strong network of alumni and current students, collaborating towards the vision of NEP 2020.

16. Academic bank of credits (ABC):

Policies and guidelines for implementing the Academic Bank of Credits are being discussed. The ABC system will facilitate credit transfer and accumulation, promoting flexibility and lifelong learning in line with NEP 2020. Our library now includes a wide range of digital e-books and other academic materials through platforms like NLIST (National Library and Information Services Infrastructure for Scholarly Content) and NDL (National Digital Library of India). These resources provide faculty and students with greater access to academic content, supporting a multidisciplinary and interdisciplinary learning approach. Infrastructure enhancements are underway to support the introduction of new courses, ensuring that the institution stays responsive to emerging academic needs. Regular meetings are scheduled to ensure the seamless integration of NEP 2020 policies into the curriculum. These discussions will help refine strategies, address challenges, and maintain alignment with national education objectives. By emphasizing these developments we demonstrate a proactive approach to integrating NEP 2020 recommendations, strengthening the institution's commitment to academic excellence.

17. Skill development:

All staffs of Maitreya College of Education and Management are emphasizing in imparting the value-based education in college. All students in our college are oriented towards respect for all religions and one of good practices we have, is our students conduct daily prayers that was conducted in government schools and we also conduct religions festival-based songs accordingly. Institute also conducts variety of activities including the training workshop / seminar i.e. TLM mela. In this way, we initiate Teaching and Learning Skills of students and teachers throughout the year by conducting FDPs, Capacity building programs and using ICT and all these make our institute to fully prepare for skill development approach of NEP 2020 to adopt conveniently. Faculty members and group of students also participated in a workshop based on Artificial Intiligence (AI). Key Impacts these are Holistic Development, Enhanced Teacher Preparedness and Alignment with NEP 2020 Goals. Our dedication to

fostering a value-driven, skill-oriented academic environment positions it as a role model for institutions aspiring to implement NEP 2020 effectively.

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

As integrating the Indian Knowledge System (IKS) into the educational framework is also more focused by NEP 2020 to enhance Indian regional languages, Maitreya College of Education and Management likely is already taking steps to achieve this integration effectively by Teaching in Indian Languages, Promoting Indian Culture, Utilizing Online Courses to Promote IKS, Interdisciplinary Use of IKS and Outcome-Oriented Assessment. We also found positive impacts of Indian knowledge systems integration, such as promoting pride in heritage, enabling multilingual proficiency and developing global relevance. We have also conducted One-Day National Workshop organized in collaboration with Bharatiya Bhasha Samiti and Department of Education, Government of India on the theme of "Saral Manak Sanskritam." All faculty of our college makes an effort to promulgate Indian culture and traditions during regular classes scheduled. This makes significant strides toward nurturing culturally aware, linguistically skilled, and globally competent educators in line with the transformative vision of NEP 2020.

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

As an affiliated teacher training college, the two-year B.Ed. programme follows the framework of Aryabhatta Knowledge University, Patna, emphasizing OBE principles to ensure that graduates are prepared for the demands of modern education while contributing positively to society. Key Objectives of this Programme are Outcome-Based Learning Framework, Focus on Social Skills and National Well-Being, Producing Skilled Teachers with Humanity & Creating Best Citizens for Society and Nation. Comprehensive Curriculum Design, Outcome-Based Teaching Strategies, Capacity Building for Social Contribution and Professional and Ethical Development are the features of this programme. By these students of Maitreya College of Education and Management are also getting very good knowledge of Professional Skills, Social Responsibility, Human Values and Citizenship and Lifelong Learning. By integrating OBE principles with a focus on humanity, our institution is setting a benchmark for teacher training colleges across the country. This approach not only enhances the quality of education but also fulfils the broader mission of creating a harmonious and progressive society.

20. Distance education/online education:

Maitreya College of Education and Management gives proactive measures during the COVID-19 pandemic reflect a commendable commitment to ensuring uninterrupted learning. Adaptation to Online Teaching Platforms by Faculty Members, ICT-Enabled Infrastructure and Expansion of Digital Learning Resources like NLIST and NDL are the efforts and achievements. 1,95,809 E-Books and more than 7,000 books are available in our library for faculty, staff, and students. These resources provided students with the tools to continue their education and research remotely without any hindrance. Our institution's efforts during the pandemic resonate with the New Education Policy 2020 are in the following ways Digital Empowerment, Lifelong Learning and Equity and Inclusion. By maintaining academic continuity and empowering students with digital tools, Maitreya College of Education and Management has demonstrated an unwavering dedication to education, even amidst a global crisis. These initiatives position the institution as a leader in resilience and innovation in the field of education.

Extended Profile		
1.Student		
2.1 Number of students on roll during the year		179
File Description	**Documents**	
Data Template	View File	
2.2 Number of seats sanctioned during the year		200
File Description	**Documents**	
Data Template	View File	
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:		100
File Description	**Documents**	
Data Template	View File	
2.4 Number of outgoing / final year students during the year:		96
File Description	**Documents**	
Data Template	View File	
2.5Number of graduating students during the year		96
File Description	**Documents**	
Data Template	View File	
2.6 Number of students enrolled during the year		82
File Description	**Documents**	
Data Template	View File	
2.Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		41.51
4.2 Total number of computers on campus for academic purposes		35
3.Teacher		
5.1 Number of full-time teachers during the year:		15

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	16

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Maitreya College of Education and Management is an affiliated college of Aryabhatt Knowledge University, Patna. Which imposes certain parameters within the college function in terms of curriculum design and coverage as well as allocation of time for teaching and tutorials. All the issues related to adaptation and implementation of curriculum are open to suggestions and discussions in order to maintain democracy and transparency. The final decision taken by the Principal Adequate number of library books/magazines and other facilities are available for efficiently running the course. . Committee wise meetings are being conducted to receive the inputs for the planning and/or reviewing, revising curriculum and adapting it to the local context. As per the Suggestions and inputs received from faculty members, staff council meeting is planned and the received inputs and suggestion are discussed in length. Also staff council meeting is conducted with all faculty members before the commencement of the new session.The various activities are reviewed and revised justifying the needs of the students in the present scenario keeping NEP 2020 in view with the local context.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	D. Any 2 of the above

File Description	Documents
Data as per Data Template	**View File**
List of persons who participated in the process of in-house curriculum planning	**View File**

Meeting notice and minutes of the meeting for in-house curriculum planning	**View File**
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	**View File**
Any other relevant information	**No File Uploaded**

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**B. Any 3 of the Above**

File Description	Documents
Data as per Data Template	**View File**
URL to the page on website where the PLOs and CLOs are listed	**https://maitreyaedu.co.in/academic-program/**
Prospectus for the academic year	**View File**
Report and photographs with caption and date of student induction programmes	**View File**
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

13

File Description	Documents
Data as per Data Template	**View File**
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	**View File**
Academic calendar showing time allotted for optional / electives / pedagogy courses	**View File**
Any other relevant information	**Nil**

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

0

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

0

File Description	Documents

Data as per Data Template	**No File Uploaded**
Brochure and Course content along with CLOs of value-added courses	**No File Uploaded**
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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
Course completion certificates	**No File Uploaded**
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	

File Description	Documents
Data as per Data Template	**No File Uploaded**
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	**No File Uploaded**
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
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

0

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	**No File Uploaded**
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.

Institute ensures effective curriculum delivery through consistent efforts. At the commencement of the academic year an academic calendar is prepared. Different Committee strive for effective curriculum delivery through combination of theory, practical classes, tutorials, ICT integration,development of life skills, value education for the holistic development of students. The laboratory, computer and library facilities of the institute are well developed.In terms of knowledge, our Institution provides opportunities for the students in different ways, some of which include:

* Formats for Lesson and learning plan are provided to students.

* Instructions regarding Micro teaching and all skill development are given by the pedagogy teachers.

* The institution draws up an academic Calendar for each session.The calendar is formulated keeping in mind the guidelines of the affiliating University..

* All the activities and co-curricular activities are organized according to activities based on academic calendar.

* Regular classroom teaching is done along with the curriculum enrichment activities as per the academic calendar.

* Continuous monitoring of teaching & learning process is carried out by teachers for effective implementation.

* Students performance is evaluated by teachers.

* Guidelines regarding passing and qualifying Internal exams and university exams are provided to the students by the institution

File Description	Documents
List of activities conducted in support of each of the above	**View File**
Documentary evidence in support of the claim	**View File**
Any other relevant information	**No File Uploaded**
Photographs indicating the participation of students, if any	**View File**

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

The College familiarizes students with the diversities in school system inside India. Keeping always in mind that teaching is a very noble profession that shapes the character, this institution always strives to produce good teachers with good teaching qualities. This attempt aims at providing our society and new generation much needed power, strength and new ideas so that their overall personality is suitably developed. This is why the institution provides value based education awareness programme.

The celebrations of Important days and co curricular activities are carried out according to the syllabus provided by Aryabhatta Knowledge University (AKU), Patna for two years Institution also provides practical exposure about various school systems of Indian education through SCP and SIP programmes.

Action plan indicating the way students are familiarized with the diversities in Indian school system includes:

· Promoting Co-curricular activities.

· Maintaining consistent communication with the students.

· Initiatives to boost their physical strength with exercise and sports.

· Organising Art and cultural programmes.

· Promoting Diversity in lesson plans and cultural awareness in classroom.

· Important days must be celebrated and their importance should be understood by students.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**View File**
Documentary evidence in support of the claim	**View File**
Any other relevant information	**No File Uploaded**

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

Maitreya College of Education and Management follows the curriculum in such a way that provides variety of experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures:Our entire curriculum is practical oriented which provides experiential learning needed in the present century. The focus of curriculum is to prepare innovative and critical pedagogue, who can play a significant role in the curriculum development, its implementation and researching in curriculum. All facilities and resources i.e., classroom experiences, laboratory experiences, library experiences, SCP and SIP experiences etc.

The college follows student-centered approach. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, etc.It seeks to promote:

· Collaborative group learning, both inside and outside the classroom;

· Individual student Action research .

· Teaching skills are honed through Micro Teaching .

File Description	Documents
Documentary evidence in support of the claim	**View File**

Any other relevant information	**View File**

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	**View File**
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	**View File**
Action taken report of the institution with seal and signature of the Principal	**View File**
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

179

2.1.1.1 - Number of students enrolled during the year

82

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

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

56

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

56

File Description	Documents
Data as per Data Template	**View File**

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

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

15

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

15

File Description	Documents
Data as per Data Template	**View File**
Certificate of EWS and Divyangjan	**View File**
List of students enrolled from EWS and Divyangjan	**View File**
Any other relevant information	**View File**

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.

In Maitreya College of Education and Management, at the entry level, orientation-cum-interaction sessions are arranged to figure out the cognitive levels. Therefore, to identify the students diverse learning needs. In additional, Scholastic and Non-Scholastic events are also organized i.e. quiz, debates, group discussion and personality development class also organized for the development of the slow learner and advanced learner. Mentors help the student's particularly slow learners to develop their personality and learning abilities.

The Institution follows a proper mechanism for monitoring, mentoring and continuous comprehensive evaluation of students to enhance student's performance. The institution identifies slow learners and advanced learners with the help of a wide range of assessment tools and techniques.

In the institution, For Assessment of the students used various techniques i.e. Formative assessment technique which includes class tests, assignments, projects, seminars, presentations, group activities, group discussions, classroom performance and day to day activities observation. For strengthening the slow learners, the mentors organize the academic interventions, including remedial classes, mentoring sessions, group discussions and academic counseling.

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

11:1

2.2.4.1 - Number of mentors in the Institution

15

File Description	Documents

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

Maitreya College of Education and Management (MCEM) implements mentoring arrangements in its limited applications on Teaching- Learning approach Method subject teachers function as the mentor for the students of the concerned method subject in preparing lesson plan, teaching materials and teaching aids, selection of appropriate method of teaching, types of questions to be asked as per the nature of the topic in relation to the subject and level of education, type of evaluation questions to be asked at the end of the teaching. Mentoring arrangement in this regard is essential in order to actualize the participatory approach to teaching-learning. Here the students under the guidance and supervision of teachers as mentor of a group of students for said purpose get involved in different activities. In same way, all teachers are assigned the task of mentor for a group of students.

Lesson plan practice, scholastic and co-scholastic activities, organizing Seminars and Workshops on Micro teaching, Pedagogical Analysis and Preparation, Lesson Planning, Feedback session are our Multiple mode approach to get response from the students on the learning acquired includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode by them and to take measures accordingly.

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

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

15

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

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

179

File Description	Documents
Data as per Data Template	**View File**
Programme wise list of students using ICT support	**View File**
Documentary evidence in support of the claim	**View File**
Landing page of the Gateway to the LMS used	**View File**
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	**Five/Six of the above**

File Description	Documents
Data as per Data Template	**View File**
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	**View File**
Geo-tagged photographs wherever applicable	**View File**
Link of resources used	**https://maitreyaedu.co.in/library/**
Any other relevant information	**View File**

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

The institution's mentoring efforts focus on nurturing a well-rounded, professional, and collaborative environment. Through structured programs, informal guidance, and role modeling, Mentors play a key role in supporting individuals in various aspects of their professional and personal lives. The following outlines the institution's approach to mentoring:

1. Working in Teams&Dealing with Student Diversity

Mentoring in the institution fosters a culture of collaboration and teamwork. Mentors guide individuals in developing effective communication, conflict resolution, and leadership skills, which are essential for team synergy.

2. Conduct of Self with Colleagues and Authorities

The institution stresses professionalism, mutual respect, and integrity in inter-personal relationships. Mentors help mentees develop a balanced approach to engaging with colleagues and authorities, focusing on active listening, open communication, and constructive feedback.

4. Balancing Home and Work Stress

Acknowledging the challenges of balancing personal and professional responsibilities, the institution offers mentoring support on time

management, prioritization, and stress management techniques. 5. Keeping Abreast with Recent Developments in Education and Life

Mentors encourage continuous learning and self-improvement. They guide mentees in staying updated with the latest trends, research, and innovations in education through professional development programs, seminars, and online courses.

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

2.3.6 - Institution provides exposure to students about recent developments in the field 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

Three of the above

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

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

The teaching-learning process is a dynamic interaction that shapes and nurtures several essential skills and attributes in students. Here's how it helps in developing creativity, innovativeness, intellectual and thinking skills, empathy, and life skills:

1. Creativity & Innovativeness:

The teaching-learning process encourages students to explore new ideas, question existing knowledge, and think outside the box. Activities like project-based learning, brainstorming sessions, and open-ended problem solving give students the freedom to experiment and express their creativity & innovativeness.

1. Intellectual and Thinking Skills:

Encouraging higher-order thinking through activities like problem-solving, discussions, mind mapping, concept mapping, brainstorming and case studies etc. helps students develop intellectual skills that are crucial for academic and real-world success.

1. Empathy & Life Skills:

The teaching-learning process encourages students to equips practical life skills & experiences Collaborative learning and expose students to different cultures, beliefs, and ideas, encouraging them to step into others' shoes and approach conflicts with understanding and respect.

 1. Holistic Development:

By addressing not just academic but also emotional, social, and practical aspects, the teaching-learning process fosters holistic development. It helps students balance intellectual growth with emotional maturity, preparing them for all facets of life.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	**View File**
Documentary evidence in support of the selected response/s	**View File**
Reports of activities with video graphic support wherever possibl	**View File**
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	**Eight /Nine of the above**

File Description	Documents
Data as per Data Template	**View File**
Reports and photographs / videos of the activities	**View File**

Attendance sheets of the workshops / activities with seal and signature of the Principal	**View File**
Documentary evidence in support of each selected activity	**View File**
Any other relevant information	**No File Uploaded**

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

All of the above

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

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

All of the above

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

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

Four of the above

File Description	Documents

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

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

File Description	Documents
Data as per Data Template	**View File**
Documentary evidence showing the activities carried out for each of the selected response	**View File**
Report of the events organized	**View File**
Photographs with caption and date, wherever possible	**View File**
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	**Four of the above**

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

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

In the Institution, a well- organized and systematic internship program exists for our student-teachers. List of Government Schools are provided by District Education Officer every year. School Internship Programs organized for student-teachers in various nearby government schools. Schools for internships are selected based on accessibility to learners and supervisors and feedback from previous interns. Our student-teacher are treated as practicing teachers in the four month School Internship Program and one month School Contact Program. In SIP they prepare up to 30 lesson plans, learning plans, trainee-learner interactions, day-to-day experiences, peer observations, action research and blue prints during

their internship, and are given the opportunity to participate in most of the school activities. They involved in activities like cultural, sports, assemblies etc.

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

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

2.4.9.1 - Number of final year students during the academic year

97

File Description	Documents
Data as per Data Template	**View File**
Plan of teacher engagement in school internship	**View File**
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	**Nine/All of the above**

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

The Institution adopts effective monitoring mechanism during SIP and SCPin various government schools. During their internship sessions, tasks like lesson planning, learning plan, peer observation, today's experience, trainee-learner interaction etc. are given every day. College teacher trainers are detailed to check and approve lesson plans and learning plans in advance. Student teachers are allowed to provide duly approved lesson plans. Teachers from the respective schools also observe the lessons. School teachers are encouraged to give suggestions for improvement. Supervisors and school teachers note down comments on the lesson plan and learning plan book. Comments on the notebook, based on subsequent discussion and self-reflection are taken into account to bring about

improvements. The process of observation and feedback in our institute is extensive and continuous

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

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	**View File**
Two filled in sample observation formats for each of the claimed assessors	**View File**
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	**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	**View File**
Five filled in formats for each of the aspects claimed	**View File**
Any other relevant information	**View File**

2.5 - Teacher Profile and Quality

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

15

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

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

4

File Description	Documents

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

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

15

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

90

File Description	Documents
Copy of the appointment letters of the fulltime teachers	**View File**
Any other relevant information	**View File**

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

Teachers make consistent efforts to remain professionally updated in order to provide quality education and stay aligned with evolving educational trends. One significant approach is participating in in-house discussions on current issues in education. These discussions help teachers share insights, analyze challenges, and collaboratively devise strategies to address them. Topics may include advancements in teaching methodologies, integration of technology in classrooms, or addressing diverse student needs. Additionally, teachers actively share information with colleagues and other institutions regarding new policies and regulations. This exchange fosters a collective understanding of educational reforms, curriculum updates, and compliance with regulatory frameworks. By engaging in such professional dialogues, teachers not only enhance their own knowledge a robust, informed educational community. These efforts ensure they remain adaptable and effective in meeting the dynamic needs of learners.

File Description	Documents
Documentary evidence to support the claim	**View File**
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

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

The institute conducts continuous internal evaluation following the academic program offered by the curriculum of Aryabhata Knowledge University. We continually internally evaluate our student-teachers. We give them assignments, presentations, and projects where they work individually or in teams. Next, there are internal tests that are conducted at the institution level to assess their learning and provide appropriate feedback and interventions for improvement. All developments, internal and external, are combined to produce the final assessment scores of the learners. The external examination schedule is determined by the university and is displayed on the notice board for students. Students are notified in advance if changes occur. 1. Preparatory exams are held every

year before university exams. 2. Every teacher conducts regular class examinations on the subject concerned.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	**View File**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	**View File**
Annual Institutional plan of action for internal evaluation	**View File**
Details of provisions for improvement and bi-lingual answering	**View File**
Documentary evidence for remedial support provided	**View File**
Any other relevant information	**View File**

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

At Maitreya College of Education and Management (MCEM), the Student Grievance and Redressal Committee is always active to resolve the problems expeditiously and try to minimize the activities that cause problems. Grievance Redressal Committee members take rounds before or during the examination to resolve the issues timely. As per the guidelines of Aryabhatta Knowledge University, Patna, there is complete transparency in the internal and external evaluation of the institute.College Level: The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problems, these are resolved by the Principal of the college.

The grievances are deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to the University in the examination section if necessary. Redressal of grievances at university level: After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for re-evaluation, recruitment and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**View File**
Any other relevant information	**View File**

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. |

Maitreya College of Education and Management (MCEM) follows the academic calendar for conducting internal assessment. It has been developed by the staff Council of the college.We follow the academic calendar throughout the session. All activities on campus as well as off campus are addressed by all stakeholders in the institutions. It is managed by a faculty member who is responsible for managing all academic activities during the course.The college routine is followed according to the academic calendar and also the requirement of completion of courses.

The college employeeswork according to the schedule according to the academic calendar prepared as per the guidelines of the university& describe the mechanism of adhering to academic calendar for the conduct of internal evaluation.We always have discussions with the principal and management about managing and conducting activities, including student outreach activities. We have organized many academic activities throughout the year according to the academic calendar.In fact, the academic calendar creates the environment for teaching learning and discipline. It connects all stakeholders throughout the year with a visionary program for the all-round development of student teachers

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

2.7 - Student Performance and Learning Outcomes

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

The teaching-learning process of Maitreya College of Education and Management (MCEM) is aligned with the prescribed programme learning outcomes (PLOs) and curriculum learning outcomes (CLOs) through the use of theory, practical classes, tutorials and other innovative methods for ICT integration, value education and holistic development of students. The institute follows the academic calendar and a well-planned timetable to achieve the CLOs and PLOs.

The library facilities, laboratories, computers and teaching are adequate to support the learning process. Well-equipped laboratories are optimally utilized in various disciplines for course delivery. Effective implementation of the courses is ensured by emphasizing on both theoretical and pedagogical processes.

Our CLOs and PLOs are achieved through various active learning strategies such as discussions, quizzes, debates, collaborative work, discussions, role plays, games, model making, mini projects, presentations and essays.

Experiential learning is imparted through field-based activities, internships, practicums, community service, role plays, games, case studies, simulations, virtual labs, presentations, projects, spaced learning. In pedagogical processes, critical analysis, concept mapping and discussions are given due importance in the teaching-learning processes. Apart from this, theatre pedagogy, art integrated learning experiences are also given importance to achieve CLOs and PLOs.

File Description	Documents
Documentary evidence in support of the claim	**View File**

Any other relevant information	**View File**

2.7.2 - Pass percentage of Students during the year

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

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

The teaching-learning process of Maitreya College of Education and Management (MCEM) is aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as stated through theory, practical classes, tutorials and other innovative methods for ICT integration, value education and holistic development of students. The institute follows the academic calendar and a well-organized timetable to achieve the CLOs and PLOs. The library facilities, laboratory, computers and more are adequate to support the teaching-learning process. There is optimum use of well-equipped laboratories in various disciplines for practical course delivery.

Effective implementation of the courses is ensured by emphasizing both theoretical and pedagogical processes. Our CLOs and PLOs are achieved through a variety of active learning strategies such as brain storming, quizzes, debates, collaborative work, discussions, role plays, games, model making, mini projects, presentations and essays. Critical analysis, concept mapping and discussions are given due importance in the teaching-learning processes. Apart from this, theatre in education, art integrated learning experiences are also emphasized to achieve CLOs and PLOs.

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

2.7.4 - Performance of outgoing students in internal assessment

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

132

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

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.

Bachelor of Education (B.Ed.) is a multi-disciplinary programme in which students can take admission. They are related to different subjects and methodologies. Assessment of such multidisciplinary students is a challenge for the faculties.

Maitreya College of Education and Management (MCEM) has adopted a mechanism of assessment as regulated by NCTE and the affiliating University. Internal Assessment and External Assessment both are major components of assessment for any student-teacher throughout the session. We assess all trainees by monthly assessment tasks. We conduct several activities such as painting, group discussion, debate, storytelling, presentation of models and displaying, Rangoli, drama, assignment, PPT presentation of EPC's and competency. We also conduct outreach activities such as Picnic, educational tour, Excursion tour, Field Visit, Village survey etc. By these outreach in-house activities we assess their co-relation with others, their leadership quality, time management, ability to work with strangers, co-working with teachers, social leaders, their behavioural practices, presence of mind, active participation, ability to help others etc. The students follow the direction as per the tasks accelerated by academic calendar throughout the year. After completing B.Ed. programme all students experience major changes in their behaviour, communication as well as learning and understanding power.

File Description	Documents
Documentary evidence in respect to claim	**View File**
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

NIL

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
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)

00

File Description	Documents
Sanction letter from the funding agency	No File Uploaded

Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

1

File Description	Documents
Data as per Data Template	**View File**

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

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

1

File Description	Documents
Data as per Data Template	**View File**
• 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	**View File**

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

11

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

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

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

96

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

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

96

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

96

File Description	Documents
Data as per Data Template	**View File**
Documentary evidence in support of the claim along with photographs with caption and date	**View File**
Any other relevant information	**No File Uploaded**

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

The institution has organized various campaigns on different social issues and community development like ill effects of drugs, communicable disease and its prevention, sanitation system and the safe drinking water. The college use to organize other outreach activities like plantation, Earth Day, Manav shrinkhala, , Nukkad Natak, Swachhata Abhiyan in community and college Campus. The college believes and makes efforts to bring out the best qualities inherent in the students by imparting value education to them and thereby instilling in them social responsibility and social awareness through various activities. The college is conscious about undertaking plantation work and maintaining cleanliness in and around the campus. Matreya College of Education and Management is plastic free campus. College actively organizes Swachha Bharat Abhiyan to create awareness and consciousness among the students, teaching and non-teaching staffs.

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

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

13

File Description	Documents
Data as per Data Template	**View File**
Appropriate certificates from the awarding agency	**View File**
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

1

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

1

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

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

1

File Description	Documents
Data as per Data Template	**View File**
Copies of the MoU's with institution / industry/ corporate houses	**View File**
Any other relevant information	**No File Uploaded**

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Maitreya College of Education and Management has a well-developed, maintained, and high-tech campus of 2 acres. It has a capacity for further expansion as per requirement of the future. It is equipped with modern facilities and learning resources to achieve academic excellence. The College has 04 classrooms of various sizes for classes of various strengths. All the classrooms are well ventilated will equipped with sufficient number of benches and fans. All faculties deliver their lectures by using Laptops and projector which is provided by the college for effective teaching and learning process. Over all teaching and learning process is based on ICT which is highly interactive.

List of physical facilities available for teaching learning

Classrooms.

ICT Lab.

Library.

Laboratories.

Auditorium.

Wifi.

Cultural Activities.

Sports and Games.

File Description	Documents
List of physical facilities available for teaching learning	**View File**
Geo-tagged photographs	**View File**
Any other relevant information	**View File**

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

5

File Description	Documents
Data as per Data Template	**View File**
Geo-tagged photographs	**View File**
Link to relevant page on the Institutional website	**https://maitreyaedu.co.in/library/**
Any other relevant information	**View File**

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

36.29

File Description	Documents
Data as per Data Template	**View File**
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	**View File**
Any other relevant information	**View File**

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.

Name Of ILMS Software: AutoLIB

Nature Of Automation: Fully

Version:2.0 Year of Automation:2022

Our Library is fully automated and a total of 7159 books available in the Library and has a seating capacity of 50. Research materials, Pro Quest CDs, Encyclopedias, International and other educational materials are available in hard and soft forms. We have Annual Membership of INFLIBNET-NLIST from the year 2023 with Information and Library Network Centre Gujrat University. The staff and students make maximum use of the same. Students and Staff Registration is done through bar coding. AUTOLIB 2.0software is used for Library transactions. We have more than 2910000 e-books and 6000 e-journals. It also render the facilities of photocopying and printing for staff and students.

File Description	Documents
Bill for augmentation of library signed by the Principal	**View File**
Web-link to library facilities, if available	**https://maitreyaedu.co.in/library/**
Any other relevant information	**View File**

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

The Maitreya College of Education and Management Library provides seamless remote access to its library resources through a secure gateway, ensuring that both students and teachers can efficiently utilize academic materials from any location. The gateway, typically facilitated via a Local Area Network (LAN) or a proxy server, offers secure and reliable access to the library's extensive digital resources, including e-books, journals, databases, and research articles. Users can log in through a user-friendly interface with their institutional credentials, enabling easy navigation and access to necessary materials for study, research, and teaching. The system is designed to support high demand, with frequent use by the academic community. The institution also provides technical support to address any access issues, ensuring uninterrupted use of these valuable resources. within campus all e-resources are accessible through UID/PW mode whereas from outside campus the resources can only have access through individually provided User ID and Password throughout 24x7. All library users have been registered with all e-resource providers and generated with individual access credentials. Users are given regular orientation on the technical aspect how to use the e-resources as latest additions to the e-library collection as well as technical innovations.

File Description	Documents
Landing page of the remote access webpage	**View File**
Details of users and details of visits/downloads	**View File**
Any other relevant information	**View File**

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	**Two of the above**

File Description	Documents
Data as per Data template	**View File**
Receipts of subscription /membership to e-resources	**View File**

E-copy of the letter of subscription /member ship in the name of institution	**View File**
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)

0.60,82

File Description	Documents
Data as per Data Template	**View File**
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	**View File**
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

339

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**View File**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**https://maitreyaedu.co.in/student-attendance/**
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	**Three of the above**

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

4.3 - ICT Infrastructure

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

On August 23, 2023, Maitreya College of Education and Management have completed a comprehensive update to its ICT facilities, enhancing its

technological infrastructure to better serve students, faculty, and staff. The most notable improvement is the upgrade to the campus-wide Wi-Fi system, which now offers faster speeds, broader coverage, and improved reliability. Additionally, new computer labs have been established, equipped with the latest high-performance desktops and software suites essential for academic and research activities. The institution also introduced new interactive smart boards in classrooms, promoting dynamic and engaging learning experiences. This update reflects the institution's commitment to staying at the forefront of technological advancements, ensuring that all users have access to state-of-the-art digital resources.

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

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	**View File**
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**View File**
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	**View File**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**View File**
Any other relevant Information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**View File**
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded

Link to the e-content developed by the faculty of the institution	**https://www.youtube.com/@dr.kmrakesh9631**
Any other relevant information	**View File**

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)

1.88

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

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

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

ICT labs: Institute has One ICT-enabled labs with modern and innovative facilities which comprise of total 25 computers with up dated software, 30 plus 30, total of 60 MBPS leased line connection which makes internet access fast and convenient. All national and International programs, conferences, workshops and hands on sessions for teachers as well as students update their knowledge in the field of computer technology.

Library facility: The Institute library developed an e-library platform to provide access to the users to use its e-resources. The physical section of the library is kept open from 09:00 AM all Working days and Closes in the evening up to 5:30 PM.

Multipurpose Ground and Gymnasium: Physical Education Section maintains , playgrounds regularly. Section has one Grass cutting machine for maintaining the grass in rainy season.

Laboratories: In the Maitreya College of Education and Management, there are ICT, language lab, Art and Craft Resource Center,and Home Science Lab. In the Institute there are One Composite lab Called Curriculum Laboratory (Social Science,Chemistry, Physics, Biology, Math and Psychology lab) .

File Description	Documents
Appropriate link(s) on the institutional website	**https://maitreyaedu.co.in/college-infrastructure/**
Any other relevant information	**View File**

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	One/Two of the above

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

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

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

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

File Description	Documents
Data as per Data Template for the applicable options	**View File**
Institutional guidelines for students' grievance redressal	**View File**
Composition of the student grievance redressal committee including sexual harassment and ragging	**View File**
Samples of grievance submitted offline	**View File**

Any other relevant information	\textbf{\color{purple}View File}

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)

Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
68	98

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

12

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

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

59

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

5.3 - Student Participation and Activities

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

Maitreya College of Education and Management (MCEM)believes in empowerment of youth through quality education. Adequate space has been given for co-scholastic activities(co-curricular or extra-curricular activities) of college. Students are also involved in many activities at the institute and society level. The student council known as 'Maitreya Panchayat' is established as per the norms set by MCEM. Student council elections are conducted to select student representatives in various fields for the benefit of learners. Other members of the committees also perform task of administering decisions of committees to learners. Student representatives participate in other student oriented programs like Newcomer Trainee Welcome, Newcomer Special Guest Welcome, Republic Day, Independence Day, Blood DonationCamp, Bihar Day,Bhartiya bhasha utsav,Teacher's Day, Environment Day, Science Day, Yoga Day, National Sports Day and meetings of prominent persons.Student Council always maintains a participatory approach in the decision making process of the institution. The main objective of Student Teacher Committee, which has a great impact on the smooth functioning and expansion of the institute. Representative of the students is in various committees of the college like - Women's Cell, IQAC,Student Grievance and Redressal Committee, Cultural Committee, Alumni Association etc. as a member.

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

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

25

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

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the

development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni of Maitreya College of Education and Management (MCEM) are well-knownin various fields like teaching, education, professional fields, academic and social work. College has an active alumni group. Though group is not registered yet, but the process of registration has started and very soon we will have a registered alumni association.

Written feedback is taken from each student at the end of the academic session. Every student has to fill the feedback form after finishing the final university examination and before leaving college. Alumni Association consisting of faculty and staff provides feedback during its meetings every year. College also takes feedback from its staff members.Mission of Alumni Group is to foster a spirit of loyalty and promote the general welfare of the institution. Maitreya Alumni Association (MAA) not only provides mentorship but also encourages them during school internships. On World Environment Day, alumni cooperated by providing saplings. It also provides networking opportunities that can connect recent graduates with established professionals and help with career changes. We hold Annual Meeting. There is separate place in campus where they can discuss, plan, talk to each other and even implement their plans with the help of the college faculty and students .

File Description	Documents
Details of office bearers and members of alumni association	**View File**
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	**Five/Six of the above**

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

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

01

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

Any other relevant information	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

Maitreya Alumni Association (MAA) Cell of Maitreya College is an active body. Many alumni have registered themselves as members of this cell in both online and offline mode. Alumni organization organizes formal meetings every year with its friends, current students, faculty members and management. In these meetings, alumni share their memories and experiences as well as discuss their future activities and roles in institute. Institute has included its alumni as an important part of many notable academic and administrative bodies such as Internal Quality Assurance Cell, College Governing Bodies etc. Institute gives high regard to suggestions of alumni and utilizes their services in development of Institute.

An alumni meetings and activities are organized annually for all alumni of college and are honoured in the alumni meet. These meetings provide platform to alumni to give suggestions regarding functioning and infrastructure of institute. Alumni of institute, with help of their professional contacts, provide advice, career guidance, supervision and mentorship to students in internships and campus interviews on various subjects to motivate students to give their best, develop their capabilities and play an important role in discussion. Institute also supports alumni in collecting suggestions, feedback on existing curriculum, updates on emerging trends .

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

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 of Maitreya College of Education and Management (MCEM) is to elevate the standards of teaching and understanding of subjects. Our focus is on elevating the standards of teaching and understanding of subjects. Achieving this goal involves our several key strategies and considerations and that is Teacher Training and Professional Development, Curriculum Enhancement, Innovative Teaching Methods, Individualized Learning, Assessment and Feedback, Technology Integration, Interdisciplinary Approaches, Cultivating Critical Thinking and Problem-Solving Skills, Research-Based Practices, Parent and Community Engagement, Peer Learning, Teacher Collaboration and Continuous Assessment and Improvement. Becoming a recognized brand in the field and goal of shaping education is to ensure that educational systems are responsive, adaptable and capable of equipping individuals with the knowledge, skills and values they need to thrive in the modern world.

Our mission "Shaping Education" refers to the process of influencing the field of education to meet specific goals, values and objectives.

1.Develop leadership quality among pupil &teachers 2.To develop values of good teacher, good human being, a patriot and a true Indian. 3.Generate a new work culture for improving the practice of education

To provide competency to teachers for meeting social, economic and academic needs of the society.

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

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

Maitreya College of Education and Management (MCEM) has a practice of participative management. The college provides the better opportunity to all the participating in decision-making process, college administrative and academic structure is in a manner to make decision by participative arrangement. Principal is the administrative and academic Head, followed by faculty members and head of different committees.The principalmeetings withthe held of different committees are held often, the recommendations of the different heads are sent to the principal. On administrative ground, the Principal is followed by Governing Body, Secretary and the Chairman. Discussions are held on grievances of students and staff, financial status and its proper management as per norms of NCTE. In addition to these, Staff Council and Academic Committee have the vital roles in accelerating different decisions of the Governing Body through several meetings in which academic and non-academic matters are discussed in the staff council and the academic matters are discussed in the academic committee meeting at regular intervals for the development of the institution. The various committees have been formed for smooth functioning of different programmes through the process of the policy of decentralization with distribution of assignments.

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

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

Maitreya College of Education and Management (MCEM) maintains transparency in its financial, academic, administrative and other functions. There is a full-fledged, robust well integrated system of internal process like Admission, Examination process, Internal Quality Assurance, Library Management etc. Financial Transparency: MCEM is very transparent in its financial dealings. Most importantly, the audited financial statement of

MCEM is always available online so that everyone can see it. Administration Transparency: The Institute makes its administration transparent by uploading the Minutes of Governing Bodymeetings online, and circulating these minutes with Staff meetings of both Teaching and Non-Teaching. The Institute's website also provides access to disclosure documents like the Minutes of various meetings. There are committees which ensure accountability and have adequate autonomy in decision making.Academic Transparency: The Governing Body is the highest decision-making authority in academic matters. It makes decisions such as reforming the institute's academic programmes, and advises on syllabus revision, improvement of academic processes, and other important decisions pertaining to academics. The Staff Committeemakes recommendations to the IQAC on all aspects of academics and other devlopmental aspects of the institute. Finally, the G.B.approves new value added and other certificate programmes.

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

6.2 - Strategy Development and Deployment

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

The institutional Strategic/Perspective plan is effectively deployed: The Institute's quality policy is well conveyed from its vision and mission statements. Strategic plan and action plan are designed in such a manner that this quality policy is driven and deployed during every process. Each process is regularly reviewed by a monitoring mechanism. Maitreya College of Education and Management (MCEM)Strategic Goals : 1. Efficient Teaching erudition procedure 2. Effective Leadership and Participative management 3. Constant Internal Quality Assurance System 4. Ensuring effective governance 5. Student's Overall Development through Participation 6. Proper Discipline 7. Women/Student/Faculty Grievance 8. Financial Planning & Management 9. Constant Growth in Research and Development 10. Alumni Interaction and Outreach activities. 11. Applying the innovative teaching learning methods such as Cooperative learning, Group discussions, Seminars and Lab Demonstrations. 13. Use of teaching aids such as Models, Multimedia Presentations, video lectures etc. 14. Establishing community and ethical value based cells and organizing awareness programs on various ethical issues through these cells.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	**https://maitreyaedu.co.in/about-maitreya-education/**
Documentary evidence in support of the claim	**View File**
Any other relevant information	**View File**

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

Maitreya College of Education and Management (MCEM) has established written policies for all the important aspects of governance. The

participation of students, teachers and nonteaching staff in decision-making processes is also specified in the relevant policy. Therefore, through the structures, processes, and practices, of governance, everyone associated with the institutional bodies work together for the development of the institution.

There are various committees with well-defined functions that give academic and administrative leadership to the institution. There is a committee comprising administrative staff and faculty members involved in the planning and implementation. An optimum level of decentralization is practiced through the autonomous flexibility and participative decision-making process.

Committees:

The institution has the following committees to ensure the execution of all activities:

1. Quality Assurance Activities: Internal Quality Assurance Cell
2. Academic Activities: Examination Committee, Library Advisory Committee, Research and publication cell, etc.
3. Administrative Activities: Staff Council Committee, Scholarship Committee, Minority/SC/ST/OBC/Women Cell etc.
4. Career Guidance Activities: Guidance and counseling committee
5. Grievance Redressal Activities: Grievance Redressal Committee, Internal Complains Committee, Anti-Ragging Committee, women sexual harassment cell.

File Description	Documents
Link to organogram on the institutional website	**https://maitreyaedu.co.in/about-maitreyaeducation/**
Documentary evidence in support of the claim	**View File**
Any other relevant information	**View File**

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

File Description	Documents
Data as per Data Template	**View File**
Screen shots of user interfaces of each module	**No File Uploaded**
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.

Maitreya College of Education and Management (MCEM) constitutes various committees every year for its smooth functioning. Some of the committees are:

Anti Ragging: The committee ensures that the campus is free from ragging. The committee has a flying squad which visits the various locations of the college campus and hostels to ensure that the campus is ragging free.

Women sexual harassment cell: Prevent discrimination and sexual harassment against women, by promoting gender amity among students and employees. Deal with cases of discrimination and sexual harassment against women, in a time bound manner, aiming at ensuring support services to the victimized and termination of the harassment.

Cultural Activity Committee: Cultural committee is responsible to organize and promote all intra and inter collegiate cultural events in the college to bring out the hidden talents of the students in performing arts. To Plan and make a Schedule of cultural events during the academic year and to encourage students to participate.

Major Dhyanchand Sports Club: The sports committee organizes number of sports meets. The committee encourages and facilitates the students to take part in sports activities organized at the college, university, state and national levels.

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

6.3 - Faculty Empowerment Strategies

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

The Institute funds various nationalconferences and workshops attended by the faculty. We organize Faculty & Staff Development programmes to ensure continuous professional growth. The teaching and non-teaching staff of the institution are covered under EPF Scheme. Besides, the institution also gives paid leave to research scholars as per the need. Seminar/workshops are conducted by academic experts to provide guidance and quality input for teaching particular topics like teaching skills, ICT in classrooms, use of audio visual aids, constructivist approach etc.

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

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

8

File Description	Documents

Data as per Data Template	**View File**
Institutional Policy document on providing financial support to teachers	**No File Uploaded**
E-copy of letter/s indicating financial assistance to teachers	**View File**
Certificate of participation for the claim	**View File**
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**View File**
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	**No File Uploaded**
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

9

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

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

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

The Institution conducts both internal and external financial audits. Internal Audit:The Internal Auditors carry out financial audit regularly and submit the reports. The Internal Audit is the responsibility of

Financial Committee. The internal audit report is submitted quarterly to the board of Management. Day-to-day financial transactions that including revenues in terms of the student's fee and revenue from assets recurring as well as non-recurring expenditures and expenses for salary grants, transport, sports, events, hostel, library, labs, computers, electricity etc are carefully audited. External Audit:The assets and liabilities, revenues and expenditures are overall financial stability of the Institution is thoroughly audited and the same is openly declared for each financial year. This auditing system ensures smooth and stable financial management that ensures the growth of the institution in the long run.The external audit leads to the growth of the institution in the long run and it steps taken for there are smooth and liveliest .

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

Maitreya College of Education and Management (MCEM) mobilizes funds as per the policy and procedure enacted by the Management. The process is monitored by the finance committee under the chairmanship of the Principal. The College makes efforts to mobilize funds for the improvement of academic process and infrastructural development. The only source of funding of the college is fee collection from students. Optimum use of the fund is ensured. The institution determines the yearly budgetary needs for maintaining the current academic system, taking care of the physical infrastructure, upgrading the lab facilities, and bolstering the information and knowledge delivery system. Internal and external audits are performed on the revenue and expenses. Yearly Audit Report and utilization certificates are also given to the relevant authorities for quick reference, review, and any required action. Also, there is no other way or resources for generating funds.

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

Response : Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records incremental improvement in various activities. College established Internal Quality Assurance Cell on 02-01-2017 for quality assurance, quality upgradation, assessment and accreditation. IQAC of College is consistently working to promote the quality culture in all spheres of the college activities by channelised efforts towards promoting holistic academic excellence. IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan every year. It has been trying to institutionalise number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc.

IQAC takes up following activities: ·

Feedback from Students, Parents, Employers, Alumni, Principal and Teacher Educators.

Improved teaching-learning and evaluation process.

Keeping close track of the college activities (regular evaluation and monitoring)

Effective delivery of curriculum and enhanced usage of ICT tools.

Preparing yearly plans and programmes as guidelines to channelize the academic & co-curricular activities.

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

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

IQAC being the central body within the college monitors and review the teaching-learning process regularly.The improvements based on feedback implemented are :Academic Calendar: Based on the University Academic Calendar the Institute schedules the academic calendar well in advance at the start of the year with ample time frame for not only the regular teaching-learning process but also to accommodate the various events.Evaluation of teachers by students: The institution has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, strengths and weaknesses, difficulties faced in the subject give a clear idea about

the problems faced by the students.Student learning outcomes: The institute monitors the performance of the students regularly. It has specified procedure to collect and analyze data on student learning outcomes; the following points are adopted by the institute in this context:Regular class tests and interactions.

Midterm and continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations.

Timely Redressal of students' grievances.

At least 80% Attendance is compulsory in oneAcademic Year & 90% Attendance for SIP & SCP..

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

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

28

File Description	Documents
Data as per Data Template	**View File**
Report of the work done by IQAC or other quality mechanisms	**View File**
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	**View File**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	**https://maitreyaedu.co.in/#**
Link to Annual Quality Assurance Reports (AQAR) of IQAC	**https://maitreyaedu.co.in/wp-content/uploads/2024/01/AQAR2022-2023.pdf**
Consolidated report of Academic Administrative Audit (AAA)	**View File**
e-Copies of the accreditations and certifications	**No File Uploaded**

• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**View File**
Any other relevant information	**View File**

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

Number of post accreditation quality improvements have been taken during the last five years:

Formulation of vision and mission of the college

· Meetings of IQAC regularly

· Formation of different committees like gender sensitization cell, internal complaint committee, Research and publication cell etc.

· College library is upgraded with new books of different teacher training programs

· Wi-Fi Facilities provided in entire campus.

· Smart Class Rooms developed for effective teaching learning environment.

· Renovation of ICT Lab.

· Integrated Library Management Software with online and offline system.

· INFLIBNET N-LIST Journal Subscription.

· Preparation of time-table as per the guidelines of academic calendar.

· Seminar/workshop/expert talks organized

· Student Grievance and Redressal Cell, Anti-Ragging and Women Sexual Harassment Cell etc.

· Feedback collection for curriculum, library, general administration, alumni and teachers to improve teaching Learning Process.

· Training sessions regarding new policies initiated by management from time to time.

· Yoga training for stress management.

· Soft skill training.

· Staff are encouraged to attend workshops and training program.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

MCEM, Hajipur has adopted the following strategies for energy saving and uses alternate sources for energy which are stated below:

The teaching and non-teaching staffs of this college make sure that all the lights, fans, air conditioners and computers are switched off when not in use.

Use of LED Bulbs in place of CFL and tube lights for energy saving.

Computers, monitors and copiers to use in sleep mode when not in use helps cut energy costs by approximately 40%.

10 KVA solar panel systems have been installed in the college to save electricity. College uses most of the electricity generated by the solar panel instead of power supply of electricity department.

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

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

There are mainly three types of wastage found in our institution. The management and policy regarding wastage are described below:

Solid Waste Management: To keep the campus neat and clean, the college uses dustbins in different corners of the college campus so that the students, teaching and non-teaching staff use these dustbins for solid waste. This wastage is disposed through district waste collection system provided by the Municipal corporation.

Liquid Waste Management- The liquid waste management is well maintained by the college. The chemicals discharged from the science/curriculum laboratory are disposed of in a separate tank, outside the lab so that the waste does not ooze up with the nearby soil where there is vegetation.

E-waste management- MCEM maintains disposable waste in a planned way. The waste like broken furniture is brought in reuse after assembling the useable parts. Other E-waste materials like totally damaged furniture, out of function computers, non functioning digital apparatus like Mother Board, Hard Drive and other office E-wastes are stored in a separate room.

In addition to these, the college maintains clean and green campus. Maitreya College of Education and Management is plastic free campus. LED lights are used in some parts of college campus for conservation of energy. Initiatives are taken to Reduce uses of paper by implementing computerization. College actively organizes Swacchh Bharat Abhiyan to create awareness and consciousness among students, teaching and non-teaching staff.

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

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

File Description	Documents
Documentary evidence in support of each selected response	**View File**
Geo-tagged photographs	**View File**
Income Expenditure statement highlighting the specific components	**View File**
Any other relevant information	**View File**

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	**View File**
Documentary evidence in support of the claim	**View File**
Geo-tagged photographs	**View File**
Any other relevant information	**View File**

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

Our Institution is committed to maintaining cleanliness, sanitation, green cover and providing a pollution free healthy environment. MCEM takes many steps to maintain proper hygiene and cleanliness. Keeping college campus clean requires active participation of students as well as teaching and non- teaching staff. Majority of the students use public conveyance to reach college. Students, teachers and non-teaching staff use the dustbins. MCEM promotes the habit of washing hands before eating. We don't spit and litter within the college campus. Our college campus is a no smoking zone and plastic-free campus. We spread awareness about the benefit of cleanliness. Sweepers are there for regular maintenance of cleanliness within the campus. Vermi-compost pit facility is also available to recycle decomposable waste. This not only helps promote maintenance of clean campus, but also provides manure for the huge garden and contributes towards eco-system services.

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

7.1.6 - Institution is committed to encourage green practices that include Encouraging use   Four 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	**View File**
Circulars and relevant policy papers for the claims made	**View File**
Snap shots and documents related to exclusive software packages used for paperless office	**No File Uploaded**
Income- Expenditure statement highlighting the specific components	**View File**

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

2,69,869.00

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

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

Maitreya College of Education and Management has put many efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Some of these efforts/steps are described below:

· Inviting academicians as resource persons and judges for co-scholastic activities.

· Internship programme of student trainees are conducted in nearby schools.

· The curriculum of teacher education programme includes topics to address Environmental Sustainability and Social issues.

· Promoting biodiversity through energy conservation, waste management, greenbelt in campus, conserving water through rain water harvesting, etc.

· Educational Trip/Field Trip is organized for creating historical, ecological, social and cultural awareness among trainee teachers.

· Appointed esteemed members from the community for developing de centralized governance in the college (as members of various cells and committees including Governing Body).

· Organization of extension lectures/seminars/workshops on Swatch Bharat, Gender Equality, Awareness programmers and outreach activities etc. to make students aware about the environmental issues, social burning issues.

· Conduct alumni meets, assemblies, parent teacher meet etc.

· **Institution has MOU with other educational bodies. Teachers and students are invited from different schools and colleges for demonstration of lessons during teaching practice.**

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The 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	**C. Any 2 of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	**View File**
Web-Link to the Code of Conduct displayed on the institution's website	**View File**
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**View File**
Details of the Monitoring Committee, Professional ethics programmes, if any	**View File**
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

1 Yoga & Meditation

Maitreya College of Education & Management initiated this programme as one of the best practices from the session 2022-2024. Yoga is an ancient physical and spiritual discipline and branch of philosophy that originated in India about 5000 years ago. The supreme aim of Yoga is to achieve ultimate emancipation. The institution believes in physical and mental development of the students in all aspects. As it is rightly said, "A healthy mind in a healthy body".

Objectives:

- **To improve spiritual, physical and emotional development of students.**
- **To bolster concentration and focus of learners.**
- **To help students grow in self discipline and self control.**
- **To foster an ambience of cooperation and harmony among students for sustained learning experienc**

2-Cleanness and Greenery System

Promotion of Cleanness and Greenery System The College is conscious about undertaking plantation work and maintaining cleanliness in and around the campus and hence has a good effect on the environment of the college. The

motto of our institution is "Green Environment Healthy Environment". We fully adhere to the motto of fully clean and green campus.The College takes initiatives at reducing, reusing and recycling and thereby helping it achieve a green code of living which includes:

File Description	Documents
Photos related to two best practices of the Institution	**View File**
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

The mission of our college is "Shaping Education". The main motto of all faculty members is to guide the students for their all round development and to nurture their innate talent and abilities. The college also tries to enrich the students' cultural and co-scholastic activities. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of some students. Many of our students are academically well enriched to be employed in many reputed institutions, organizations. Some of our students have qualified NET, CTET/STET and at present working in different schools and colleges and some students are pursuing higher education. Teachers and students work with great earnestness and sincerity to achieve their goals. With this view in mind, we all try to function uniquely, innovatively and distinctively from the other institutions. Our college has a large number of students from the surrounding rural areas and poor background, but they are not poor in talent and knowledge. Our college staff identifies the talent and encourages them to grow and learn as per our mission statement.

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