SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAITREYA COLLEGE OF EDUCATION AND MANAGEMENT

EPIP CAMPUS, INDUSTRIAL AREA, NEAR NIPER
844102
http://maitreyaedu.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maitreya College of Education and Management, Hajipur, is located in the industrial area of Vaishali district, the birth place of Jain Tirthankar Lord Mahavir and work place of Mahatma Buddha. College conducts two-year B.Ed course 'Bachelor of Education' related to teacher education. By getting teaching training from the institution, learners can become teachers from middle school to higher secondary level.

Establishment of Maitreya College of Education and Management is such an initiative to ensure the availability of reflective, alert-conscious teachers which was started by Maitreya Education Trust on 6th May 2011. With the untiring efforts of the College Chairman Mr. Hemant Kumar, Honorary Chairman Mr. Rajesh Kumar, Secretary Mrs. Urvashi Shahi and Founder Principal, educationist Prof. Gyandeo Mani Tripathi, it has been received recognition and affiliation by the National Council of Teacher Education (NCTE), Bhubaneswar and Aryabhatta Knowledge University (AKU), Patna respectively.

'Maitreya' means 'Buddha in happy posture'. Maitreya College nurtures the concept of 'App Deepo Bhava'. Institute wishes to imbibe Buddha's approach and teachings in the education here. This institution tries to instil the love for self-study in the students and as well as to make them self-confident and self-respecting.

Bodhisattva Auditorium, Radhakrishnan Auditorium Hall, Library, ICT Laboratory, Science cum Social Science Laboratory, Art and Craft Room, Sports Room and Green Play Ground, Alumni Building and Green Garden area are available in the institute for all round development of the students.

Vision

'Shaping Education'

Mission

- To elevate the standards of teaching and understanding of subject
- MCEM to become a brand in the field of education.
- Go global

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The faculty members are well qualified and highly dedicated with diversified knowledge and skill.
2. The college is situated at a well accessible location in EPIP Campus, Industrial Area, Hajipur with well designed and eco friendly campus.
3. The college has sufficient classrooms, composites laboratory, art and craft room, radhakrishnan seminar hall, bodhisattva sabhagar (multipurpose hall), ICT lab, well furnished library, common room for boys

and girls and all the necessary amenities.
4. The campus is WI-FI enabled with 50 MBPS internet bandwidth.
5. Adequate sports facilities for indoor and outdoor games like table tennis, badminton, chess, football, cricket, hockey etc.
6. Well established mentoring and student support system
7. Service minded administrative and supporting staff.
8. Dynamic support and encouragement from the management and the principal for faculty development programme.
9. Well organised teaching learning and evaluation process strictly adhering to university academic calendar.
10. Variety of co-curricular activities organised in the institution.
11. Neat & clean and safe college campus.
12. Committed supportive management with a vision and mission
13. Dedicated leadership of the principal.

Institutional Weakness

1. There is no any institutional collaboration yet for enhancement of faculty and students.
2. Being exclusively self-financed infrastructure modernization activities are slightly slow.
3. The state government and nodal university rules and regulations hinders regarding the admission policies and procedures in filling up the seats.

Institutional Opportunity

1. Best practices and training methods that would attract the best minds into the institution.
2. Introduction of M.Ed. courses in the process.
3. Academic collaboration
4. Promote Indian culture through EPC
5. Provision of building expansions
6. Available external support of blended learning specialists

Institutional Challenge

1. Strengthening research publications
2. Providing seed money for research initiation
3. Complex process for the approvals of new programmes
4. Salary of the faculty as per government scale
5. Life skill based conceptual teaching
6. Prevalence of language errors in trainees

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Maitreya College of Education and Management follows the curriculum design and coverage, allocation of time for teaching and tutorials as envisaged by its affiliating University, Aryabhatta Knowledge University, Patna. The college, no doubt, has its own vision and mission and as such it periodically reviews and adapts the prescribed curriculum to meet the needs of local context. It also draws up an Academic Calendar for each session which contains a detailed outline of the theory and practical classes to be held, the internal and external exams to be conducted along with the dates of assignment submission. All the issues relating to adaptation and implementation of curriculum are open to suggestions and discussions in order to maintain democracy and transparency.

The curriculum of the institution, without doubt, provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. Various bodies/ cells/ committees very effectively take and implement resolutions for curriculum enrichment of the students.

The College familiarizes students with the diversities in school system in India. It 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 several measures such as active learning, cooperative learning, and inductive teaching and learning, inquiry-based learning, problem-based learning, project based learning, discovery learning, etc. In the course of practice teaching, the student teachers participate in all the curricular and co-curricular activities of the school and assist the school teachers in decoration, conducting morning assembly, sport events, annual day celebration etc.

Teaching-learning and Evaluation

MCEM distinguishes the slow learners and advanced learners at the time of admission. The advanced learners are urged to join different scholastic clubs and gatherings for Youth Festivals exercises. The slow learners are guided alongside their folks to take up subjects and courses most appropriate for them. Sometimes the advanced learners are encouraged to become mentor to help weak students learn and understand certain topics easily.

MCEM implements mentoring arrangements in its limited applications on Teaching-Learning approach. Method subject teachers function as the mentors for the students of the concerned method subject.

Community outreach activities are organised through different college houses such as D. S. Kothari house, Gijju Bhai House, J. P. Naik House, J. Krishnamurti house. Outreach activities are conducted also in n collaboration with the schools in the locality.

The college supports and enhances the effectiveness of the faculty in teaching and mentoring students in many ways.

The trainees are allotted to different schools for delivering their 60 lesson and learning plans under school internship programme.

MCEM is very helpful in updating their teachers professionally. Several teachers are actively engaged in writing their thesis, articles and research papers for journals. They have been regularly attending Seminars, Workshops, Symposium and Webinars etc. The college also organises Seminars, workshops, FDPs, Webinars and special lectures for professional development of its faculty and students. The time table of external examination is fixed by the University and the same is displayed on the notice board for the students.

Student grievance and redressal committee is always active to resolve problems as soon as possible and try to minimize those activities which create problems.

Several academic activities are organised throughout the year as per academic calendar.

PLOs and CLOs are monitored for further improvement in students.

Infrastructure and Learning Resources

Maitreya College of Education and Management has adequate infrastructure facilities and resources to conduct both curricular and co-curricular activities that enable it to contribute in holistic development of the learners. Founded in 2012, the college has a campus area of 8096 square meters with built up area of 2084 square meters. The college has adequate number of classrooms, laboratories, reading room, seminar hall, multipurpose hall, library and other facilities for the execution of teaching-learning process as per NCTE norms.

Learners use ICT facilities in attending webinars, making presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector. ICT facilities such as projector, smart boards and smart classrooms are available to enhance the quality of teaching learning process.

Ramp and wheelchair are also available for differently-abled persons.

CCTV surveillance cameras have been installed in all areas of college for security purposes.

The College Library is Wi-Fi enabled and has a reading facility with seating capacity of 50 users. The library also consists of provisions to enable students to access information for their academic pursuits through internet and e-resources. It uses INFLIBNET and free open access e-resources links of journals, books and other university libraries.

The college has adequate number of computers, printers, scanners, smart boards, interactive boards with projector, interactive panel for digital class etc. to help students and faculty to carry out academic activities effectively.

The college laboratories are fully functional with all necessary materials, apparatuses and equipments and are also equipped with fire extinguishers.

In case of disruption in power supply, the generator having a capacity of 20KVA functions as the substitute source. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused.

Student Support and Progression

Students' Council known as 'Maitreya Panchayat' is set up as per the norms laid down by Maitreya College of Education and Management, Hajipur. Students' Council election is conducted for selecting student's representatives in the various arena for the benefit of the students. The students' representatives encourage and motivate other students to participate in student oriented programmes such as Blood donation camp, Fresher's welcome, Republic Day, Independence Day, Voters Day, Yoga Day, Environment Day, Bihar Diwas etc.

Students' representatives assist teachers in making such events successful. The students' representatives also help in maintaining discipline in the college by encouraging students to follow the rules and regulations laid down by the college and insist other students to maintain a green, plastic-free campus.

MCEM always maintains the participatory approach in the decision-making process of the institution.

Alumni of Maitreya College of Education are well placed in various fields such as teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association.

At the end of the academic session, the written feedback from each student is taken. Every student has to fill in the feedback form after the final university examination is over and before they leave the college.

MCEM organizes the alumni association meets from time to time to motivate and inspire the faculty.

The mission of the MCEM alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change.

Governance, Leadership and Management

The management of MCEM which functions as the Governing Body is constituted as per the norms of the Bihar & Aryabhatta Knowledge University. The Management is vigilant for smooth functioning of the institution in administrative, academic and financial perspectives.

Staff Council and Academic Committee have the vital roles in accelerating different decisions of the GB through several meetings. The various committees have been formed for smooth functioning of different programmes through the process of the policy of decentralization with distribution of assignments.

MCEM maintains transparency in its financial, academic, administrative and other functions. MCEM is very transparent in its financial dealings; the audited financial statement of MCEM is always available online so that everyone can see it. The institution conducts Internal audit quarterly and external audit annually by licensed Chartered Accountant. The annual accounts and balance sheets of the college are prepared regularly for each financial year. Each year auditing is performed by the licensed Chartered Accountant firm.

The college follows the service rules as laid down by NCTE. Recruitment process is carried out according to the norms of the University.

Student Grievance Redressal committee and Internal complaint committee are formed. . These committees look into the matters related to grievances of staff and students.

Performance appraisal of the faculty members is done on the basis of their teaching performance and academic growth, accountability and Performance.

The college established the Internal Quality Assurance Cell on 02-01-2017 for quality assurance, quality up-gradation, assessment and accreditation. The 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.

Our Institution keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives for the 1st Cycle of accreditation.

Institutional Values and Best Practices

MCEM, Hajipur has adopted several strategies for energy saving and uses alternate sources for energy such as installing 5KVA solar panel system.

There is also a very effective waste management system in the college for all three types of waste: solid, liquid and e-waste.

Besides MCEM is a plastic free campus. College actively organizes Swacch Bharat Abhiyan to create awareness and consciousness among students, teaching and non-teaching staff.

The college campus is a no smoking zone as well. 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.

MCEM has put many efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Promotion of Cleanness and Greenery System and ICT based Teaching Learning can be cited as the best practices in the college.

The mission of our college "Shaping Education" remains the informing spirit of whatever MCEM does. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. Many students of this college are academically well enriched to be employed in many reputed institutions, organizations. Some 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.

Research and Outreach Activities

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 has adopted villages for extending the services to ensure their development. The institution has organized several campaigns on different issues such as ill effects of Tobacco use, plastic free campus, communicable disease and its prevention, the safety drinking water and sanitation system. It has also organized many other outreach activities like earth day, plantation, and manav shrinkhala, run for unity, upsampada samaroh, nukkad natak, swacchta abhiyan in community and college campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAITREYA COLLEGE OF EDUCATION AND MANAGEMENT
Address	EPIP Campus, Industrial Area, Near NIPER
City	HAJIPUR
State	Bihar
Pin	844102
Website	http://maitreyaedu.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Gyandeo Mani Tripathi	06224-271834	9334334518	06224-271834	admin@maitreyaedu.co.in
IQAC / CIQA coordinator	Gyandeo Mani Tripathi	0612-9334708885	9334334518	0612-9334708885	gyandeo@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Bihar	Aryabhatta knowledge University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	29-05-2015	96	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	EPIP Campus, Industrial Area, Near NIPER	Semi-urban	2	2084

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education	24	Graduation	English,Hindi	100	100

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				1				0				15
Recruited	1	0	0	1	0	0	0	0	10	2	0	12
Yet to Recruit				0				0				3

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

10-07-2023 02:21:09

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	1	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	40	0	0	0	40
	Female	60	0	0	0	60
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	5	2	1
	Female	2	4	3	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	20	19	33	33
	Female	10	31	31	36
	Others	0	0	0	0
General	Male	7	10	19	4
	Female	6	27	11	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	96	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NIL
2. Academic bank of credits (ABC):	NIL
3. Skill development:	MCEM system of skill development and training has been established as integral part of all students and faculties. Separate programs of Webinar, Seminars, workshops, guest lectures for students and faculty are conducted. Faculty members are also deputed to attend such out station programs. We initiate and promote Teaching and Learning Skills of every students and teachers throughout the year by conducting FDPs, Capacity building programs and value added courses like as Computing Skill

	Concepts and Communication Skill Development. All these make the Institute fully prepared for skill development approach of NEP to adopt conveniently.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College adopts/uses bilingual language i.e. Hindi and English to conduct the classes. By the use of case studies, examples, students are made aware of the usefulness of Indian Knowledge System which as guided in curriculum by the NCTE. The College has organized field trips for local heritage sites every year. The College is in the process of revision of its curriculum for students, in which subjects related to Indian knowledge systems will find a due place as elective subjects.
5. Focus on Outcome based education (OBE):	The College offered B.Ed. programmes for the outcome based education (OBE) are designed keeping in mind that what skills and knowledge they need to have, when they leave the college. Other than specific skills, learning outcomes at all levels ensure social responsiveness skills so that student contributes to well-being of the country. MCEM also tries to Produce one hundred Skillful Teachers every year with best citizenship and humanity for society and nation.
6. Distance education/online education:	The College is prepared for online classes/education because during COVID-19 pandemic, we have adopted teaching learning process through different online modes like Google Meet and Zoom meeting to continue the teaching learning practices. During the 1st and 2nd lockdown, the College developed a complete management, teacher and student database to conduct the online classes through Zoom. Thereafter, we use Zoom to conduct online classes, meetings, webinars etc., whenever needed. The College is ICT enabled with Internet and hence no hindrance in online education. The College is preparing for the availability of e-content material prepared by faculty members to students.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
200	195	146	150	199

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
92	90	47	100	97

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
92	90	47	100	97

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	96	50	100

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	14	13	14	13

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16
File Description		**Document**		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
25.87	21.91	23.77	37.94	34.27
File Description		**Document**		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 17

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Maitreya College of Education and Management is an affiliated college of Aryabhatta Knowledge University, Patna, which imposes certain parameters within which the college functions in terms of curriculum design and coverage as well as allocation of time for teaching and tutorials. The College aligns its goals with the goals of the affiliating University, personal goals of trainee teachers and goals of society. Having clarity in vision and mission, we are firm believers in the philosophy that attributes characteristics such as discipline, hard work, intellectual curiosity which interact with intellectual rigour in ways that are indispensable tools in our pursuit of excellence. The institution is bound to adopt the syllabus as approved by the affiliating University. However, the college periodically reviews and adapts the prescribed curriculum to meet the needs of local context. As a part of this process, the teacher educators try to inculcate among the trainee teachers, qualities of being a good teacher who would be capable of handling the needs of the local students. The institution inculcates professionalism in students by maintaining strict discipline during the academic year and especially during practice teaching sessions, through individualised attendance register and activity book for each school. The institution organises excursion and community outreach activities to generate a quest for lifelong education in trainees. For fulfilling the educational aims and objectives, the institution draws up an Academic Calendar for each session. The calendar is formulated keeping in mind the guidelines of the affiliating University. This academic calendar is made for each year and has a detailed outline of the theory and practical classes to be held, the internal and external exams to be conducted, the dates of assignment submission, the date of excursion and co-curricular activities and sports, the distribution of syllabus among teachers and how they should adapt the curriculum to suit the local needs. The activities indicated in the prescribed curriculum are also adjusted according to the needs of local students and practice teaching schools. All decisions on curriculum are communicated through meetings in which the Principal, teaching faculty, and headmasters of practice teaching schools are present. All the issues relating to adaptation and implementation of curriculum are open to suggestions and discussions in order to maintain democracy and transparency. The final decision is taken by the Principal after a democratic argumentative session. Issues discussed in these meetings are as follows:- Distribution and transaction of syllabus; Innovations that could be included; Difficulties faced by teacher educators while transacting lessons; Problems raised by trainees while undergoing the course; Issues related to practice teaching on the part of schools as well as trainee teachers. Adequate number of library books/magazines and other facilities for efficiently running the course.

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 last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: D. Any 2 of the above	
File Description	**Document**
Data as per Data Template	[View Document](#)

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: B. Any 3 of the above

File Description	**Document**
Data as per Data Template	[View Document](#)

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

Response: 53.64

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	11	14	13

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
22	22	22	22	22

File Description	**Document**
Data as per Data Template	[View Document](#)

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 1.2

1.2.2.1 **Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	0	0

File Description	Document
Data as per Data Template	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 25.62

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
83	77	68	0	0

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response:

Yes, the curriculum of the institution, without doubt, provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. In terms of knowledge, our Institution provides opportunities for the students in different ways, some of which include:

* Formats for Lesson and learning plan presentation as well as content are provided to students.

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

* MS office package of Computer Education is transferred / inter connected and used by student teachers as a support system to enhance their teaching learning process during micro, macro and innovative phases of teaching.

* Units like guidance and counselling, classroom management, psychological experiments give insights into classroom management techniques and problems faced by the students.

* Academic calendar is formed and implemented in the college.

* All the activities and co-curricular activities are organised 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 and co-ordinators of different committees 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.

* Inside the classroom slow learners and fast learners both are evaluated and special guidelines are given to them by teachers.

* Teachers make efforts to know individual speciality, concerns and attitude of their students to guide them properly.

* Important days are celebrated in such a way that ethical and moral values are inculcated among the students.

* Feedback by students, teachers, alumni and parents are formally and informally collected for proper assessment of the performance of the institute.

* School Contact Programme of 4 Weeks in the cooperating schools is scheduled in the first year and School Internship of 16 Weeks in the second year. The B.Ed. students have to take up programmes like conducting assembly / substitution classes, Audio Visual Aids Exhibitions / conducting sports / co-curricular programmes / unit tests etc.

Effectiveness of various bodies/ cells/ committees is evident through minutes of meetings and implementation of their resolutions for the curriculum enrichment of the students.

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

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 programmes. 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.

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

·   Encouraging teachers to know each student because each and every child is individual and unique.

·   Promoting Co-curricular activities.

·   Maintaining consistent communication with the students.

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

· According Respect and being sensitive to the students.

· 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.

· Giving students freedom and flexibility.

· Students must gain a better understanding so that they become open minded and feel confident and safe. Thus, they will become a good citizen

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

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:

The college follows student-centred approach, an approach to education focusing on the needs of the students by involving students. 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, discovery learning, etc. It seeks to promote:

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

· Individual student research and discovery;

· For different programmes, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

In addition to above

· Teaching skills are honed through Micro Teaching and Mega lessons - five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching.

· Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.

· In the course of practice teaching, the student teachers participate in all the curricular and co-

curricular activities of the school and assist school teachers in decorating as well as conducting morning assembly, sport events, annual day celebration etc.

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: D. Any 2 of the above

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

Response: B. Feedback collected, analysed and action has been taken

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 89.2

File Description	Document
Data as per Data Template	[View Document](#)

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 80

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
37	39	42	40	42

File Description	Document
Data as per Data Template	[View Document](#)

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 1.35

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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..

Response:

Maitreya College of Education and Management distinguishes the slow learners and advanced learners at the time of admission. The academic committee members of the college assess the intelligence level of the students at the backdrop of their previous education and accordingly classify them into slow learners and the advanced learners. The advanced learners are urged to join different scholastic clubs and gatherings for Youth Festivals exercises. They are propelled to take up subjects in which they have performed well. The slow learners are guided alongside their folks to take up subjects and courses most appropriate for them.

Slow learners are identified on the basis of Graduation & Higher Secondary level percentage as well as the interaction with them. These students are given separate topics for attempting. The topic is distinguished and they are asked to step through exams that are exceptionally detailed by their needs. University questions are given to them to be tackled. Extra classes and revision classes are arranged for completing the syllabus and for clarifying the doubts of the students regarding various topics as per their syllabus. The attempt, however, is to boost their level to bring them at par with the advanced learners.

The guardians are called by the educators to make them aware of the students' academic performance and how they should be regulated to achieve great results. Direct meetings for both the students and guardians are coordinated at customary intervals. In a few cases, the healing and instructional exercise classes were additionally led for the students. Students are given assignments so that they can start exploring and creating.

Advanced learners are also identified by the marks obtained in school /college / university examinations. The advanced learners are given assignments and encouraged to take part in activities such as debates, quiz, essay writing and presenting papers in seminars. They are encouraged to acquire new and advanced information through the internet to bring out their full potential. Their creative abilities are explored through their participation and position got in debate, quiz, essay writing, presenting papers in seminars and also in various programmes conducted by the College. A friendly environment is created to improve the communication skills of advanced learners. Sometimes the advanced learners are encouraged to become mentor to help weak students to learn and understand certain topics easily. The advanced learners are also motivated for higher goals and are encouraged to appear for various competitive examinations.

The advanced learners as well as slow learners are encouraged to take part in group discussions on a particular topic assigned to them so that they are able to shed off their inhibitions and participate in it with enthusiasm. Besides classes in lecture mode, ICT enabled classes are also taken to make difficult topics more understandable to the students. Both the advanced learners as well as slow learners are encouraged to achieve good results in their final year examination.

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above	
File Description	**Document**
Data as per Data Template	[View Document](#)

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Only when students seek support

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 15.38

2.2.4.1 **Number of mentors in the Institution**

Response: 13

File Description	**Document**
Data as per Data Template	[View Document](#)

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

Response:

Maitreya College of Education and Management 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.

·   Organise community outreach activities through different college houses such as D. S. Kothari House, Gijju Bhai House, J. P. Naik House, J. Krishnamurti House. Here the students under the guidance and supervision of a teacher as the mentor of a group of students for the said purpose get involved in different activities. In the same way every teacher is assigned the task of a mentor for a group of students.

·   Lesson plan practice is done in different schools under the school internship programme under the guidance and supervision of a teacher educator; the supervisor plays the role of a mentor.

·   Participation of faculty members in the orientation programmes and refresher courses facilitate them to do their project work - may be in the form of seminar presentation. Examination under the guidance of a professor as expert acts as the mentor for the faculty member for the said purpose; it also has bearing on the mentoring arrangements in the institution.

The following scholastic and co-scholastic activities are undertaken by the institution for making learning student-centred through adoption of Participatory approach very much in tune with the curriculum.

·   Organizing Seminars and workshops on Micro teaching, Pedagogical Analysis and Preparation, Lesson Planning as well as facilitating the students for active participation and presentation of papers.

·   Feedback session to get response from the students on the learning acquired by them and to take measures accordingly by the institution.

·   To facilitate the students to have their Computer based presentation through Power point on the topic they like in relation to their method subjects.

·   Organise cultural programmes relating to the various interests, aptitudes and attitudes of the students with coverage of variety of needs of students – Sangeet (Solo), Recitation, Debate, Flower Decoration etc.

·   Visit to a place of learning and organize Games & Sports as per the needs of the students.

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 0

2.3.3.1 **Number of students using ICT support (mobile-based learning, online material, podcast,**

virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

File Description	Document
Data as per Data Template	View Document

2.3.4 ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

The college supports and enhances the effectiveness of the faculty in teaching and mentoring students in many ways:

·   The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.

·   Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring.

·   The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success.

·   Faculty members have been provided with the Audio-Visual aids, the LCD projector, Digital Classroom, Smart Class etc. through which learning is made effective & efficient.

·   There is provision for attending various faculty development programmes. The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.   Special lectures by experts 2.   'Book reading' & discussion on it 3.   Discussion on recent policies & regulations 4.   Teacher presented seminars for benefit of teachers & students 5.   Use of media for various aspects of education 6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Data as per Data Template	[View Document](#)

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

Response:

The faculty takes effective measures in implementing innovative techniques in teaching – learning in order to inculcate among students creativity, innovativeness, intellectual and thinking skills, empathy, and life skills etc. The various innovations tried are as follows:

·   The institution has enough human and non- human resources like a spacious well stocked library which has books, newspapers, magazines etc. to promote intellectual excellence among them.

·   Various programmes like orientation programmes, morning assembly, Educational tours as well as various competitions are organized from time to time to cater to the varied needs of student teachers.

·   Many Co–Curricular activities are held at college which keep the students active throughout the year. These activities mould the personality of the students. These activities include orientation, morning assembly, book-sparsh of newly admitted students, daily one hour self study in library, construction of wall magazine, essay competitions, annual sports, and celebration of important days along with Quiz competition, rangoli competition, Talent search, Gardening and Tree plantation etc. All these activities engage the teacher trainees in active learning.

·   Activities such as environmental awareness, sensitivity to ecosystem, co-curricular activities including drama debate, election, singing, acting etc. are also organized regularly for helping students to learn the organizational skill and other dimensions.

·   Work experience is an integral part of B.Ed. course. It helps in developing psychomotor and vocational skills of the student teachers studying at B.Ed. level.

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: C. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.4.7 A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Maitreya College of Education and Management in collaboration with the school, in its locality, Village Panchayats conducts the community outreach activities for partial fulfilment of the requirements of the B. Ed. Programme in particular and community based awareness programmes as extension activities beyond the B. Ed. Curriculum. The institution collaborates with the schools for internship programme conducted by the students in the schools by keeping and maintaining healthy rapport with the school authorities. Information obtained from the school heads where the student teachers are engaged for their internship work.

While preparing the academic plan, topmost priority is given to the suitable period for the school and of the institution during which the school internship is conducted.

School Contact and Internship : The newly developed curriculum has focused on school internship where practice teaching plays a vital role in making them effective teachers along with providing ample scope to be a good sociable human beings by accepting them as regular teachers during their stay in the schools for delivering 60 practice teaching lessons as per the NCTE norms. During the 16 week school internship programme in the school they would be exposed to the practice of micro teaching skills, pedagogical analysis with simulation and mini teaching works as the pre practice teaching days.

School Experience / Internship: The trainees are allotted to different practice teaching schools for delivering their 60 lesson plans where same weightage is given to the participation of the trainees in the organization of different co-curricular activities in the concerned schools like other regular teachers. Besides, they have to conduct the construction of achievement test on two school subjects, preparation on reflective journal and conduction of action research projects relating to the problems faced by the trainees in the schools come under the purview of school experience which is popularly known as school internship now.

The process of internship in schools or school internship in which practice teaching is a major thrust occurs in the following ways as the procedural steps of the entire practice teaching protocol –

·   The principal of the institute meets the heads of the schools for taking their consent for the said purpose.

·   Discussion with the In charge of the school, teachers and the student teachers, regarding the school allotment in which their preference in opting the schools out of the selected schools is suitably considered.

·   Preparation of the allotment list of student- teachers for different schools with the selection of group leader and allotment of one teacher educator as the supervisor.

·   Sending the letter with the allotment list of the student teachers to the school heads through the

group leader for prior discussion regarding the allotment of classes with proper adjustment in the time table.

·   Interactive session with the student teachers by the principal and faculty members before sparing the student teachers for their school internship.

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 10.22

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 9

File Description	Document
Data as per Data Template	[View Document](#)

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: B. Any 6 or 7 of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Maitreya College of Education and Management adopt effective monitoring mechanisms during Practice teaching which is conducted in various local and panchayat schools.

·   Two lessons per day are delivered during their practice teaching sessions.

·   Teacher educators (preferably subject experts) from the college are detailed to check and approve the lesson plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.

·   60 to 70 per cent of the lessons in schools are observed by the faculty.

·   Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.

·   Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on-spot feedback are provided to the student-teachers.

·   More feedbacks come in the form of discussion with the observers which is done soon after the lesson is finished.

·   Detailed feedback is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: C. Any 3 of the above

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 87.5

File Description	Document
Data as per Data Template	[View Document](#)

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 35.71

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 5

File Description	Document
Data as per Data Template	[View Document](#)

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 5.63

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

Response: 90

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Teachers are the backbone of any Institution. No Institution survives without capable, qualified and dedicated teachers.

Maitreya College of Education and Management is very helpful in updating their teachers professionally. Some of them have been awarded Ph.D. degree while some have enrolled themselves for Ph.D. programme. Some are preparing for their enrolment.

The college teachers are actively engaged in writing their thesis, articles and research papers for journals. They have been regularly attending Seminars, Workshops, Symposium and Webinars etc. Some of them have presented their papers in Seminars. Maitreya College of Education and Management has also conducted a National Seminar in which all teachers not only participated actively but also presented their papers. In addition to this, all teachers have updated themselves academically. Teachers discuss among themselves on topics of education and related aspects in the staff room during their leisure. The faculty members are entitled to academic study leave to attend academic engagements as per University rules. The

college also organises Seminars, workshops, FDPs and Webinars as well as special lectures for professional development of its faculty and students. The faculty members are encouraged to pursue research and extension activities as admissible under University rule.

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

MCEM follows the academic schedule which is being given by the A. K. University for Conducting continuous internal assessment. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth. It sets out the dates of term end examination. The teachers define teaching plans as indicated in the academic calendar and guidelines of the A. K. University. The time table of external examination is fixed by the University and the same is displayed on the notice board for the students. Changes, if any, are communicated to the students well in advance.

1. Preparatory Exams are conducted every year before university exams.

2. Every teacher conducts regular class tests on the related topic.

Principal and Teachers clear doubts of students with advice about writing correct and appropriate answers. The regular monitoring is done by the college Governing Body/Council and Staff Council. The Principal heads curricular and extracurricular review meetings on regular basis to check the execution and progress of all the activities as per the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

In Maitreya College of Education and Management student grievance and redressal committee is always active to resolve problems as soon as possible and try to minimize those activities which create problems.

Before or during examination the members of grievance redressal committee take rounds and solve the problems on time.

The institution has complete transparency in its internal and external assessment as per norms directed by the A. K. University, Patna.

1. At the beginning of the session, faculty members expose the students to various components in the evaluation process during the session.

2. Internal assessment and test programmes are organized according to the university and students are informed in advance.

3. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the date of examination.

4. Corrected answer scripts are confirmed by teachers at random to ensure standard evaluation process.

5. Corrected answer sheets are sent by the students for their verification and if there is any grievance it is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department.

College Level: The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, these are solved 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.

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The institution follows an academic calendar for the conduct of internal evaluation. It is prepared by an academic committee of University for better engagement of students, staff as well as faculty members. We follow the academic calendar throughout the session. All activities inside the campus as well as outside the campus are addressed by all stake holders of the institutions. It is managed by a faculty member who is responsible for the management of all academic activities during the course. College routine is followed as required by the academic calendar and the need of completion of the course as well. The College engages all students as per the schedule in tune with the academic calendar which is prepared as per the guidelines of regulatory body. We always discuss with the principal and the management regarding handling and managing activities including the outreach activities of the students. We have organized several academic activities throughout the year as per academic calendar. In fact, the academic calendar develops the

environment of teaching learning and Discipline. It bonds all stake holders with a visionary programme throughout the year for all round development of the student teachers.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

PROGRAMME LEARNING OUTCOMES (PLOs) :

·   To impart relevant knowledge with respect to foundation and methodology courses.

·   To understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum.

·   To analyze the content, text books and syllabus.

·   To impart teaching skills and strategies to transfer the given content suitably in classroom situations.

·   To innovate and experiment classroom practices.

·   To imbibe and uphold qualities of a good teacher.

·   To show love and respect to the individuality of the child.

·   To inspire and professionally help the parents for the care and guidance of their wards.

·   To preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

·   To understand different values such as morality, social service and accept responsibility for the society.

·   To create leaders in all walks of life and thus be agents of change in the society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.

·   To boost confidence and promote abilities to communicate effectively.

·   To plan, teach, organize school related /community based activities and programmes.

· To collaborate with parents and community for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

· Childhood & Adolescence

· Understanding of Educational Technology

· Language Across the School Curriculum

· Understanding Discipline and Pedagogy: Language, Social Science, Sciences, Mathematics, Commerce

· ICT Basics

· Learning, Teaching & Assessment

· Knowledge & Curriculum

· Contemporary Education in India

· Techniques, Methods & Approaches of Pedagogy

· Understanding Self, Personality & Yoga

· Inclusive Education

· Educational Evaluation

· Guidance & Counselling

· Value Education

· Health & Physical Education etc.

2.7.2 Average pass percentage of students during the last five years

Response: 100.7

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
95	90	47	100	97

File Description	Document
Data as per Data Template	View Document

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

Response:

PLOs and CLOs are monitored for further improvement in students. As a result, the students are excelled in different innovative teaching methods and are able to know about modern strategies of teaching and learning which develop and enhance different skills in them to fulfil the growing demands in the field of education.

2.7.4 Performance of outgoing students in internal assessment

Response: 103.26

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 95

File Description	Document
Data as per Data template	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

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. Our college 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.

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.91

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and

transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: E. None of the above

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.64

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	3	2	0

File Description	Document
Data as per Data Template	[View Document](#)

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.14

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 3

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	3	6	1

File Description	Document
Data as per Data Template	[View Document](#)

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 93.26

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
200	195	146	150	139

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
200	195	146	150	199

File Description	Document
Data as per Data Template	[View Document](#)

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

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, social awareness, etc., through various activities. Keeping this in view, the institution also strives to inculcate in the students, the best way of being a responsible citizen through various extension activities. The sole aim of engaging the students into co-curricular activities is to make them aware of the social issues prevailing in the society. This is done to influence them and their understanding about the problems which withhold the students from rural areas from developing, both individually and socially. It, therefore, can be looked upon as an attempt to find the best possible ways to solve those problems.

The college has adopted villages for extending the services to ensure their development. The institution has organized the following services over the years.

1. The College Conducted awareness campaign on ill effects of Tobacco use in Hajipur locality.

2. The College organized a campaign for plastic free campus in the said area.

3. The College organized a discussion on communicable disease and its prevention.

4. The college organized a discussion on the safety drinking water and sanitation system.

5. The college also organized many others outreach activities like earth day, plantation, manav shrinkhala, run for unity, upsampada samaroh, nukkad natak, swacchta abhiyan in community and college campus.

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

File Description	Document
Data as per Data Template	[View Document](#)

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

Maitreya College of Education and Management has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learners. Founded in 2012, the college has a campus area of 8096 square meters with built up area of 2084 square meters. The college has adequate number of classrooms, laboratories, reading room, seminar room, multipurpose hall, library and other facilities for the execution of teaching-learning process.

Classrooms: MCEM has 4 classrooms, one seminar hall, one music room, one multipurpose hall of 2000 sq.ft. with seating capacity of 200 students along with a health and physical education resource centre (including yoga education) hall that supports the teaching-learning process. The campus is fully Wi-Fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector. ICT facilities such as projector, smart boards and smart classrooms are available to enhance the quality of teaching learning process.

Laboratories/Resource Centres Facilities: There are three well equipped laboratories for carrying out curriculum-oriented activities and research related to the subjects - Science, Psychology, Computer, language and Curriculum. There are four Resource Centres (Art and Craft Resource Centre, ICT Resource Centre, Music Resource Centre and Language Lab for communication skill) with adequate equipments and material in the college.

Library: The college has one library associated with one 'library cum reading room' for 50 students. Library possesses an Integrated Library Management System, ILMS: AutoLIB 2.0 that helps in maintaining the records of the books/journals/magazines. The college library has approx. 7000 books with subscription of INFLIBNET for having access to E-Resources.

Computing facilities: The college has 35 computers with Wi-Fi connectivity. The computer laboratories are well furnished with a server and adequate number of systems with high configuration, LAN connection, internet (Optical Fiber & Broad Band). The Wi-Fi facilities are for both pupil teachers and faculties.

Girls/Boys Common Room: It provides male/female students a place to relax, study, and have informal discussions in free time available.

Sports field and sports room: To support sports activities one multipurpose playfield is available for outdoor games like Volley ball, Cricket, Football, Hockey, Kabaddi, Kho-kho etc. and one multipurpose hall is available for indoor games like table tennis, badminton, Ludo, Chess etc. in the college.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a parking area to accommodate two wheeler as well as four wheeler vehicles.

Ramp: Ramp and wheelchairs are also available for differently-abled persons.

Sick Room: Sick room and first aid facilities are available for sick students.

WI-FI: 24X7 WI-FI broadband facility available.

CCTV Surveillance System: CCTV surveillance cameras have been installed in all areas of college for security purposes.

Separate Washrooms/toilets for girls and boys students.

R.O. drinking water facility is available for safe water.

Fire safety tools

Open space for additional accommodation

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

Response: 83.33

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

Response: 5

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 6

File Description	Document
Data as per Data Template	[View Document](#)

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 0

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response:

The College Library is Wi-Fi enabled and has a reading facility with seating capacity of 50 users. The library also consists of provisions to enable students to access information for their academic pursuits through internet and e-resources. Library is located on the 1st Floor of the campus with a total area of 1014 sq.ft. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching- learning material. The library has ample books to refer for the core and elective papers as well as for professional growth. The Library also has a reading room for students and faculty to work upon references and study material. MCEM Library keeps on updating itself with latest books and journals to keep abreast of the changing scenario in the Education Industry. The Librarian ensures that the students make optimal use of the library.

Maitreya College of Education and Management offers a fully automated Library and possess a Bar-coded Integrated Library Management System, ILMS: AutoLIB since 2022. ILMS Software AutoLIB (installed-2022) provides a very user-friendly interface for searching documents in the library and their issuance status. This Software is time-saving and assists in smooth functioning of the Library. The details of Library facilities are:

· Name of ILMS software : AutoLIB

· Nature of automation : Fully

· Version: 2.0

· Year of automation : 2022

· Library Web OPAC link :http://maitreyaedu.co.in/

The library provides services such as Computerized issue/return of books, books/journal entry/verification/printing and all types of reports like issue/return, overdue, fines etc. of all users in an effective manner. The scanning and photocopying facilities are available for the students and faculty. Separate bar-coded library cum identity cards are issued to all students and staff. All the students and faculty members are allowed to access internet free of cost. The college has appointed a full-time librarian.

Proper maintenance of registers is done from time to time.

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

Maitreya College of Education and Management possess a full-fledged library in the college premises supporting and assisting the students in their teaching – learning pursuits. The library uses INFLIBNET and free open access e-resources links of journals, books and other university libraries. The library at Maitreya College is updated each year according to the changing needs of the Education system and teacher training pattern. With the changing requirements of the Education Industry and rapid changing world into digitization of Education all across the nation, MCEM library subscribed INFLIBNET to a remote access system to avail the library resources to students and faculty globally, without visiting the library physically. The college website Web OPAC provides online book search remotely for students and staff. The students and staff can access library books anytime anywhere remotely.

The library also offers membership of N-List to each student and faculty as a remote access to the library and its resources. The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST) is being jointly executed by the e-ShodhSindhu Consortium. The N-LIST project provides students, researchers and faculty members of the colleges and other beneficiary institutions access to e-resources online.

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: C. Any 2 of the above

File Description	Document
Data as per Data template	[View Document](#)

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.32

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.11	0.27	0.018	0.62	0.56

File Description	Document
Data as per Data Template	View Document

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

Response: 4.27

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 210

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 168

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 182

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 177

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 186

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

> 1. **Relevant educational documents are obtained on a regular basis**
> 2. **Documents are made available from other libraries on loan**
> 3. **Documents are obtained as and when teachers recommend**
> 4. **Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The college has adequate number of computers, printers, scanners, smart boards, interactive boards with projector, interactive panel for digital class etc. to help students and faculty to carry out academic activities effectively. The college has well established mechanism for upgrading and deploying ICT and WI-FI to ensure effective teaching-learning process. Every year, sufficient budget is allocated by the management of the college for annual maintenance and up-gradation of ICT and WIFI facilities. The college has appointed technical staff for maintaining hardware and ICT infrastructure in the campus. Wi-Fi facility is made available to all faculty members and students inside the campus (Internet speed of Wi-Fi is 50 mbps).

The installation of anti-virus, formatting of computers and replacing of hardware is done timely. However, for any major damage, computer technicians and service providers are hired for the up keeping and replacement. The college uses enhanced Biometric attendance and recording system for teaching, nonteaching staff and students. It offers an advanced verification of human identity for recording the daily attendance.

Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. The college tries to introduce the latest technology in computing and IT fields regularly.

4.3.2 Student – Computer ratio for last completed academic year

Response: 11.76

File Description	Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 50

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 50

4.3.4 Facilities for e-content development are available in the institution such as

    1.Studio / Live studio

2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 50.28

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
17.91	6.34	8.87	19.25	19.91

File Description	Document
Data as per Data Template	View Document

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

Response:

MCEM has well defined Systems and procedures for maintaining and utilizing physical, academic and support facilities. In each academic year, adequate budget is sanctioned by the management of the college to ensure the maintenance and augmentation of various facilities in the classrooms, laboratories, library, sports etc. The college makes effective arrangement for repair and replacement of furniture and other equipments available in the campus. For the smooth functioning of the system, various cells and committees have been formed, which constantly monitor and evaluate the requirement of maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students, teachers and faculty members regarding infrastructure maintenance.

The college laboratories are fully functional with all necessary materials, apparatuses and equipments and are also equipped with fire extinguishers. All equipments are purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy. Stock registers are

maintained for every laboratory. In science/curriculum laboratory, safety measures are taken by keeping hazardous chemicals under lockers. Computer laboratories have adequate number of computers with required component configuration and also loaded with latest antivirus software.

The college campus is maintained by the maintenance committee of the college which looks after general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing and water tank etc. All these are maintained on daily basis. In case of disruption in power supply, the generator having a capacity of 20KVA functions as the substitute source. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused. For any repair beyond the scope of college administrator, external agencies are called. Sports Committee takes the responsibility to augment and maintain sports facilities (both indoor and outdoor) for the students. The maintenance of the multipurpose hall, multipurpose playground and other area is done on regular basis. The regular maintenance and cleaning of classrooms, laboratories, seminar hall, multipurpose hall, library etc. are done by supporting staff that are made available during day time in all days. The college has currently installed solar panel system of 5 KVA for alternate energy sources.

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: B. Any 7 of the above

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional website
3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template for the applicable options	[View Document](#)

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 7.98

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	9	5	19

File Description	Document
Data as per Data Template	[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 31.52

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 29

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Data as per Data Template	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 13.62

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	11	31	0	2

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

The College believes in youth empowerment through quality education. Hence enough space is given for co-curricular or extracurricular activities of the college. The students are involved in a number of activities at institution level and also at society level. Students' Council known as 'Maitreya Panchayat' is set up as per the norms laid down by Maitreya College of Education and Management, Hajipur. Students' Council election is conducted for selecting students' representatives in the various arena for the benefit of the students. The students' representatives encourage and motivate other students to participate in student oriented programmes such as Blood donation camp, Fresher's welcome, Republic Day, Independence Day, Voters Day, Yoga Day, Environment Day, Bihar Diwas etc. Students' representatives assist teachers in making such events successful. The students' representatives also help in maintaining discipline in the college by encouraging students to follow the rules and regulations laid down by the college. They also insist on maintaining a green, plastic-free campus.

With the help of the students' representatives, sports and cultural events, competitions, tree plantations in the college are organized. So the student council actively plays an important role in upgrading the image of the college.

MCEM always maintains the participatory approach in the decision-making process of the institution. It has a proactive students' council run by the students' representatives. Members of many college committees make up the students' council. Students' participation is necessary for administrative and

academic progress of the institution. The main purpose of student-teacher committees, which have a considerable impact on the smooth operation and expansion of the institution, is to develop comprehensive programmes to pursue this engagement. The various committees of the college like IQAC, Student Grievance and Redressal, Cultural Committee, Campus Maintenance committee, Alumni Association etc have students' representatives as members.

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 7

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	8	9	12

File Description	Document
Data as per Data Template	[View Document](#)

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni of Maitreya College of Education are well placed in various fields such as teaching, education, professional fields, academic and social work. The College has an active alumni group. This group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association.

At the end of the academic session, the written feedback from each student is taken. Every student has to fill in the feedback form after the final university examination is over and before they leave the college. The Alumni Association consisting of teachers and employees provides feedback every year during its meetings. Based on the feedback, the Management of the college, from time to time, conveys its suggestions to the college. The college takes feedback also from the staff members of the college.

MCEM provides feedback and organizes the alumni association meets from time to time to motivate and inspire the faculty. In this regard, the management organizes several functions in multifarious activities like celebration of national days/certain national events, the birth/death anniversaries of great national leaders. The management of the MCEM remains in touch with the schools having our product on their payroll. Such schools furnish information, straight away to the management.

The mission of the MCEM alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At MCEM, we conduct our annual gathering every year. For their general meetings, there is a separate place in college premises, where they can discuss, plan, talk to each other and even they can execute their planning with the help of college faculties and students.

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: C. Any 2 or 3 of the above

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Data as per Data Template	[View Document](#)

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.

Response:

The alumni association cell of college is an active body. Many alumni have got registered as member to this cell in both online as well as offline mode. The Cell conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. The institution has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, College Advisory Committee etc. The institution gives high regard to the suggestions of alumni and utilizes their services for the development of the institution in all the possible ways.

An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni. Alumni are honoured in the alumni meet. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating internships, and

campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like Facebook, WhatsApp, etc.

Criterion 6 - 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

Response:

Maitreya College of Education and Management are governed by the Governing Body of the college. The Governing body of the college sets values and uses a participatory decision-making process to plan, create policies, and carry out the college's developmental activities. This is crucial not only for achieving the college's vision and mission but also for maintaining organizational tradition.

Mission:

'Shaping Education'

Vision:

1. To elevate the standards of teaching and understanding of subject

2. MCEM to become a brand in the field of education.

3. Go global

The leadership role is played by the secretary of the College acting as a visionary figure and keen academic guide for the faculty members, trainee teachers and non-teaching staff. Vision and Mission of this college is reflected through the following programme and activities. Principal holds periodic meeting with teaching and non-teaching staff. Different types of committee's are formed and regular meetings of these committees are conducted for all around development of the college. Academic calendar is designed according to academic calendar of the affiliated University. Time table is framed. Classes are conducted according to time table.

6.1.2 Institution practices decentralization and participative management

Response:

The management of Maitreya College is functioning as Governing Body. The Governing Body is constituted as per the norms of the Bihar & Aryabhatta Knowledge University. The Management is vigilant for smooth functioning of the institution in administrative, academic and financial perspectives. Propagation of teacher education focusing on education and training with expansion adhering to the quality of secondary level teacher education being the mission of the GB, it conducts meetings minimum four times in an academic session. Discussions are held on the grievances of the students and staff, financial status and its proper management, staff position and recruitment as per the norms of the NCTE and UGC if required, academic growth of the institution, smooth functioning of the office and proper organisation of the co-curricular activities. Discussions are held also on the developmental measures to be undertaken for

the college. These constitute the major items of the agenda for the meeting of the Governing Body.

In addition to these, Staff Council and Academic Committee have the vital roles in accelerating different decisions of the GB 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.

Decentralization: The organogram of the institute shows effective decentralization of management. Governing Council has members from industry and academics. The Director is the representative of Governing Council. Under the guidance of the Director and the Principal, Faculty members and non-teaching staff perform their duties.

Participative Management: Presence of Alumni/ present students/faculty/director/ industry professionals in various committees reflects participative management approach of the institute. Committees like IQAC, anti-ragging committee, cultural committee, career counselling and placement committee, examination committee, campus maintenance committee, Seminar and Publication committee, Cultural committee, Student Grievance and Redressal Cell have students, Alumni, Industry professionals as active committee members.

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

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; the accounts department is headed by the Principal and Management, who regularly review financial statements to ensure they are working accurately. The governing body also discusses the financial statements in annual meetings. 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 council meetings 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 Academic Council makes recommendations to the body on all aspects of academics. Finally, the body

approves new value added and certificate programmes.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Maitreya College of Education and Management follows the academic calendar of the affiliating University (Aryabhatta Knowledge University). The college implements curricular and co-curricular activities based on this calendar. The syllabus is distributed at the beginning of each year, and orientation programmes are organized for newly admitted students. Teachers motivate students for associate learning and conceptual learning. Trainee teachers are asked to present seminar papers through PowerPoint presentations. Smart classroom and E-learning facilities are also introduced. Tutoring, counselling, remedial classes, group discussions are provided to those who need it. These are especially emphasized for those who are differently-abled or slow learners. Supervision during internship programmes of trainee teachers is executed properly and continuous assessment and evaluation is conducted to measure outcomes. Different educational excursions, assignments in the field, seminars, field work, visits to other places are arranged to enhance learning skills of the trainee teachers. Regular feedback is obtained from these teachers for improving their teaching methods. Teachers take utmost care of students' progress.

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.

Response:

MCEM, Hajipur has an organized structure to ensure efficient governance and management decisions based on its vision and mission. Main bodies that have been constituted formulate and execute policies and strategic plans based on the College's needs.

The key components of the organizational structure of the college are the various statutory bodies like Governing Body, Academic Council, BOS, IQAC including Principal, Teaching faculty and Non-Teaching Staff. The organisation reviews the institutional strategic plan which in turn sets the academic aims and objectives and identifies the financial and recruitment strategies. The organizational structure lends itself to sustaining institutional capacity and educational effectiveness through the involvement of external members in various Committees/ Boards. Various stakeholders are members of different committees constituted by the institution. The decision-making procedures are made at appropriate levels in the organizational hierarchy. Planning and Review is transacted under the watchful eye of the IQAC.

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.

The College has a well constituted academic committee, staff council, campus maintenance committee,

examination committee, gender sensitization cell, seminar and publication cell, library advisory committee, sports committee, cultural committee, women sexual harassment and anti-ragging committee and career counselling and placement cell.

The college follows the service rules according to the NCTE norms. Recruitment process is carried out according to the norms of the University. A body comprising university and management representatives, Principal, external subject experts decides the worthiness of the candidates by the performance in the interview according to the parameters specified. The teaching and non-teaching staff have the benefits of Provident Fund and other benefits as applicable. The institution follows transparent promotional policies. Regular student feedback on improving quality of teaching learning process as well as Institutional governance are taken for timely corrections. This feedback is analysed and discussed with concerned faculty in the presence of the Principal.

Student Grievance Redressal committee and Internal complaint committees are formed which include Principal and teachers' representatives. These committees look into the matters related to grievances of staff and students. Suggestion/ complaint box is kept at the reception, near the office for the same. Also, every student has been assigned a mentor for initial support. Grievances related to academic and non-academic matters are conveyed to the head of the Institute.

6.2.3 Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Maitreya College of Education and Management has various bodies/cells/committees such as IQAC, Governing Body, Academic Committee, Staff Council, Examination Committee, Campus maintenance Committee, Sports Committee, Seminar and Publication Committee, Cultural Committee, Admission Cell, Career Counselling and Placement Cell, Gender Sensitization Cell/Women Cell, Alumni Association Cell, Internal Complaint Committee, Student Grievance and Redressal Cell, Anti Ragging and Women Sexual Harassment Cell, Minority/SC/ST/OBC cell, Feedback committee etc., that function in a well established

manner to perform plan and execute various works. The administrative functions of the college are carried out by the principal through a series of college committees. The Principal acts as a chairperson of these committees. The members of these committees are teaching staff and students. These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup. The committees/cells regularly meet to consider various agenda for discussions and proper resolution. The suggestions of each cell/committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records.

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Maitreya College of Education and Management offers worthwhile welfare schemes to all the teaching and non teaching staff to ensure and boost their work culture and efficiency. The college provides financial assistance by providing one month advance salary as per the need and necessity of the teaching and nonteaching staff. The female teachers get maternity leave. The teaching and non-teaching staff avail promotional benefits. The Institute funds various national and international conferences 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.

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.3.4 Percentage 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

Response: 30

6.3.4.1 **Total 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 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	2	2	10

File Description	Document
Data as per Data Template	[View Document](#)

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The institution monitors the works of both the teaching and non-teaching staff job and productivity in accordance with the College's programme educational objectives.

The performance of teaching and non-teaching staff is monitored by the quality of the papers presented in the seminars/conferences /workshops and the articles published in the journals and edited books, checking the periodical progress of the non-teaching staff in their work, student feedback through the administration

of performance appraisal of faculty by the students and interactive session with the students at the techniques for evaluation to improve teaching, research and service of the faculty and other staff.

Performance appraisal of the faculty members is considered on their teaching performance and academic growth. Accountability and Performance Appraisal are the core considerations in compensation plan for promotions and award of extra increment. The institute follows a self appraisal system. The teaching staff members are given a performance appraisal form, which is presented to the committee. The performance appraisal task force assesses the potential of the faculty and analyses his/her performance as per the given parameters. The task force also suggests the concern areas of improvement for the faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The institution conducts Internal audit quarterly and external audit annually by licensed Chartered Accountant. The annual accounts and balance sheets of the college are prepared regularly for each financial year. Each year auditing is performed by the licensed Chartered Accountant firm. The expenditure is incurred in the most economical and transparent manner. The income and expenditure of the institution are subjected to regular audit. The expenditure is done through cheque system signed by the Secretary of the College. They keep a track to check the income received from the students. Cashbook is maintained with the help of bank statements and vouchers. Ledger posting is maintained by the institution and an expenditure statement is submitted to the Chartered Accountant. External audit done by the Chartered Accountant is an act of maintaining financial transparency in the institution. The Chartered Accountant along with his team visits and prepares the audit report. So the college accounts are regularly audited by both internal and external statutory bodies.

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The College makes efforts to mobilise funds for the improvement of academic process and infrastructure 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. The 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.

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

Response:

The college established the Internal Quality Assurance Cell on 02-01-2017 for quality assurance, quality up-gradation, assessment and accreditation. The 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. The 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.

The 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.

· Organising Seminars/Workshops and Expert lecture series.

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

· Organizing staff training programmes

By performing these activities IQAC ensures quality assurance and has so far contributed significantly to maintain quality in all aspects or activities of the Institution.

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC of MCEM, Hajipur regularly monitors the status of Teaching-learning process and its outcomes. With this aim, the laboratories of college have been renovated and upgraded with required instruments. An ICT Lab has been established for acquainting learners with e-resources of INFLIBNET. The College has different types of laboratories/ Rooms such as Language Laboratory, Science/Curriculum Laboratory. The college also has provisions for separate rooms for Fine arts, Music, Yoga and Boys and Girls Common Room, Sick Room. Integrated Library Management Software AutoLIB with OPAC online and offline has been installed. Smart Classrooms and Digital Classroom with Interactive Panel are also established in the College. Teachers are encouraged to teach through Interactive, PPT and Smart classrooms. Faculty and students are encouraged to use these regularly. The institution implements a system of obtaining feedback from the trainee teachers through IQAC. Every effort is made to remain in touch with trainee teachers to collect feedback from them, to ensure commitment and sincerity among the academic community. Feedback from students is collected by distributing a predesigned proforma. Alumni association has been actively involved in furthering academic development. The feedback obtained is placed before the IQAC for analysis and implementation of significant suggestions in order to improve the teaching learning process. Feedback of students, teaches, alumni, parents and staff are also obtained by teachers under directions of IQAC.

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 0

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for

improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Our Institution keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives for the 1st Cycle accreditation. Incremental improvements are made in the academic and administrative domains by the college in the following manner:

· 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.

· Two Value added courses have been introduced by the college

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

· Upgradation of College website

· 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 OPAC system

· INFLIBNET N-LIST Journal Subscription

· Upgradation of Language Lab Software

· 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

·   ICT Training for teaching and Non- teaching staff

·   Yoga training for stress management

·   Soft skill training

·   Staff are encouraged to attend workshops and training program

·   FDP and capacity building activities/programmes organised for staffs

·   ISO certification for Green and Energy audit

Criterion 7 - 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

Response:

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%.

·   5KVA solar panel system has been installed in the college to save electricity. College uses mostly solar panel generated electricity instead of electricity.

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

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 Swacch Bharat Abhiyan to create awareness and consciousness among students, teaching and non-teaching staff.

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

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

Response: D. Any 1 of the above

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

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.

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: E. None of the above

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 3.85

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.0	0.0	0.0	2.85	2.69

File Description	Document
Data as per Data Template	[View Document](#)

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

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-curricular 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 organised for creating historical, ecological, social and cultural awareness among trainee teachers.

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

· Organization of extension lectures/seminars/workshops on Swacch Bharat, Gender Equality, Awareness programmes 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.

·   Many teachers and students visit orphanage, slums, rehabilitation centres, schools for disabled and work their voluntarily.

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Title of the practice: Promotion of Cleanness and Greenery System

Objective of the practice:

·   To encourage students to keep environment clean.

·   To educate students to create awareness amongst public.

·   To make students understand the importance of neutral carbon environment and its problem areas.

·   To make students understand concepts of newly constructed Vermi-compost pit technique for achieving dual outcomes of sustainable waste management and its use as organic compost.

Context:

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 Practice:

The College takes initiatives at reducing, reusing and recycling and thereby helping it achieve a green code of living which includes:

·   Energy Conservation: The policy on energy conservation highlights on developing a proactive and

progressive approach to providing energy efficient, responsible, and cost-effective operations in the college campus. LED lighting as well as abundant natural light makes the building energy efficient. Also, rooftop solar system has been established in college for saving the electricity.

· Rain Water harvesting: Rooftop Rain water harvesting system with pipes going to the ground level for maintaining the water level.

· Plantations: Plantation and aforestation is the need of the hour for maintaining a healthy and pollution free environment. A canopy of large leafy trees provides shade and a beautiful ambiance to the entire surrounding.

· E-waste management: Disposal of e-waste is an emerging global environment and a public health issue. All loosely discarded e-waste is collected and handed over to external vendors.

· Vermicomposting: Vermicomposting technique has been established for achieving dual outcomes of sustainable waste management and its use as organic compost.

Problems encountered and resources required:

The problem arises with regard to irrigating and water logging in certain areas of the garden in the summer and rainy season. The main problem regarding the maintenance of these gardens or fields is due to limited funds and inadequate support staff. As the state government does not allocate funds for this purpose, the college has to maintain this from the non government fund.

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

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-curricular 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 encourage them to grow and learn as per our mission statement. Our aim is to make good teachers since the destiny of a nation is shaped in her classrooms.

5. CONCLUSION

Additional Information :

Objective:

1. The main goal of our institution is to prepare sensitive teacher and also believe in making self-study a part of our habit.
2. To create such teachers who keeps gender equality and sensitivity in his/her behaviour and mind.
3. To create such teachers who have the ability to interpret education time to time on the basis of their experiences and needs.
4. To prepare such teachers who are capable to use ICT tools and laboratory efficiently.
5. To raised the standards of teaching and understanding of subjects and to become a brand in the field of education.
6. To empowered the teachers with all the modern tools/equipments to make them ideal trainers for the future citizens of the country.

Concluding Remarks :

Maitreya College of Education and Management, Hajipur, Vaishali was established in 2011 by Maitreya Education Trust. The college offers B.Ed. with the vision to achieve excellence in Teacher Education, empowered through knowledge, inclusive growth for socio-economic change, sustainable development and preparing students for facing global challenges. The college nurtures their competence and creativity through innovations in teaching, learning, research and extension activities including the adoption and promotion of knowledge. A pass-out from this college not only can establish himself as a pupil-teacher but also as responsible citizen of the country with human qualities, in the society. The positive attitude of the college authority, also imbibed by the staff, towards continuous updating with the changing national and global scenario, particularly in the field of education, ensures its ever-lasting success in future also.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents
1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through** 1. **Provision in the Time Table** 2. **Facilities in the Library** 3. **Computer lab facilities** 4. **Academic Advice/Guidance** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the supporting documents
1.2.5	**Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years** 1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>83</td><td>77</td><td>68</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>

	Remark : Input edited as per the supporting documents

1.4.1	**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**
	
	Structured feedback is obtained from
	
	1. **Students**
	2. **Teachers**
	3. **Employers**
	4. **Alumni**
	5. **Practice teaching schools/TEI**
	
	    Answer before DVV Verification : B. Any 4 of the above
	    Answer After DVV Verification: D. Any 2 of the above
	Remark : Input edited as per the supporting documents

2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**
	
	   2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**
	   Answer before DVV Verification:
	
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>73</td><td>70</td><td>59</td><td>37</td><td>73</td></tr></table>
	   Answer After DVV Verification :
	
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>37</td><td>39</td><td>42</td><td>40</td><td>42</td></tr></table>
	   Remark : Input edited as per the supporting documents.

2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students**
	
	    Answer before DVV Verification : Whenever need arises due to student diversity
	    Answer After DVV Verification: Only when students seek support
	Remark : Input edited as per the supporting documents

2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning**

Management Systems (LMS), e-Learning Resources and others excluding PPT..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	12	11	12	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : HEI has not provided documents as per SOP, Input edited to ZERO accordingly

---

2.3.3 | **Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**

2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year
Answer before DVV Verification : 197
Answer after DVV Verification: 0

Remark : Input edited as students using Computer/ICT lab can not be considered.

2.3.4 | **ICT support is used by students in various learning situations such as**

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : Input edited as per the supporting documents

2.4.5 | **Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

	5. Evolving learning sequences (learning activities) for online as well as face to face situations
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any 3 of the above
	Remark : Input edited as per the supporting documents

2.4.10	**Nature of internee engagement during internship consists of**
	
	1. **Classroom teaching**
	2. **Mentoring**
	3. **Time-table preparation**
	4. **Student counseling**
	5. **PTA meetings**
	6. **Assessment of student learning – home assignments & tests**
	7. **Organizing academic and cultural events**
	8. **Maintaining documents**
	9. **Administrative responsibilities- experience/exposure**
	10. **Preparation of progress reports**
	
	    Answer before DVV Verification : A. Any 8 or more of the above
	    Answer After DVV Verification: B. Any 6 or 7 of the above
	Remark : Input edited as per the supporting documents

3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**
	
	1.Seed money for doctoral studies / research projects
	
	2. Granting study leave for research field work
	
	3. Undertaking appraisals of institutional functioning and documentation
	
	4. Facilitating research by providing organizational supports
	
	5. Organizing research circle / internal seminar / interactive session on research
	
	    Answer before DVV Verification : C. Any 2 of the above
	    Answer After DVV Verification: D. Any 1 of the above
	Remark : Input edited as per the supporting documents

3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** 1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations** 2. **Encouragement to novel ideas** 3. **Official approval and support for innovative try-outs** 4. **Material and procedural supports**

	Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above Remark : As documents are not provided, Input selected as None of the above.
3.2.2	**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years** 3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years** Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} Remark : Input edited as per the supporting documents and considering ISBN number
3.3.1	**Average number of outreach activities organized by the institution during the last five years..** 3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.** Answer before DVV Verification: {table3} Answer After DVV Verification : {table4} Remark : Input edited as per the supporting documents and data template.
3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years** 3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years** Answer before DVV Verification: {table5}

table1 (Answer before DVV Verification, 3.2.2.1):

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	5	1	3

table2 (Answer After DVV Verification, 3.2.2.1):

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

table3 (Answer before DVV Verification, 3.3.1.1):

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	11	8	11

table4 (Answer After DVV Verification, 3.3.1.1):

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	3	6	1

table5 (Answer before DVV Verification, 3.3.2.1):

2021-22	2020-21	2019-20	2018-19	2017-18
200	195	146	150	199

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
200	195	146	150	139

Remark : Input edited as per the supporting documents

3.4.1	**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

3.4.1.1. **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input edited as per the supporting documents

3.4.2	**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**
Answer before DVV Verification : 2
Answer after DVV Verification: 0

Remark : Input edited as per the supporting documents showing no functional MoUs.

4.2.3	**Institution has subscription for e-resources and has membership/ registration for the following**

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Answer before DVV Verification : E. None of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Input edited as per the supporting documents

10-07-2023 02:21:11

4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.11	0.27	0.018	0.62	1.02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.11	0.27	0.018	0.62	0.56

Remark : Input edited as per the supporting documents

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

4.2.5.1. **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**
Answer before DVV Verification : 346
Answer after DVV Verification: 210
4.2.5.2. **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**
Answer before DVV Verification : 382
Answer after DVV Verification: 168
4.2.5.3. **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**
Answer before DVV Verification : 364
Answer after DVV Verification: 182
4.2.5.4. **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**
Answer before DVV Verification : 356
Answer after DVV Verification: 177
4.2.5.5. **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**
Answer before DVV Verification : 348
Answer after DVV Verification: 186

Remark : Input edited as per the supporting documents

5.2.3	**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

5.2.3.1. **Number of students qualifying in state/ national level examinations (eg: NET/SLET/**

TET/ CTET) during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	11	31	0	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	11	31	0	2

Remark : Input edited as per the supporting documents excluding student beyond assessment year

---

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

5.3.2.1. Number of sports and cultural events organized at the institution during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	8	9	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	8	9	12

Remark : Input edited as per the supporting documents

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. Motivating the freshly enrolled students

2. Involvement in the in-house curriculum development

3. Organization of various activities other than class room activities

4. Support to curriculum delivery

5. Student mentoring

6. Financial contribution

7. Placement advice and support

Answer before DVV Verification : B. Any 4 or 5 of the above

	Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input edited as per the supporting documents
6.5.3	**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.** 6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---| | 1 | 2 | 5 | 6 | 4 | Answer After DVV Verification : | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 0 | 0 | 0 | 0 | 0 | Remark : Input edited as per the supporting documents
7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the supporting documents
7.1.6	**Institution is committed to encourage green practices that include:**

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Answer before DVV Verification : D. Any 1 or 2 of the above

Answer After DVV Verification: E. None of the above

Remark : Input edited as per the supporting documents

7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**
	1. **Code of Conduct is displayed on the institution's website**
	2. **Students and teachers are oriented about the Code of Conduct**
	3. **There is a committee to monitor adherence to the Code of Conduct**
	4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**
	Answer before DVV Verification : B. Any 3 of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : Input edited as per the supporting documents

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	195	146	150	199

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	195	146	150	199

1.4	**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
95	90	47	100	97

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
92	90	47	100	97

1.5	**Number of graduating students year-wise during last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
95	90	47	100	97

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
92	90	47	100	97

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	14	13	14	13

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	14	13	14	13

3.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 24 Answer after DVV Verification : 17