



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**MAHARSHI PARAMHANSH COLLEGE OF EDUCATION**

NH-23, NEAR DISTRICT COURT, VILLAGE- HUHUA (KOTHAR), P.O. KAITHA,  
DIST -RAMGARH, JHARKHAND- 825101

825101

[www.maharshibed.org](http://www.maharshibed.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Maharshi Paramhansh College of Education** was established in the year 2011. The college is located in village Huhua (Kothar), Ramgarh and is run by the Maharshi Paramhansh Seva Trust, registered under the Trust Act having registration No. 4046/4006/2009. The college offers B.Ed course:

**Bachelor of Education (B.Ed.)** - Recognized by National Council for Teacher Education (NCTE) and affiliated to Vinoba Bhave University (VBU) with sanctioned annual intake of 100 students (2 units).

### Vision

Personality development of students through proper integration of 3 H's - Head, Hand and Heart.

### Mission

To educate untrained graduate youth of the region and qualify them to seek employment and to promote human resource which could be safely entrusted with the responsibility of teaching the students in the light of cultural, religious and linguistic heritage of tribal community of Jharkhand, so that they may be able to discharge their national obligation, making India a glorious nation.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- **The Secretary Of the college Mr. Manoj Kumar Agrawalla is an eminent educationist who provides the guidance and directions for building the Institution with the focus on developing 'future teachers 'with sound academic and optimum leadership ability .Since the college right from in its inception strongly focus on education to make future academic teachers of the state responsible for onward transmission to the society**
- **The college adheres to academic calendar for the conduct of its internal assessment and evaluation of the students.**
- **The college has continuously upgraded its facilities and infrastructure as per changing demands of the society.**
- **Ragging Free Campus**
- **Fair and Transparent system of admission**
- **Remedial classes for Weak Students**
- **The college is located in rural area and is spread across .85 acres with built up area in 4535 square metres with good amenities and college management software**

### Institutional Weakness

- Many students are first generation learners.
- Being in rural area, limited opportunities for personal development.
- Poor Financial status of the students does not allow the institution to start advance carrieroriented programmes.

### **Institutional Opportunity**

- Use of modern technology for upgradation of teaching and learning process.
- Scope for partnership with research institutes.
- Improve research environment among all the faculties.
- To enhance consultancy and work for job opportunities to students by adopting skill development programmes.

### **Institutional Challenge**

- Introducing research works.
- Lack of Finances from Govt Agencies.
- To maintain record of Placements, Higher Education and Competetive Examination from Passed out students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The SSR report has based on seven criterions. In this criteria, the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context has been explained. This section describes how academic decisions are taken by teachers' council and how the academic calendar of the year is prepared after comprehensive meetings where Faculty of the institution, Head/Principal of the institution, headmasters of practice teaching schools and Alumni are present. While planning institutional curriculum, the institution adheres with the **Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)** as prescribed by the affiliating University and during curriculum transaction this is also explained to the trainees so that they have an idea about the goals they have to achieve. Curriculum provides adequate choice of courses to trainees in the form of optional & pedagogy courses which learners can choose aligned to their personal needs. The institution has also provide education value added courses or self-study courses.

### **Teaching-learning and Evaluation**

This criteria dealt with Average enrollment percentage of students during last five years including reserved categories (SC, ST, OBC). After admission the entry level behaviours of students are assessed and student diversities in terms of learning needs are given consideration. Institution has provisions for catering to differential student needs through Mentoring / Academic Counselling, Feedback / Tutoring, Remedial Learning Engagement, Learning Enhancement / Enrichment inputs, Collaborative tasks and Multilingual transactions. Faculties use different teaching-learning strategies including participative learning, problem

solving methodologies, brainstorming, focused group discussion, and take help ICT while teaching. Learners are also encouraged to use ICT in theory courses, Practice teaching, Internship and field work. Mentoring is provided to every learner for improving their professional competencies. Teaching learning process is designed to acquaint learners with recent developments in the field of education and foster creativity, innovativeness, intellectual skills, empathy, and life skills. Institution prepares trainee teachers for their future through developing teaching competencies and skills such as communication skills, ICT skills, classroom management skills, formulating learning objectives, lesson planning, identifying varied student abilities, visualising differential learning activities according to student needs and assessing student learning by developing tools of assessment. Students are encouraged to develop competence to organize academic and extracurricular activities as cultural, sports and community related events.

### **Infrastructure and Learning Resources**

The infrastructural facilities of the institution for Teaching- Learning purposes such as classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex and also classrooms and seminar hall(s) specially, smart classroom and their utilisation processes are described. In the next section, the focus is on automation of library, remote access for students, subscription for e-resources by our institution. The details of per day usage of library by students during the last completed academic year is presented as well. The content of the library in the form of National Policies and other documents on education available in the library were discussed. The following section describes ICT facilities including WiFi, Student – Computer ratio, Internet bandwidth available in the institution. In the next section, percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years was described and the closing section focussed on systems and procedures our institution follows for maintaining and utilizing physical, academic and support facilities such as laboratory, library, sports complex, computers, classrooms.

### **Student Support and Progression**

MAHARSHI PARAMHANS COLLEGE OF EDUCATION discussed in this section about the capability building and skill enhancement initiatives undertaken for students such as Career and Personal Counselling, skill enhancement in academic, technical and organizational aspects and various other initiatives including workshops to teach how to develop a seminar paper and E-content. The student support facilities of the institution as Vehicle Parking, Common rooms for boys and girls, Recreational facility, First aid and medical aid, Book bank, Safe drinking water, Hostel, Canteen. Toilets for girls were discussed and functioning of the Grievance cell was reported. In the next section, the students' future progress in the form of getting entry to higher education or placement was highlighted. The following section reported how students participated in college life actively through student council, sports and cultural events in various roles as volunteers, anchors and reporters. The following section dealt with Alumni Association and how they contribute to the development of the institution through motivating new students, helping in the in-house curriculum development, student mentoring, financial contribution to infrastructure and book bank, placement advice and support.

### **Governance, Leadership and Management**

In this criteria, started with the vision and mission of the institution and how effective leadership from HOI and participation from teachers and non-teaching staff help in achieving it. Key to this is decentralization and

participative management which has been always practised by the institution. Transparency is sought in every aspect of functioning be it financial, academic, administrative and other functions. The institution has a well organised Strategic Plan which it follows and adheres to. All the institutional bodies try to achieve perfection in their policies, administrative setup, appointment and service rules, procedures. The various bodies / cells / committees have regular meetings and implement their resolutions as far as possible given external constraints. E-governance is implemented in Finance and Accounts, Student Admission and Support, Examination System, Biometric / digital attendance for staff, Biometric / digital attendance for students. Welfare and professional enhancement of staff is also an area of concern and the institution provides financial support and career augmentation opportunities

### **Institutional Values and Best Practices**

This criteria describes how the institution fulfils its social responsibility through efficient and effective use of natural resources. Energy policy and ways of energy conservation practiced by the institution is highlighted. Institution has a policy of waste management on a small scale such as segregation of waste into different garbage cans, For water management and prevention of wastage, Waste water recycling in campus is undertaken, there are reservoirs/tanks for preserving water and economical usage of water through closing taps and reducing wastage through tank overflow is encouraged. Institution is committed to maintenance of a pollution free healthy campus environment which is clean, with proper sanitation, and green cover through encouraging use of bicycles / E-vehicles, creating pedestrian friendly roads, avoiding plastic-use and reuse of paper in office. Institution uses the local environment, locational knowledge and resources, and involves the community to give learners a comprehensive educational environment. Institution also desires that the learners, students, teachers, administrators should adhere to Code of Conduct so that not only the physical environment but also the cognitive environment is at its best. The institution tries to undertake several community-based activities and wishes to earn a distinct position in the educational map.

### **Research and Outreach Activities**

**MAHARSHI PARAMHANS COLLEGE OF EDUCATION** describes in detail about the journals and books written by the faculties . Another area was community based activities which are an integral part of our B.Ed. curriculum in the 3rd semester and this criterion elaborates in detail how the institution promotes and facilitates such programmes and how learners are motivated to treat these activities not as a part of syllabus but as community service. The collaboration and linkages section highlighted the friendly collaboration of the institution with local schools and community and also explains how their inclusion in the decision making process has made B.Ed. a comprehensive experience.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | MAHARSHI PARAMHANSH COLLEGE OF EDUCATION  |
| Address                         | NH-23, NEAR DISTRICT COURT, VILLAGE-HUHUA (KOTHAR), P.O. KAITHA, DIST -RAMGARH, JHARKHAND- 825101 |
| City                            | RAMGARH CANTT   |
| State                           | Jharkhand   |
| Pin                             | 825101  |
| Website                         | <a href="http://www.maharshibed.org">www.maharshibed.org</a>                                      |

| Contacts for Communication |                 |                         |            |     |                              |
|----------------------------|-----------------|-------------------------|------------|-----|------------------------------|
| Designation                | Name            | Telephone with STD Code | Mobile     | Fax | Email                        |
| Principal                  | G.r. Chouriya   | 06553-8986898051        | 9973298096 | -   | maharshibedcollege@gmail.com |
| IQAC / CIQA coordinator    | Dudheswar Mahto | -                       | 9835143012 | -   | dmahto1284@gmail.com         |

| Status of the Institution |                |
|---------------------------|----------------|
| Institution Status        | Self Financing |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |
|-----------------------|
|                       |

| State     | University name         | Document                      |
|-----------|-------------------------|-------------------------------|
| Jharkhand | Vinoba Bhave University | <a href="#">View Document</a> |

| 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  | <a href="#">View Document</a>                                 | 28-05-2015                     | 120                | Permanent Recognition |

| 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            | NH-23, NEAR DISTRICT COURT, VILLAGE-HUHUA (KOTHAR), P.O. KAITHA, DIST -RAMGARH, JHARKHAND- 825101 | Rural     | 0.85                 | 4535.7                   |

## 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,Ug                   | 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              | 1         |        |        |       | 0                   |        |        |       | 15                  |        |        |       |
| Recruited   | 1         | 0      | 0      | 1     | 0                   | 0      | 0      | 0     | 10                  | 5      | 0      | 15    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |



| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 7            |
| Recruited   | 6           | 1             | 0             | 7            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

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

### **Qualification Details of the Teaching Staff**

| Permanent Teachers     |           |        |        |                     |        |        |                     |        |        |       |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD/DM/MCH | 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      | 10                  | 5      | 0      | 15    |
| UG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

| Temporary Teachers     |           |        |        |                     |        |        |                     |        |        |       |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD/DM/MCH | 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 Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD/DM/MCH | 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     |

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   | 35                                      | 0                          | 0            | 0                | 35    |
|                         | Female | 64                                      | 1                          | 0            | 0                | 65    |
|                         | Others | 0                                       | 0                          | 0            | 0                | 0     |
| Diploma                 | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|                         | Female | 0                                       | 0                          | 0            | 0                | 0     |
|                         | Others | 0                                       | 0                          | 0            | 0                | 0     |
| Certificate / Awareness | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|                         | Female | 0                                       | 0                          | 0            | 0                | 0     |
|                         | Others | 0                                       | 0                          | 0            | 0                | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 0             | 2             | 4             | 10            |
|  | Female | 5             | 3             | 3             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 5             | 0             | 2             | 7             |
|  | Female | 9             | 3             | 2             | 19            |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 18            | 14            | 22            | 16            |
|  | Female | 42            | 54            | 27            | 28            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 2             | 3             | 4             | 5             |
|  | Female | 19            | 21            | 13            | 12            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 1             |
|  | Female | 0             | 0             | 0             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>100</b>    | <b>100</b>    | <b>77</b>     | <b>100</b>    |

### **Institutional preparedness for NEP**

|   |   |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines. Education is not limited to a particular discipline For Students. So we covers multidiscipline such as pedagogy of Math, Physical Science etc. |
| 2. Academic bank of credits (ABC):      | N/A   |
| 3. Skill development:                   | Skills and knowledge are the driving forces of economic growth and social development for any student. MAHARSHI PARAMHANSH COLLEGE OF EDUCATION is a Teacher Education College, So we initiate and promote Teaching and Learning  |

|  |  |
|--|--|
|  | Skills of every student throughout the year, like as Basic Computer Application and English Speaking   |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | MAHARSHI PARAMHANSH COLLEGE OF EDUCATION have integrated of Indian Language and Culture which as guided in curriculum by the Regulatory Authority NCTE.  |
| 5. Focus on Outcome based education (OBE):   | MAHARSHI PARAMHANSH COLLEGE OF EDUCATION is one of the best college for teachers training course . MAHARSHI PARAMHANSH COLLEGE OF EDUCATION Produce one hundred Skillful Teachers every year with best citizenship and humanity for society and nation. this is our example of focused on outcome based education. |
| 6. Distance education/online education:  | There is no any distance education course run by college . College has its own college management software. by this software college provides online education .   |

## Extended Profile

### 1 Students

#### 1.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 100                                     | 77      | 100                           | 100     | 100     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 100  | 100     | 100                           | 100     | 100     |
| File Description                                 |         | Document                      |         |         |
| Letter from the authority (NCTE / University / R |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |

#### 1.3

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 50   | 50      | 50                            | 50      | 50      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Central / State Govt. reservation policy for adm |         | <a href="#">View Document</a> |         |         |

#### 1.4

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 100  | 77      | 100                           | 100     | 100     |
| File Description                                 |         | Document                      |         |         |
| List of final year students with seal and signat |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 100  | 77      | 100                           | 100     | 100     |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Consolidated result sheet of graduating students |         | <a href="#">View Document</a> |         |         |

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 100  | 77      | 100                           | 100     | 100     |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Enrollment details submitted to the state / univ |         | <a href="#">View Document</a> |         |         |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 10      | 15      | 15      | 15      | 15      |

| File Description                                 | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format          | <a href="#">View Document</a> |
| Copy of the appointment orders issued to the tea | <a href="#">View Document</a> |

## 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15      | 15      | 15      | 15      | 15      |

| File Description                                | Document                      |
|---|-------------------------------|
| University letter with respect to sanction of p | <a href="#">View Document</a> |

## 3 Institution

### 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 55.96   | 54.50   | 41.62   | 31.45   | 21.70   |

| File Description                                 | Document                      |
|--|-------------------------------|
| Audited Income Expenditure statement year wise d | <a href="#">View Document</a> |

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 28

| File Description                       | Document                      |
|--|-------------------------------|
| Invoice bills of purchase of computers | <a href="#">View Document</a> |
| Copy of recent stock registers         | <a href="#">View Document</a> |



## 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:**

This institution is an affiliated college under Vinobha Bhave University , Hazaribagh, which imposes certain parameters within which the college functions in terms of the curriculum design and coverage, 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 periodically reviews and adapts the prescribed curriculum to meet the needs of local context. For this purpose, the teacher educators try to inculcate among the trainee teachers, qualities of being a good teacher who would be capable of handling local students' needs. 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 Plan for each session. The plan is formulated keeping in mind the guidelines of the affiliating University. This plan is made for each semester 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 fit the local needs. The activities indicated in prescribed curriculum are also adjusted according to needs of local students and practice teaching schools. The communication of all decisions are done through meetings where the Principal, teaching faculty, and headmasters of practice teaching schools are present. The decisions are announced by the Teacher Council Secretary and thereby recorded in a meeting register. All the issues relating to adaptation and implementation of curriculum are open to suggestion and discussion 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 both from side of schools and trainee teachers. Adequacy of library books and other aids 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 | <a href="#">View Document</a> |

**1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 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                                     | <a href="#">View Document</a> |
| URL to the page on website where the PLOs and CLOs are listed | <a href="#">View Document</a> |
| Paste link for additional information                         | <a href="#">View Document</a> |

## 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:** 100

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13      | 13      | 13      | 13      | 13      |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13      | 13      | 13      | 13      | 13      |

| File Description  | Document                      |
|---|-------------------------------|
| Data as per Data Template   | <a href="#">View Document</a> |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | <a href="#">View Document</a> |

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

**Response:** 4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 4       | 4       | 4       |

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Data as per Data Template             | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 100

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 100     | 77      | 100     | 100     | 100     |

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

### 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:** A. All of the above

|                                       |                               |
|---------------------------------------|-------------------------------|
| <b>File Description</b>               | <b>Document</b>               |
| Data as per Data Template             | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

|                           |                               |
|---------------------------|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Data as per Data Template | <a href="#">View Document</a> |

**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:**

The course starts with an Orientation Program where the trainee teachers are acquainted with the syllabus, course structure and PLO and CLO of the B.Ed. program. They are also made to understand how this particular program is helpful in their journey to become a successful teacher. 1st semester curriculum has been specifically designed to provide adequate exposure to understand the qualities and role of a teacher; familiarize with the philosophical, sociological and the psychological bases of education and also the importance of interdisciplinary education and collaboration with other peer teachers. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization The B.Ed. course consists of many activities to provide the trainee teachers with procedural knowledge like visits to schools as part of practicum on child psychology, about different types of curriculum and their importance through real life subject specific examples. In the 2nd semester the students are acquainted with micro-teaching skills to make them capable of handling real life classroom situations. They also act as observers while their peers transact their simulated lessons. In the 3rd semester

the students are given the knowledge of pedagogy and they get an understanding of ways of asking questions, evaluation techniques (achievement tests, their construction and about using other evaluation techniques) and providing assignments. The ICT training in 4th semester prepares them to remain abreast with modern age online and innovative teaching

| File Description   | Document                      |
|--|-------------------------------|
| Photographs indicating the participation of students, if any | <a href="#">View Document</a> |
| List of activities conducted in support of the above         | <a href="#">View Document</a> |
| Paste link for additional information                        | <a href="#">View Document</a> |

### **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 organizes lectures and talks by Headmistress/Headmaster and teachers from various schools following different boards of education. The functioning of various Boards of School Education are discussed by them through relevant examples and PPT presentations. The students in their 4th semester learn about the functioning of various Boards of School Education and functional differences among them. The trainees also visit schools of different boards to complete a practicum under this paper. In the same paper the trainee teachers learn about the assessment systems of various boards under the above mentioned practicum. The trainee teachers themselves belong to different boards of education and are asked to share their knowledge regarding curriculum and evaluation systems of such boards during their class discussions and during the induction program. Norms and standards are a concept given to the trainee teachers in theoretical form in their 2nd semester where they learn about norms of a test, validity, reliability and many related concepts. The practical experience comes when the trainee teachers themselves construct achievement tests for their students at school, and when they judge objectivity of such tools in their practicum. While constructing pedagogy in their respective subjects the trainee teachers also have to construct a blueprint of achievement tests keeping in mind the norms and standards.

### **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:**

The trainee teachers are also made aware about interconnectedness between micro lessons, practice teaching and pedagogy where the former two are practical versions of the latter. Moreover, the concepts of child psychology taught in 1st semester and practice teaching taught in 3rd semester are interconnected, as trainee teachers should be aware about a child's mental state before transacting their lesson. The concepts of educational management taught in 2nd semester is also essential during the practice teaching while

managing classroom and outside class activities. The concepts of evaluation taught in 2nd semester are essential while making achievement tests in the method paper courses. The concepts of different types of curriculum taught in 2nd semester help the learners to improve the classroom transaction keeping in mind hidden, latent and null curriculum (all of which hold significant importance). Micro teaching skills taught in 2nd semester helps the learners to apply these skills in the real classroom situations.

## 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:** C. Any 3 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:** A. Feedback collected, analysed and action taken and feedback available on website

## 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:** 95.4

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response:** 30.08

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 83      | 60      | 76      | 79      | 78      |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response:** 0.84

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 0       | 0       | 0       | 0       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

### 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:**

At the entry level, the trainee teachers who take admission in the MAHARSHI PARAMHANSH COLLEGE OF EDUCATION belong to different socioeconomic backgrounds and many of them have little knowledge about a training college. So, it is necessary to welcome new trainee teachers to the training institution and prepare them for their new role. MAHARSHI PARAMHANSH COLLEGE OF EDUCATION organizes an Induction programme for seven days in order to orient fresh trainee teachers and help them to adjust and feel comfortable in the new environment. The induction programme is organized before commencement of the regular classes. This induction programme acquaints trainee teachers about the institutional policies, processes, culture and its values and helps in getting familiarized with the institution. MAHARSHI PARAMHANSH COLLEGE OF EDUCATION tirelessly works on fulfilling requirements of newly admitted trainee teachers with regards to linguistics and communication skills.

**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:** C. Any 3 of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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:** 10:1

**2.2.4.1 Number of mentors in the Institution**

Response: 10

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |



## 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:**

The main objective of our teaching is all round development of the trainee teachers that includes physical, mental and moral development. Participative learning mode (form of a reflective teaching), is used by teacher educators to instill confidence and positivity and to ensure physical and mental development of the trainee teachers. It also evokes interests, develops mental ability and encourages trainee-teachers to participate actively in the teaching learning process and learn simultaneously. We motivate our trainee teachers by various participative methods such as initiating group work through cultural programme, be responsible for community work, organising debates, discussion and seminars, publication of college magazine, participation in physical development activities, and teamwork during field/ school visits and educational tours. Our educators provide opportunities for self-assessment and peer- assessment which improves the structured learning process. Problem solving methodologies are used while taking classes and it helps in developing good study habits, analytical, critical and generalization abilities, and in transfer of knowledge. The trainees learn to identify and define the problem. The educators use a variety of examples to make the trainees understand the problem in respective courses. During internship the trainee teachers single handedly undertakes several initiatives to ensure better coordination between the school and their institution. Problem solving methods learn how to act in new situations and solve future classroom problems.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

**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:** 45.71

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10      | 08      | 4       | 6       | 4       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |
| Link of LMS               | <a href="#">View Document</a> |

**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:** 100

**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**

Response: 100

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |
| Any additional Links      | <a href="#">View Document</a> |

**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 | <a href="#">View Document</a> |
| Link of resources used    | <a href="#">View Document</a> |

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

**Response:**

Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from varied socio-economic, religious and language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in teams. Mentors update the Teachers' Council in case of a problem related to a student regarding the attendance, performance in the internal assessment, and University examinations. The mentor meets all the mentees under his/her mentorship at least once a month or as and

when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and inhouse faculty who are willing to provide career and personal counseling and teach teamwork.

**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:** D. Any 2 of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response:**

MAHARSHI PARAMHANSH COLLEGE OF EDUCATION motivate students for creative and innovativeness teaching learning process. Cultural activities increase opportunities for social interaction and help in building new relationships. These activities are generally group-oriented which have students from different niches and gives them a chance to know more about people of different passions and cultures. Interaction among trainees helps in development of interpersonal skills of students. The trainees often learn on how to work for a common goal and this ultimately develops a sense of responsibility in them. It increases the level of confidence and also teaches them how to co-operate and work with people in different conditions. They learn to face the challenges that will come in their professional life. Sustained involvement in more than one activity reflects the talent and potential of the trainee teachers. The trainee teachers along with b.ed training learn prioritization and time management skills. These academically and co-curricularly talented trainee teachers have a well-groomed personality, which helps them to face the world in a better way. The value and enjoyment resulting from cultural activities, also gives our trainee teachers a chance to develop important life skills such as creativity, confidence, self discipline, effective communication and the ability to work in teams.

## 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:** C. Any 4 or 5 of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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:** D. Any 2 or 3 of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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:** C. Any 2 of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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:** B. Any 3 or 4 of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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:** A. All of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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 | <a href="#">View Document</a> |

**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 | <a href="#">View Document</a> |

**2.4.8 Internship programme is systematically planned with necessary preparedness..****Response:**

1. Selection/identification of schools for internship: Participative/on request: Our college has ten designated schools where we send our trainee teachers for completion of Internship. Every year schools are assigned keeping in mind the place of residence of trainees. 2.Orientation to school /headmaster/principal/teachers: Before school internship begins, an Introductory Meeting is scheduled with the headmaster/headmistress and Teacher-in-Charge of designated schools. The agenda of this meeting includes discussion regarding requirements of the schools from this Internship Program. We also brief trainees about the nuances of the Internship Program and the code of conduct to be maintained during internship. 3. Orientation of students going for internship: An Orientation programme is conducted for the trainees before they are sent for completing their internship. The sessions focus on roles and responsibilities of trainees such as Time-Table preparation, attending PTA meetings, assessment of student learning including home assignments & tests, preparation of progress reports, organizing academic activities, co-curricular activities, and cultural events; maintaining documents, registers and records; administrative responsibilities. 4. Defining role of teachers of the institution: Faculty members are also assigned as mentors for each practice teaching school. Every method teacher has responsibility to approve learning designs of trainees before its delivery

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

**Response:** 6.25

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

**Response:** 16

| <b>File Description</b>   | <b>Document</b>               |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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:** D. Any 2 or 3 of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

#### **2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

Our institution takes the following steps for effective monitoring mechanisms during internship programme:

Our college organizes orientation–cum-consultation meetings with the school headmaster/headmistress . The Teacher Council of our college organizes a meeting with school principals and mentor teachers every year before the internship programme. In this meeting, our Teacher Council puts forth some rules regarding the participation and contribution of trainees in all the activities such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers. The headmasters/headmistresses are requested to evaluate the trainees in all the above activities. The headmasters/headmistresses of all the schools follow the rules prescribed by the affiliating university to evaluate the trainee teachers. Teacher educators of our college visit the practice teaching schools for observing the trainee teachers during internship programmes and a minimum of five classes of each trainee is observed by them. Alternate mentor teachers other than the one assigned for a particular school also go for class observation. In the school where the trainees go for internship, the experienced school teachers also guide them how to teach, use teaching strategies and teaching learning methods appropriately and provide feedback in the feedback form if correct strategies are not followed.

Our college Principal also visits the schools regularly and observes some of the demonstrations presented by trainee-teachers.

The senior teachers of our college also go to the schools separately to evaluate the performance of trainee teachers.

#### **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:** D. Any 1 or 2 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:** 93.33

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response:** 21.43

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

**Response:** 3

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response:** 10.5

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

**Response:** 105

### 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:**

1. In house discussions on current developments and issues in education: Through In-house discussions our



college teacher educators learn to improve their skills and, in turn, they can boost trainee teacher's learning outcomes. In-house discussions in our college takes several forms such as formal seminars, teacher induction programs and informal discussions during leisure hours. In such In-house seminars teachers of our college give presentations following which there is discussion by all teachers and even trainees participate. Every year we organise teacher induction programs (focus on curriculum, communication skills, knowledge of learner's psychology) which is followed by extensive In-house discussions between experienced and novice faculties. We organise counselling sessions which are followed by In-house discussions regarding recent and innovative ways to enhance mental health of trainees and educators. During leisure hours our faculties often engage in informal discussions criticising and analysing recent developments in the field of education (from NEP 2020 to Blended learning, on how to apply higher thinking skills for improvement of trainee teachers, how to improve trainee teacher's classroom management techniques during internship). There are informal discussions in the college staffroom among teachers or even in a classroom or on an individual basis. Teachers meet together informally once every week and discuss how to improve the teaching learning process. Our college teacher educators are on an endless journey where we are always looking for new ideas or teaching strategies, which can help to improve trainee teachers' skills, and ensure learners' success, and be useful in their future life. 2. Share information with colleagues and with other institutions on policies and regulations:- The faculty of the college values its diversity and tries its best to maximize its benefit from the rich resources at hand. Every year we try to organise small workshops, lectures or seminars from the faculty for our faculty. The logic behind these sessions is to value and recognise the inherent potentialities within the institution. Apart from this programme the different bodies of the college like the IQAC and Governing Body of the college includes noted personalities who are helpful in making us abreast with changes in policies and regulations. Regular interactions either in the form of formal meetings or informal interactions in the evening is a regular affair which helps in identifying the changes happening around us. We have a friendly rapport with other faculty members and we always feel comfortable to use them as our support system in academic works. The working environment of the staff room is friendly and supportive and it really helps in building a conducive environment for learning and discovery. Our discussions revolve around information on how other institutions have improved their learning environment, policy adopted by other educational institutions for student welfare, policies which other educational institutions are adopting to keep themselves professionally upgraded and how we could bring similar kinds of changes in our institution.

## 2.6 Evaluation Process

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

#### Response:

The basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken. 1. The marked answer sheets are given to the trainee teachers to give them the opportunity to look into the weaknesses of their performance. 2. When the trainee teachers have seen their performance; the teacher educators discuss each and every question-attempt made by the majority of the trainee teachers and then explain the correct way to answer those questions. 3. The trainee teachers are given one assignment in each course of the programme and the way in which they complete it helps in understanding the comprehension regarding the particular unit. 4. The college also follows criteria laid down by the University for the internal evaluation system. The college displays all the circulars regarding examinations on notice boards

and whatsapp group from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to trainee teachers at the beginning of each semester. The faculties provide extra guidelines and counseling to trainee teachers. 5. Special tests are taken for slow learners. 6. School Internship: During school Internship a lot of assessment is done on the basis of internal evaluation. Internal Evaluation of Intern is evaluated by the Mentor, Method teacher and Principal/ Head of the Institution to assess the progress during practice teaching sessions. Microteaching demonstration classes are also evaluated by method teachers to monitor the development of teaching skills in trainee teachers. Peers also evaluate and give verbal feedback during micro-teaching, simulated demo classes before internship and practice teaching classes.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

### **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:** C. Any 2 of the above

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

**Response:**

Internal Examination in the college is conducted, as per rules and regulations of the affiliating University. Examination related grievance complaints are readily accepted by the college. If there is any examination related grievance, in relation to physical resources, such as improper sitting arrangement, insufficient light etc, immediate action is taken to resolve the issue. In case of sudden illness during the examination, first aid is given to the student, and if necessary, the services of nearby hospitals are taken. At the Institution level, Examination committee is appointed by Principal to look into examination related matters and solve student issues. Our college plans its examination schedule based on the Academic Calendar provided by the affiliating University. Before the examination, there are some Common grievances of trainee teachers such as late application form filing, non-receipt of admit card of examinations or wrong entries in the same. In either case, grievances are communicated to the University Examination Section and resolved at its earliest. College supports the trainee teachers to fill the Examination form, make payment and download admit cards for examinations.

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

**Response:**

Before the commencement of each academic year the college prepares its own Academic Calendar which contains a detailed schedule of working days, events to be organised and dates of examination. A copy of the same is published on the college website to inform the students and other stakeholders regarding the nature of activities which are scheduled for the semester. The Teacher Council initiates this academic plan and tries to ensure that a strict adherence to the same is maintained by all the faculty members. The College Examination Committee decides on the dates within which the internal assessment is to be conducted and dates within which the marks are to be submitted to the office. These dates are to be strictly adhered to during each semester. The convener of the College Examination Committee issues notices to all teachers to submit their chosen dates for practicum examinations and written internal tests. A notice regarding the same is issued after receiving notification regarding examination from the University. Trainee teachers are informed about specific dates for submission of assignments, practicum, and so on. Before starting each internal assessment test, assignments are given to the students for each course which includes homework, problem solving, group discussion and quiz. Seminars are carried out by the students on a particular topic in a course during the respective subject hour. Usually in the 1st semester and 3rd semester, the dates for the first evaluation for theory papers lies in the 1st week of December while for the second sem and 4th sem in the 1st week of June. For the practical papers the internal evaluation is conducted in almost all practical classes according to the nature of assignment. A sample of circular announcing dates for conduction of assignments and submission of marks is uploaded. The decision regarding dates for conduct of assignments depends on gazetted holidays as well as other planned activities of the college such as the cultural programs, Foundation day, Sports day, etc.

| File Description  | Document                      |
|---|-------------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | <a href="#">View Document</a> |

## 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:

The trainees are familiarized with the ICT process which enables them to become technologically proficient. It also helps to figure out integration of technological tools for teaching and learning, content development and developing collaboration and sharing in the field of education. They learn to use ICT as teaching aids in teaching their method subject, use ICT based communication in the classroom and use ICT in lesson planning. The Internship program in schools which include first hand experience in observing the school practices, school administration, teaching learning environment, role of different stakeholders in education and practice teaching. All these real experiences of the school prepares the future teachers before they enter the professional world. The whole of the Internship program is divided into two parts: Pre Internship where the trainees are accustomed with school life and during Internship they master the skills by constantly practising it. The trainees are accustomed to prepare learning design, instructional material for teaching and make teaching aids, toys, charts, before and during the Internship program. Trainees are also involved in a number of co curricular activities which includes participation in cultural activities and involvement in different cells and committees in the college governance. These opportunities provided to the trainees help in nurturing a sense of leadership and developing accountability to the teaching

profession. The trainees understand classroom diversities and are enabled to deal with diverse learners in inclusive classroom setup, become aware of human rights, acknowledge women empowerment, develop sensitivity towards environment and accept its role in teaching- learning process.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

### 2.7.2 Average pass percentage of students during the last five years

**Response:** 98.53

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 75      | 100     | 100     | 99      | 96      |

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Data as per Data Template       | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

### 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:**

The college ensures holistic and progressive management of the students' performance in professional and personal attributes by adopting a wide range of strategies which includes both formative and summative assessment. At the very initial stage of entry, we create an individual learner's profile. The purpose behind this profiling is to ensure effective assessment of learning. We often provide feedback that is specific, informative and focuses on facilitating trainee teachers to evaluate their own learning performances and to gain mastery on the content areas. Purposeful self-assessment approaches are sometimes conducted and we often employ peer assessment techniques. Self-assessment is highly valued for its ability to build reflective lifelong learners. The trainees' performance is evaluated by a number of stakeholders as the teacher educators, mentors, external examiners, Principal of the college, heads of practice teaching schools, experienced school teachers, and peers. All these stakeholders provide separate feedback in regular intervals, feedbacks are constructive and targeted towards improvement of performance. The feedback to the teacher trainees provides them advice on how to improve or move forward, understand the goals of their work, express and communicate their understandings and skills. We also encourage dialogue between teacher educators and trainee teachers that encourages reflection on their learning. The teachers using information about ongoing learning tries to adjust teaching so that all trainees have opportunity to learn.

The results are timely reported and recorded and use evidence obtained when trainee teachers are involved in special tasks or activities in addition to their regular work. The evaluation outcomes are recorded in most of the cases in the form of marks on assignment, marks of practicum, internship marks, marks on microteaching, scores of theoretical papers

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

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

**Response:** 100

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

Response: 100

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data template | <a href="#">View Document</a> |

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

**Response:**

For assessment to be meaningful, we feel that it must be well-aligned to the type of learning that is valued. Our trainees along with the academics are involved in a list of extra curricular activities which are significant in developing competencies such as critical thinking, creativity, managerial skills, social and communication skills, adaptability, problem solving, ability to co-operate which are needed for actively shaping a peaceful future. We try to focus on competencies for life. The whole of the curriculum experiences highlights that trainee teachers use these competencies to live, learn, work and contribute as active members of their communities. We love to focus that we value competencies based on knowledge, attitudes, and values which will lead to action. The formative evaluation assesses what students do when they are in the classroom, how well they are progressing towards CLOs, whether they follow code of conduct, whether they show active participation in extracurricular, community based activities, and as members of different committees. The Summative evaluation on the other hand, emphasizes whether academic and cognitive learning needs are met. Teacher educators try to judge the trainee teachers on the basis of their performance. The Practicum in each course gives the opportunity to assess whether trainees have developed skills or competencies needed in real life situations. The Field Work assessment provides an opportunity for judging collaboration, discipline and presence of mind. The Participation marks engagement with course learning and develop trainee teacher's ability to communicate and discuss ideas. The Written preparations of assignment encourage reading and teach academic reading and writing skills. The seminars allow trainee teachers individually or with a group, provide a presentation to class and help to judge communication skills. Group work such as cocurricular activities emphasises collaborative

learning, problem-solving and critical evaluation, and is a valuable preparation for professional and personal life. The Formal tests, quizzes, debate, work games , survey, different practicum, individual seminar presentation, assignment submission are the methods for assessing student performance by college. We try our best to evaluate whether our trainee teachers have developed personal and professional skills of teaching and imbibed the right values as per their initial learning needs and whether the intended PLOs' and CLOs' are achieved.

## **2.8 Student Satisfaction Survey**

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

**Response:** 3.67

NAAC

## 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..**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 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)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 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](#)

Link for additional information

[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:** D. Any 1 of the above

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

**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

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>   | <b>Document</b>               |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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:** 0.93

**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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8       | 0       | 1       | 2       | 2       |



| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

### 3.3 Outreach Activities

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

**Response: 8**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 9       | 9       | 9       | 9       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response: 100**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 100     | 77      | 100     | 100     | 100     |

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

**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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 100     | 77      | 100     | 100     | 100     |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

### 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 has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Fortunately, idea of the cleaning the campuses, the surroundings. The whole of the B.Ed. syllabus is a perfect amalgamation of theories and practical concerns (social concerns, cleanliness and beautification, celebrations of important dates, awareness of cultural diversity) which are taught and discussed throughout the session. Due to such activities students also get conscious about sanitization. For abatement with deforestation and pollution problem the college focused on tree plantation. Between Covid period college distribute food medicine and many other things for people.

### 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.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

### 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:** 2.4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 2       | 2       | 2       | 2       |

**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:** 4

**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**

**Response:** 4

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Copies of the MoUs with institution / industry/ corporate houses

[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:** D. Any 1 or 2 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

NAAC

## 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:**

MAHARSHI PARAMHANSH COLLEGE OF EDUCATION has adequate infrastructural facilities for conducting Teaching-Learning process smoothly which are :

**A) Administrative**

- 1.Principal's Room
2. Office Room
- 3.Accountant's Room
- 4.Staff room for Faculty
5. Visitor room

**B) ACADEMIC FACILITIES :-** Our institution boasts of having enriched laboratories:

**CURRICULAM LAB:-** It provides an opportunity for the students to discover the basic ideas of foundations of mathematics, Science and the general concept of space, as well as interactions between physics, Chemistry , Biology and mathematics . **LANGUAGE LAB :-** This labs are equipped with a complete set of latest equipment and tools which caters to the needs and enhances the practical skills of students

**PSYCHOLOGY LAB:-** This labs are equipped with a complete set of latest equipment and tools which caters to the needs and enhances the practical skills of students.

**ICT RESOURCE CENTER:-** This lab with strong LAN connection helps Students to become competent and confident users of technology and use the basic knowledge and skills acquired to assist in the teaching learning process with CMS(College Management Software).

**LIBRARY CUM READING ROOM:-** It has an extensive collection of books, reference materials, journals, e-resources and exclusive reading rooms for teachers and student alongwith Internet connectivity and ILMS(integrated library Management System). **Sick Room:-** It has a proper fisrt aid kit with basic medicine and sanitary pads for girls **Common Rooms:-** Separate common rooms for boys and girls are available in college with some indoor games kits. where students get relax after class for some time.

**HEALTH AND PHYSICAL EDUCATION RESOURCE INCLUDING YOGA EDUCATION :-** For some physical activities college has a physical room, it help to encourage student to get fit physicaly with education.

**ART AND CRAFT RESOURCE CENTER :-****MUSIC ROOM:-****(c) other Facilities in campus**

- Canteen
- Parking Space
- Store Room
- Multi Purpose Play Field
- Lift (with 6 person capacity)

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

**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:** 55.56**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: 9

| File Description                                   | Document                      |
|--|-------------------------------|
| Data as per Data Template                          | <a href="#">View Document</a> |
| Link to relevant page on the Institutional website | <a href="#">View Document</a> |

**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years****Response:** 24.92**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19.0    | 15.0    | 11.02   | 4.01    | 2.11    |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

## 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:**

MAHARSHI PARAMHANSH COLLEGE OF EDUCATION HAS ITS OWN INTEGRATED LIBRARY MANAGEMENT SYSTEM (ILMS). The complete process of acquiring books and its technical processing is completed using the designated module of the software. The software supports all the activities of the circulation section including issue – return, book reservations, reminders and recall of books, and overdue charges. The software is equally useful in the management of serial control of current issues of Print Journals as well as back sets of journals. It supports processing of subscription, reminders for non-receipts of journal issues and binding of journal volumes. The ILMS provides a distributed system of Input for bibliographic details of the books and other documentary materials like periodicals etc. The ILMS is operational and is very helpful in meeting the end user's academic information needs. As a single entity, it supports the multi-disciplinary approach to information and is highly used by end users to locate books. The library database created is based on the usage of the International Standards for easy retrieval among the libraries working in different environments apart from uploading and downloading the records.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Web-link to library facilities  | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

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

**Response:**

Library has provided the access of e-resources by providing unique User ID and Password given by the College administrator (Librarian). The teachers may access e-books & e-Journals. Institution has remote access to library e-resources By which teachers use frequently. In the upcoming academic year we plan to extend the access of e-resources to students through Unique ID subsequently. We have the following facilities in our Library:

1. All the books details are stored on ILMS
2. Students are provided with unique bar coded ID card through which they can borrow two books for a period of 15 days
3. Teachers can borrow 15 books for a period of 1 month

4. We have an exclusive reference section which can be accessed by the students and staff etc

| File Description                          | Document                      |
|---|-------------------------------|
| Landing page of the remote access webpage | <a href="#">View Document</a> |

#### 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 | <a href="#">View Document</a> |

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

**Response:** 0.46

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| .24     | .16     | .75     | .27     | .90     |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

#### 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:** 9.09

##### 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: 200  |                               |
|--|-------------------------------|
| <b>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</b>   |                               |
| Response: 200  |                               |
| <b>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</b>   |                               |
| Response: 200  |                               |
| <b>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.</b>  |                               |
| Response: 200  |                               |
| <b>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.</b>  |                               |
| Response: 200  |                               |
| <b>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</b>  |                               |
| <ol style="list-style-type: none"> <li>1. Relevant educational documents are obtained on a regular basis</li> <li>2. Documents are made available from other libraries on loan</li> <li>3. Documents are obtained as and when teachers recommend</li> <li>4. Documents are obtained as gifts to College</li> </ol> |                               |
| Response: C. Any 2 of the above  |                               |
| File Description   | Document                      |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 4.3 ICT Infrastructure

|   |
|---|
| <b>4.3.1 Institution updates its ICT facilities including Wi-Fi</b>   |
| <b>Response:</b>  |
| The plans for infrastructural development are given top priority as the College realizes the correlation between adequate infrastructure and effective teaching – learning. The strategies adopted for ensuring adequate infrastructure are as follows: At the beginning of the academic year need - assessment for replacement / upgradation / addition of the existing infrastructure is carried out based on the suggestions |

from committee members and lab technicians, after reviewing course requirements, computer – student ratio, budget constraints, working condition of the existing equipment and also teacher trainees grievances. Optimal deployment of infrastructure is ensured through awareness during students' and teachers' induction programs. Effective utilization of infrastructure is ensured through efficient and qualified lab technicians. Internet connectivity is available in class rooms. Video conferencing facility is available at the E-learning resource lab

#### 4.3.2 Student – Computer ratio for last completed academic year

**Response:** 4:1

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

#### 4.3.3 Internet bandwidth available in the institution

**Response:** 100

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

**Response:** 100

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

#### 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:** D. Any 1 of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

## 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:** 39.87

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 23.88   | 23.38   | 17.57   | 10.45   | 6.54    |

| File Description          | Document                      |
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#### 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:

The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received by the college as per the requirements in the interest of students. **Laboratory:** Record of maintenance account is maintained by lab attendant and supervised by the concerned teacher. The calibration, repairing and maintenance of sophisticated lab equipment are done by the technicians of related owner enterprises.

**Library:-** The requirement and list of books is taken from the concerned faculty and the finalized list of required books is duly approved by the library subcommittee and signed by the Principal.

**Suggestion box** is installed inside the reading room to take users feedback. Their continuous feedback helps a lot in introducing new ideas regarding library enrichment.

To ensure return of books, 'library clearance' from the library is mandatory for students before appearing in exams.

**Sports:** - Regarding the maintenance of sports equipment the college physical education teacher is deputed. Annual Sports have been duly organised though in the wake of recent pandemic the programme has remained cancelled.

**Computers:** - The computer laboratory is established to enrich the students. The faculty has two desktop computers for their requirements installed with an internet facility in the staffroom. There are three laptops also given for the teachers in the staffroom. The campus is internet and WIFI Enabled.

**Classrooms:** - 1. The college has various committees for maintenance and upkeep of infrastructure. college also have ICT Enabled Classrooms.

| <b>File Description</b>         | <b>Document</b>               |
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| Link for additional information | <a href="#">View Document</a> |

NAAC

## 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:** D. Any 1 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Geo-tagged photographs                | <a href="#">View Document</a> |
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**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:** D. Any 2 of the above

|  |                               |
|--|-------------------------------|
| <b>File Description</b>                              | <b>Document</b>               |
| Data as per Data Template for the applicable options | <a href="#">View Document</a> |

**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:** D. Any 1 of the above

|                           |                               |
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| Data as per Data template | <a href="#">View Document</a> |

## 5.2 Student Progression

**5.2.1 Percentage of placement of students as teachers/teacher educators**

**Response:** 12.79

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9       | 10      | 17      | 9       | 16      |

|                           |                               |
|---------------------------|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
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**5.2.2 Percentage of student progression to higher education during the last completed academic year**

**Response:** 20

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

Response: 20

**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 | <a href="#">View Document</a> |

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

Response: 8.81

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 11      | 10      | 3       | 7       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**5.3 Student Participation and Activities****5.3.1 Student council is active and plays a proactive role in the institutional functioning****Response:**

We have a decentralized structure called the Students committee. It includes representatives from students in order to create an opportunity to develop leadership by organizing and carrying out activities and program within the institution and forms voice of the student body.

**Students committees:** 1. Cultural and Drama Committee promotes and arranges extracurricular activities to bring out the talents of students in performing arts. Committee prepares annual budget for cultural events, decides the date of the program, obtain formal permission from the College, invite guests and other dignitaries, arrange mementos for guests and certificates for participants.

2. Magazine Committee is responsible to publish an annual print magazine that highlights student concerns and activities. It arranges a meeting at the beginning of semester and decides upon the theme of the magazine. Articles are called from trainees of both semesters in English, Hindi and other languages. Trainees of all department and members of the committee work collaboratively to bring out the magazines.

3. Excursion Committee is responsible to organize tours, trips and field visits. The committee seeks necessary permissions for Tour/Field visit etc., and prepare the details of excursion and manage funds, ensure safety and security of students at the time of Tour/Trip etc, inculcate significance of relation between human life and nature in different forms, promote the spirit of observation of different lifestyles and cultures of people living in different areas of the country and also keep the necessary records and prepare the report of Tour/Trip.

4. Game and Sports Committee plays a vital role to create a healthy, mentally and physically fit body and mind for every trainee to ascertain their dynamic future etc.

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

**Response:** 4.6

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 5       | 5       | 5       |

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Data as per Data Template             | <a href="#">View Document</a> |
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## 5.4 Alumni Engagement

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

**Response:**

The college has an Alumni Association committee for building strong bond between alumni and present students. The Alumni Association committee in our college is constantly exploring different ways of energizing, enhancing and strengthening alumni engagement. The alumni association often engages in activities that are designed to meet alumni needs for contribution, social and professional networking, recognition, connection, personal growth, career support services, unique identity and autonomy. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni.

**Objectives of the Alumni Association:** To encourage and promote close relations between the Institution and its alumni and among the alumni themselves. To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution. To provide and



disseminate information regarding their Alma Matter, its graduates, Faculties and students, to the alumni. To initiate and develop programs for the benefit of the alumni. To assist and supporting the efforts of the Institution in obtaining funds for development. To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution. To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.

**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

| File Description    | Document                      |
|---------------------|-------------------------------|
| Any additional link | <a href="#">View Document</a> |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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 of the college plays a role in fostering friendly cooperation between the present and old generation of our trainee teachers thereby enhancing the betterment of the institution. Alumni association of our college arranges meetings as per their requirements on the basis of discussions in their general body meeting. Annual alumni meet is conducted on a regular basis where office bearers are selected. Notifications regarding the Alumni meets are circulated through different social media networks and applications. The get-together provides opportunity to offer valuable bits of advice and contributions on infrastructure, academic activities and overall development of the college by the alumni . The alumni

association tends to ensure coordination and proper conduct of alumni meets. Every year the college keeps a separate register of their alumni members where their permanent addresses, phone numbers, and professional details are entered and the college ensures to update the details every year. The Alumni committee of our college consists of our Principal, present faculties who are ex -students and our former students. The college is committed towards the valuable feedback from alumni members. Academic and professional guidance is offered by the alumni members to the students of our college. The Alumni association of the college provides mentorship, professional guidance to various student support programs.

NAAC

## 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:**

**MAHARSHI PARAMHANSH COLLEGE OF EDUCATION** is managed by the Governing Body of the college. It is the apex body of the college which plans, formulates policies and executes developmental activities of the college by setting values and participatory decision making process. This is important not only to achieve the vision and mission of the college but also helps in upholding the organizational tradition.

**Vision:** Personality development of students through proper integration of 3 H's - Head, Hand and Heart.

**Mission:** To educate untrained graduate youth of the region and qualify them to seek employment and to promote human resource which could be safely entrusted with the responsibility of teaching the students in the light of cultural, religious and linguistic heritage of tribal community of Jharkhand, so that they may be able to discharge their national obligation, making India a glorious nation.

**Leaderships** 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. Various committees are formed in the beginning. Academic calendar is designed according to academic calendar of the affiliated University. Time table is framed. Classes are taken according to time table

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

#### 6.1.2 Institution practices decentralization and participative management

**Response:**

Before the commencement of each academic year various committees are formed, in the College under the guidance of the Principal. These committees include representatives from teaching staff, non-teaching staff and trainee teachers. Every committee has the freedom to prepare their own plan of action and decide their implementation strategies. These committees are responsible for activities like admission, time table preparation, welfare of students, and organization of extra curricular activities etc. The following committees are there in our college:

1. IQAC CELL
2. EXAMINATION CELL

3. CULTURAL COMMITTEE
4. ADMISSION CELL
5. STAFF WELFARE
6. ANTI RAGGING & SEXUAL HARASSMENT
7. College Magazine
8. ACADEMIC COUNCIL
9. ETHICS & CODE OF CONDUCT
10. SPORTS & RECREATION COMMITTEE
11. EXTENSION ACTIVITY
12. GENDER SENSITIZATION
13. CURRICULUM ASSESSMENT
14. ALUMINI ASSOCIATION
15. FEEDBACK EVALUATION ANALYSIS & ACTION
16. STUDENT COUNSELLING & GUIDANCE
17. LIBRARY COMMITTEE
18. E - GOVERNANCE
19. MAINTENANCE COMMITTEE
20. RESEARCH & DEVELOPMENT COMMITTEE
21. GRIEVANCE REDRESSAL COMMITTEE
22. STEERING COMMITTEE

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

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

#### Response:

**Financial :-** The institutional mechanism for monitoring the effective and efficient use of financial resources is through the establishment and proper functioning of the finance committee. It comprises of the teaching and non-teaching staff representatives along with the Principal. · The finance committee discusses all important matters relating to finance and finalizes the proposals which is presented to the Secretary for approval. We maintain day-to-day cash books as well as relevant vouchers authenticated by the principal. · Actual day to day transactions are tracked by the principal of the college for approval and transactions. · Salary of the staff is disbursed directly through NEFT by the College . Students deposit their fees by both online and offline processes. The college maintains up-to-date audit report that is 2020-21 financial year is audited by the C.A. All furniture, equipments and other articles are purchased through the decision of the purchasing committee. · Financial operations are made through cheque system, with signature of the Secretary.

**Academic:-** The Principal always discusses issues related to teaching learning and students' welfare with the Teachers' Council before taking any decision.

**Administrative:-** The Secretary of the College, being the executive head of the administration of the

college, is not directly involved in assigning the responsibilities to the staff members. The job is performed by the Principal. The principal duly ensures communication of major decisions of the Teachers' Council to Secretary. Presentation of the suggestions of the respective sub-committee is placed to the Secretary for final approval. Periodical monitoring and review by the Principal with staff.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

#### Response:

MAHARSHI PARAMHANSH COLLEGE OF EDUCATION follows the Academic calendar prescribed by the affiliating university. The college follows this academic calendar for implementing curricular and co-curricular activities. The syllabus is distributed at the beginning of each semester. The college organizes orientation programmes for the freshly inducted B.Ed. students. Teachers motivate the Students for associate learning and conceptual learning. Trainee teachers are asked to deliver seminar through PPT presentation. Smart classroom and E-learning facilities are also introduced. Tutoring, Counseling, remedial classes, group discussions are provided especially emphasized for those who are differently abled or slow learner. Supervision during internship programmes of trainee teachers is executed properly. Continuous assessment and evaluation is done to measure outcomes. Different educational excursions, assignments fieldworks seminar, visit to other places, cocurricular activities are arranged for enhancement of learning skills of the trainee teachers. Regular feedback is obtained from trainee teachers for improving teaching learning method. Teachers are deeply concerned and interested in students' progress. <http://maharshibed.org/activities.html>

| File Description  | Document                      |
|---|-------------------------------|
| Link to the page leading to Strategic Plan and deployment documents | <a href="#">View Document</a> |
| Link for additional information                                     | <a href="#">View Document</a> |

### 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:

The Institute Administration is a joint effort of the Principal, teaching, non-teaching staff and students, with cooperation in support of all stakeholders in the realization of the common objective. It is essential that all aspects must be organized to achieve the desired goal. Various committees are formed under the

administration of the Principal which consists of advisory committee, general bodies. Magazine Committee, Library Committee, Grievance Committee, Sports Committee, etc. There are separate cells to look into the complaints of students and employees. The Principal controls the functioning of cells such as Grievance Redressal Committee, Anti Ragging Committee, Sexual Harassment Committee. Principal is involved in the implementation of perspective plans of the institute. They ensure that academic and administration function efficiently through the department and various committees at the beginning of the year. The organizational structure of an institution dictates how certain activities are directed towards achieving the goals of the institution. Work allocation, coordination and supervision for the achievement of an organizational objectives.

### 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:** D. Any 2 of the above

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Data as per Data Template       | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

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

**Response:**

MAHARSHI PARAMHANSH COLLEGE OF EDUCATION has an effective committee of different bodies cells/committees like as IQAC CELL, CULTURAL COMMITTEE, ADMISSION CELL, ANTI RAGGING AND SEXUAL HARASHMENT CELL , ACCEDMIC COUNCIL, SPORTS RECREATION COMMITTEE, EXTENSION COMMITTEE,ALUMINI ASSOCIATION COMMITTEE, STUDENT COUNSELLING & GUIDANCE, FEEDBACK EVALUATION COMMITTEE, GRIEVANCE REDRESSAL COMMITTEE etc, that function in a well concerted 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. All the cells/ committees are formed by the governing body and Teachers' Council. 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 its 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.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

### 6.3 Faculty Empowerment Strategies

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

**Response:**

MAHARSHI PARAMHANSH COLLEGE OF EDUCATION 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 advance salary as per need and necessity of the teaching and non-teaching staff. The female teachers get maternity leave. Festival advance, for newly appointed staff is also provided. The teaching and non-teaching staff avail promotional benefit. Purified drinking water facility, and recreation room are also provided the college. These are few of the schemes which are initiated as part of our welfare measures.

#### 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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### 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:** 5

##### 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



| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

### 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:** 32.86

#### 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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 4       | 5       | 4       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response:**

The performance appraisal system of the Teaching and non-teaching staff is equally important for the efficient running of an institution. Self appraisal sheets are maintained by the teachers. The teachers are evaluated/promoted following a transparent process on the basis of performance appraisal system. The career advancement scheme of teachers is done by following this system. The Governing Body of the college scrutinizes the work and considers experiences for some limited years of the non teaching staff. The comments given by the Principal regarding the performance evaluation of a non-teaching staff is decisive for his/her promotion. Teaching and Non- Teaching staff get promoted after performance appraisal reports presented by principal. Every year College collect filled performance appraisal form by Teaching and Non-Teaching Staff and store in record room.

## 6.4 Financial Management and Resource Mobilization



**6.4.1 Institution conducts internal or/and external financial audit regularly****Response:**

The Accounts Department of MAHARSHI PARAMHANSH COLLEGE OF EDUCATION handles all the work related to treasury and Bank. Every year the Budget provisions are formally identified . The expenditure incurred in the most economical and transparent manner. The income and expenditure of the institution are subjected to regular audit. The Principal, the Secretary of the Governing Body, is the Drawing and Disbursing Officer (DDO). The expenditure is done through cheque system signed either by the Secretary of the College. Each month a monthly internal audit is done by the Principal, Head-clerk, Accountant, Cashier. 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. Comments and suggestions received from the auditing body are immediately placed before the Governing Body for rectification and precautionary steps are taken to avoid recurrence of such errors in future.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

**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)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response:**

For the improvement of the academic process and infrastructure development the College makes an effort for resource mobilization. The institution generates its fund from Fee Collection only . Optimal utilization of Fund Every year the institution identifies the annual financial requirements for maintenance of existing academic process, maintenance of the physical infrastructure, upgradation of facilities in laboratories, strengthening of information and knowledge delivery system . The income and expenditure are internally and externally audited. The Annual Audit Report, Utilization Certificate is also submitted to the concerned authorities for their ready reference as well as perusal and necessary action. Maharshi Paramhansh College of Education has no other resources for generating fund.

## 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:

IQAC of MAHARSHI PARAMHANSH COLLEGE OF EDUCATION also organises Student Induction Programme and Lecture Series for learner quality upgradation. Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has recently initiated a policy of providing a token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. We have set up a gymnasium and a recreation room for fostering physical and mental wellbeing of staff. The faculty members are also oriented with the ethos and culture of the institution. The principal of the college organise meeting with IQAC members time to time to improve the environment and accemic atmosphere of the college .

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

#### Response:

The institution constantly strives to achieve excellence in teaching learning outcomes through IQAC. The institution aims to create and disseminate knowledge to keep in tune with time. With this aim, we have enabled wi-fi in the entire campus. The laboratories are upgraded and renovated with required instruments. An ICT Lab is established for acquainting learners with e-resources. The College has different types of laboratories/ Rooms such as Language laboratory, Psychology Laboratory, and curriculam Laboratory. The college also has provisions for separate rooms for Fine arts ,Music Room, Yoga Centre. Library Management Software , installed. Smart Classrooms are also established. Teachers are encouraged to teach through LCD, PPT. 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 in order to improve the teaching learning process. Feedback and institution appraisal is also done 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:** 5**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 5       | 5       | 5       |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**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                  | <a href="#">View Document</a> |
| Link to the minutes of the meeting of IQAC | <a href="#">View Document</a> |

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

The IQAC of MAHARSHI PARAMHANSH COLLEGE OF EDUCATION always reviews and takes steps to improve the quality of teaching-learning. Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following:

1. Formulation of vision and mission of the college
2. College website creation and maintenance
3. Online admission with payment gateways
4. Internet Connection
5. Wi-Fi Facilities/ Smart Classroom
6. ICT Lab

- 7. Integrated Library Management Software**
- 8. INFLIBNET N-LIST Journal Subscription**
- 9. Language Lab,**
- 10. Psychology Lab and other lab renovation**
- 11. Meetings of IQAC regularly**
- 12. Seminar/ workshop/ confrence organized**
- 13. Students support Cells--Women Grievance Redressal, Student welfare , Anti-Ragging etc.**
- 14. Prospectus**
- 15. Feedback collection to improve teaching Learning Process**
- 16. Submission of data to AISHE portal**

NAAC

## 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:

The institution tries its best to adhere to the energy conservation policies as laid in our institutional guidelines. The Institution has installed solar panels to save electricity. The college installed solar panels upto 10 KVA in the campus, to save electricity. college use mostly solar panel generated electricity instead of electricity. The Institution has a generator and LED lights have been used in different -different places. The Institution has Solar System also to save the electric consumption. The teaching and non-teaching staffs of this college makes sure that all the lights, fans, air conditioners and computers switched off when not in use.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

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

##### Response:

The faculty and the staff of the college are encouraged to carry their own water bottles instead of using single use plastic water bottles. We discourage students from using plastic materials in the campus rather we emphasize on using alternative material like paper and jute bags. This small behavioural change in the student and staff of our college ultimately leads to a clean and green environment inside the college campus. The college repairs the old broken items instead of buying new ones. Faculty and college students are motivated to segregate plastic from normal waste and dispose of it accordingly. Regular waste management is done by selling off the unwanted material to the local kabadiwallahs. We at our college are trying our best to discourage the use of plastic materials within the college campus. Improved waste management gives a better quality of life; it improves the hygienic conditions of the college campus and reduces the health risks caused by vector borne diseases. Proper waste management has a positive impact on the environment of the college.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

#### 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:** D. Any 1 of the above

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

**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:** B. Any 3 of the above

| File Description    | Document                      |
|---------------------|-------------------------------|
| Any additional link | <a href="#">View Document</a> |

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

**Response:**

One of the key dimensions of quality care is cleanliness. Maintenance of hygiene and cleanliness is related to aesthetics. Keeping college campuses clean requires active student participation along with teaching and non-teaching staff. Majority of the students use public conveyance to reach college. Students, teachers and non-teaching staff use the waste-bins. We wash our hands before eating. We don't spit and litter within the college campus. Our college campus is a no smoking zone. We spread awareness about the benefit of cleanliness. Sweeper is there for regular maintenance of campus cleanliness.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

**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:** A. All of the above

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

**7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0.33**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| .12     | .12     | .15     | .16     | .12     |

**File Description****Document**

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)**7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.****Response:**

Inviting local academicians as resource persons and judges for co-curricular activities . Sending trainees to nearby schools for school internship (ten schools in the locality). Utilising local places for creating historical, ecological, social and cultural awareness among trainee teachers.Appointing esteemed members from the community for developing decentralised governance in the college (as members of various cells and committees including Governing Body) .Partnering with surrounding special institutions to promote allround development of trainees.Using local schools for various practicums where teacher trainees conduct interviews of school students.Committies are also formed for various practices of our college in the last few years.

**File Description****Document**

Link for additional information

[View Document](#)**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

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

## 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 Best Practice

**Education Beyond the Classrooms:-** The Context Education Beyond the Classrooms at MAHARSHI PARAMHANS COLLEGE OF EDUCATION includes all those things which are deliberately intended to enhance the educational experience. It encompasses everything from the academic curriculum to music, drama, sports, community engagement, opportunities for performance and the outreach activities for the benefit of the community.

#### Objectives of the Practice

To identify appropriate strategies for teaching and learning outside the classroom

To enhance the educational experience by indulging in innovative and interesting new approaches of building knowledge The Practice at MAHARSHI PARAMHANS COLLEGE OF EDUCATION beyond the classroom is achieved through the following ways:

- Professional Certification Programs
- Outbound Learning Programs
- Internships – Corporate & Social Sector
- Extension and Community Outreach
- Involvement in Associations, Business & Literary Clubs, E cell
- Sports

#### Advantages

- Builds the confidence of the students and facilitates smooth transition into the industry
- Encourages and facilitates the students to pursue their passions and make a career out of it
- Sensitizes the students to the social problems around them and makes them more conscious about solving them

#### Challenging issues



- Motivating students to take up social service on a voluntary basis.
- Collaborating with international industries and other institutions for industrial and university visits
- Training expert staff for the purpose of executing this model of teaching

#### **Evidence of Success**

- Outreach activities of students are reported in newspapers
- Compulsory industrial visits and social visits are conducted every academic year

#### **Title of the Practical:**

##### **Financial Aid to the deserving students by the college**

**Objectives of the Practice** It has been obtained from the profile students joining various courses of the college that there are many students coming from the rural areas with low economic back ground. Their parents are unable to provide them a sustained financial support because agriculture, being a gamble with rain in the district, is not a source of assured income. So, the noble objectives of the practice are

- To extend financial aid to the poor students, especially from the rural, to save them from discontinuation of their studies owing to poverty.
- To support financially all the deserving poor students without any discrimination of caste, creed or gender.
- To promote the 'equality' among the students
- To inculcate the values of 'generosity' and a 'sense of social responsibility' among the students. The expected outcome is that the students should be able to complete their degrees with good marks. The beneficiaries should treat the needy with the principle of 'lend a helping hand without discrimination.'

### **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 vision of our college is "Learning for Your Future" It is very much important in the overall progress and development of the institution. With this view our college has its own mission statement accordingly we always 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 identify this 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.

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

NAAC

## 5. CONCLUSION

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### **Additional Information :**

College trying to provide best education to the students through ICT enabled tools. Which help to make a better society. college use CMS ( College Management Software ) , by which education system being more effective.

### **Concluding Remarks :**

**MAHARSHI PARAMHANSH COLLEGE OF EDUCATION** is one of the largest colleges in terms of campus area within RAMGARH. The number of subjects offered and the number of admitted students are also among the top few colleges of the State. In terms of academic performance, the College has consistently maintained its position among the State's top colleges. As per the vision statement of the College, College has been to provide education to the rural students of the locality and the adjoining regions. Students are provided with the latest information in the areas of their studies and also given necessary study materials. The College library has a good collection of books and journals for their facilitation. The College has a good facility for games and sports, and students have consistently given good performance in various sports.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |  |  |  |  |  |
|-----------|---|--|--|--|--|--|
| 1.4.1     | <p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <ol style="list-style-type: none"> <li>1. <b>Students</b></li> <li>2. <b>Teachers</b></li> <li>3. <b>Employers</b></li> <li>4. <b>Alumni</b></li> <li>5. <b>Practice teaching schools/TEI</b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>           Answer After DVV Verification: C. Any 3 of the above<br/>           Remark : DVV has select C. Any 3 of the above as per shared report bY HEI.</p>  |  |  |  |  |  |
| 2.2.2     | <p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Mentoring / Academic Counselling</b></li> <li>2. <b>Peer Feedback / Tutoring</b></li> <li>3. <b>Remedial Learning Engagement</b></li> <li>4. <b>Learning Enhancement / Enrichment inputs</b></li> <li>5. <b>Collaborative tasks</b></li> <li>6. <b>Assistive Devices and Adaptive Structures (for the differently abled)</b></li> <li>7. <b>Multilingual interactions and inputs</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above<br/>           Answer After DVV Verification: C. Any 3 of the above<br/>           Remark : DVV has select C. Any 3 of the above as per shared report bY HEI.</p> |  |  |  |  |  |
| 2.3.2     | <p><b>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</b></p> <p>2.3.2.1. <b>Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>   |  |  |  |  |  |
|           |   |  |  |  |  |  |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 10      | 9       | 9       | 7       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10      | 08      | 4       | 6       | 4       |

Remark : DVV has made the changes as HEI has not provided any relevant documents for their claim.

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 : DVV has select B. Any 3 of the above as per shared report bY HEI.

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**

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

Answer After DVV Verification: D. Any 2 of the above

Remark : DVV has select D. Any 2 of the above as per shared report by HEI.

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)**

Answer before DVV Verification : B. Any 6 or 7 of the above

Answer After DVV Verification: C. Any 4 or 5 of the above

Remark : DVV has select C. Any 4 or 5 of the above as per shared report by HEI.

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**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: D. Any 2 or 3 of the above

Remark : DVV has made the changes as per shared report by HEI.

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

1. **Workshop sessions for effective communication**

|               |   |
|---------------|---|
|               | <p>2. <b>Simulated sessions for practicing communication in different situations</b><br/> 3. <b>Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b><br/> 4. <b>Classroom teaching learning situations along with teacher and peer feedback</b></p> <p>Answer before DVV Verification : A. All of the above<br/> Answer After DVV Verification: C. Any 2 of the above<br/> Remark : DVV has select D. Any 2 of the above as per shared report by HEI.</p>  |
| <p>2.4.10</p> | <p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. <b>Classroom teaching</b></li> <li>2. <b>Mentoring</b></li> <li>3. <b>Time-table preparation</b></li> <li>4. <b>Student counseling</b></li> <li>5. <b>PTA meetings</b></li> <li>6. <b>Assessment of student learning – home assignments &amp; tests</b></li> <li>7. <b>Organizing academic and cultural events</b></li> <li>8. <b>Maintaining documents</b></li> <li>9. <b>Administrative responsibilities- experience/exposure</b></li> <li>10. <b>Preparation of progress reports</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above<br/> Answer After DVV Verification: D. Any 2 or 3 of the above<br/> Remark : DVV has made the changes as per shared report by HEI.</p> |
| <p>2.6.2</p>  | <p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. <b>Display of internal assessment marks before the term end examination</b></li> <li>2. <b>Timely feedback on individual/group performance</b></li> <li>3. <b>Provision of improvement opportunities</b></li> <li>4. <b>Access to tutorial/remedial support</b></li> <li>5. <b>Provision of answering bilingually</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above<br/> Answer After DVV Verification: C. Any 2 of the above<br/> Remark : DVV has select D. Any 2 of the above as per shared report by HEI.</p>   |
| <p>3.1.3</p>  | <p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li>1. <b>Seed money for doctoral studies / research projects</b></li> <li>2. <b>Granting study leave for research field work</b></li> <li>3. <b>Undertaking appraisals of institutional functioning and documentation</b></li> <li>4. <b>Facilitating research by providing organizational supports</b></li> </ol>   |

**5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has select D. Any 1 of the above as per shared report by HEI.

**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 : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has select D. Any 1 of the above as per shared report by HEI.

**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years****4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21.5    | 18.39   | 15.95   | 6.11    | 4.48    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19.0    | 15.0    | 11.02   | 4.01    | 2.11    |

Remark : DVV has considered Construction of, new building, purchase of lab equipments, furniture and fixtures, New Vehicles for HEI during the assessment years in the audited statement.

**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 : 500

Answer after DVV Verification: 200

**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 : 700



|              |  |
|--------------|--|
|              | <p>Answer after DVV Verification: 200</p> <p><b>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</b></p> <p>Answer before DVV Verification : 750</p> <p>Answer after DVV Verification: 200</p> <p><b>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.</b></p> <p>Answer before DVV Verification : 860</p> <p>Answer after DVV Verification: 200</p> <p><b>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.</b></p> <p>Answer before DVV Verification : 800</p> <p>Answer after DVV Verification: 200</p> <p>Remark : DVV has made the changes as per shared report by HEI.</p>   |
| <p>5.1.1</p> | <p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. <b>Career and Personal Counseling</b></li> <li>2. <b>Skill enhancement in academic, technical and organizational aspects</b></li> <li>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></li> <li>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></li> <li>5. <b>E-content development</b></li> <li>6. <b>Online assessment of learning</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 or 3 of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : DVV has made the changes as per shared reports by HEI.</p>  |
| <p>5.1.3</p> | <p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</b></li> <li>2. <b>Details of members of grievance redressal committees are available on the institutional website</b></li> <li>3. <b>Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</b></li> <li>4. <b>Provision for students to submit grievances online/offline</b></li> <li>5. <b>Grievance redressal committee meets on a regular basis</b></li> <li>6. <b>Students' grievances are addressed within 7 days of receiving the complaint</b></li> </ol> <p>Answer before DVV Verification : B. Any 5 of the above</p> <p>Answer After DVV Verification: D. Any 2 of the above</p> <p>Remark : DVV has select D. Any 2 of the above as per shared report by HEI.</p> |

| 5.4.2   | <p><b>Alumni has an active role in the regular institutional functioning such as</b></p> <ol style="list-style-type: none"> <li><b>1. Motivating the freshly enrolled students</b></li> <li><b>2. Involvement in the in-house curriculum development</b></li> <li><b>3. Organization of various activities other than class room activities</b></li> <li><b>4. Support to curriculum delivery</b></li> <li><b>5. Student mentoring</b></li> <li><b>6. Financial contribution</b></li> <li><b>7. Placement advice and support</b></li> </ol> <p>Answer before DVV Verification : A. Any 6 or more of the above<br/>         Answer After DVV Verification: C. Any 2 or 3 of the above<br/>         Remark : DVV has select C. Any 2 or 3 of the above as per shared report by HEI.</p>  |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
|---------|--|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 5.4.3   | <p><b>Number of meetings of Alumni Association held during the last five years</b></p> <p><b>5.4.3.1. Number of meetings of Alumni Association held during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1108 1046 1240"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1321 1046 1453"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has given 0 as per HEI clarification.</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3 | 4 | 4 | 4 | 4 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 0 | 0 | 0 | 0 | 0 |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 3       | 4  | 4       | 4       | 4       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 0       | 0  | 0       | 0       | 0       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 6.2.3   | <p><b>Implementation of e-governance are in the following areas of operation</b></p> <ol style="list-style-type: none"> <li><b>1. Planning and Development</b></li> <li><b>2. Administration</b></li> <li><b>3. Finance and Accounts</b></li> <li><b>4. Student Admission and Support</b></li> <li><b>5. Examination System</b></li> <li><b>6. Biometric / digital attendance for staff</b></li> <li><b>7. Biometric / digital attendance for students</b></li> </ol> <p>Answer before DVV Verification : A. Any 6 or more of the above<br/>         Answer After DVV Verification: D. Any 2 of the above</p>  |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |

Remark : DVV has select D. Any 2 of the above as per shared report by HEI.

**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**

**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**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 2       | 2       | 2       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : DVV has considered documents are pertaining to Ph.D Finance and not attending workshop or conference.

**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**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has select D. Any 1 of the above as per shared report by HEI.

**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 : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made the changes as per shared report by HEI.

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 : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has select D. Any 2 of the above as per shared report by HEI.

## 2.Extended Profile Deviations

| ID      | Extended Questions   |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |       |       |       |       |       |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|----|---------|---------|---------|---------|---------|-------|-------|-------|-------|-------|
| 1.1     | <p><b>Number of full time teachers year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table>   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 15  | 15  | 15  | 15  | 15 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 10    | 15    | 15    | 15    | 15    |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |    |         |         |         |         |         |       |       |       |       |       |
| 15      | 15   | 15      | 15      | 15      |         |         |     |     |     |     |    |         |         |         |         |         |       |       |       |       |       |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |    |         |         |         |         |         |       |       |       |       |       |
| 10      | 15   | 15      | 15      | 15      |         |         |     |     |     |     |    |         |         |         |         |         |       |       |       |       |       |
| 2.1     | <p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>116</td> <td>135</td> <td>137</td> <td>108</td> <td>69</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>55.96</td> <td>54.50</td> <td>41.62</td> <td>31.45</td> <td>21.70</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 116 | 135 | 137 | 108 | 69 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 55.96 | 54.50 | 41.62 | 31.45 | 21.70 |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |    |         |         |         |         |         |       |       |       |       |       |
| 116     | 135  | 137     | 108     | 69      |         |         |     |     |     |     |    |         |         |         |         |         |       |       |       |       |       |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |    |         |         |         |         |         |       |       |       |       |       |
| 55.96   | 54.50  | 41.62   | 31.45   | 21.70   |         |         |     |     |     |     |    |         |         |         |         |         |       |       |       |       |       |