YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution   Maharshi Paramhansh College of Education

- Name of the Head of the institution   Dr. G. R. Chouriya

- Designation   Principal

- Does the institution function from its own   Yes
  campus?

- Alternate phone No.   9973298096

- Mobile No: 8789159365

- Registered e-mail ID (Principal)   mpcoed@gmail.com

- Alternate Email ID   mpce.ramgarh@gmail.com

- Address   NH-23, Near District Court, Village – Huhua (Kothar), P.O. Kaitha

- City/Town   Ramgarh

- State/UT   Jharkhand

- Pin Code   825101

2.Institutional status

- Teacher Education/ Special   Teacher Education
  Education/Physical Education:

- Type of Institution   Co-education

- Location   **Rural**

- Financial Status   **Self-financing**

- Name of the Affiliating University   **Vinoba Bhave University, Hazaribag**

- Name of the IQAC Co-ordinator/Director   **Dudheshwar Mahto**

- Phone No.   **7004273657**

- Alternate phone No.(IQAC)

- Mobile (IQAC)   **9835379120**

- IQAC e-mail address   **mpcoed@gmail.com**

- Alternate e-mail address (IQAC)   **mpce.ramgarh@gmail.com**

3.Website address   http://www.maharshibed.org/

- Web-link of the AQAR: (Previous Academic Year)   http://www.maharshibed.org/images/NAAC/SSR_2022.pdf

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

- if yes, whether it is uploaded in the Institutional website Web link: http://www.maharshibed.org/images/NAAC/AcademicCalendar_AQAR2022-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.19**	**2023**	**07/02/2023**	**06/02/2028**

6.Date of Establishment of IQAC   **17/10/2017**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines — `Yes`

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

9.No. of IQAC meetings held during the year — `2`

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

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

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

- If yes, mention the amount

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

`1. Registration of Alumni Association`

`2. Various seminars were conducted by IQAC for student's as well as for teacher's development.`

`3. Focussing on the use of ICT in teaching learning process.`

`4. Encouraging the staff members to attend various seminars, webinars, workshops, faculty development programmes and Encouraging the staff members to write research papers, books etc.`

`5. Conducting communication skill development programmes for the students.`

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

Plan of Action	Achievements/Outcomes
Alumni Association Registration	The college has registered the Alumni Association on 30.11.2023
Library Management Software	The college has purchased KOHA Library Management software on 02.08.2023
Encouragement of students and staff for the use of E-Vehicles	College has provided E-Vehicle parking and E-Vehicle charging point

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	25/04/2024

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Maharshi Paramhansh College of Education
• Name of the Head of the institution	Dr. G. R. Chouriya
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9973298096
• Mobile No:	8789159365
• Registered e-mail ID (Principal)	mpcoed@gmail.com
• Alternate Email ID	mpce.ramgarh@gmail.com
• Address	NH-23, Near District Court, Village – Huhua (Kothar), P.O. Kaitha
• City/Town	Ramgarh
• State/UT	Jharkhand
• Pin Code	825101
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Self-financing

• Name of the Affiliating University	**Vinoba Bhave University, Hazaribag**
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• Alternate phone No.(IQAC)	
• Mobile (IQAC)	**9835379120**
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• Alternate e-mail address (IQAC)	**mpce.ramgarh@gmail.com**
3.Website address	http://www.maharshibed.org/
• Web-link of the AQAR: (Previous Academic Year)	http://www.maharshibed.org/images/NAAC/SSR_2022.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.maharshibed.org/images/NAAC/AcademicCalendar_AQAR2022-23.pdf

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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	2	
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• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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1. Registration of Alumni Association
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	25/04/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	14/01/2023

15.Multidisciplinary / interdisciplinary

Multidisciplinary concept does exist in B.Ed. curriculum. The syllabus at present includes unique educational approach which allows the students to learn & explore distinct subjects or curriculum from various disciplines. Teacher Education is not limited to a particular discipline but rather is a blend of multiple knowledge content. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make teaching learning more wholesome. At present our institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum.

16. Academic bank of credits (ABC):

At present the institution follows the course structure of Vinoba Bhave University. The course consists of 4 semesters combined with school based, college based and community-based practicums. The course has two-year duration and as per university norms dropping out of the course will cause year loss for the students. In fact academic bank of credit is meant to increase the student's freedom in choosing their courses and academics and enabling them to drop out in any year and then exchange the credits earned so far with a certificate/diploma if they are eligible. At present institution not designed any specific strategies to integrate the same in the institutional policy. However, in future steps will be taken for students to redeem the credits and rejoin the same or any other institute in the future and continue their education.

17. 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.

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

We are blessed to be born in India as we have been bestowed with the treasure of knowledge. In order to incorporate Indian knowledge system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The professional competencies of the trainee teachers are enhanced through theoretical and practical knowledge of art, music and drama existing as apart of core curriculum. The existence of cocurricular activities in the B.Ed. programme offers endless opportunities to the trainee teachers to showcase their differential aptitudes. The community-based activities and awareness programs give an array of exclusiveness to the traditions and values inherent in our cultural system.

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

In align with NEP 2020 the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning outcomes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing

the course, and to measure what standard they have achieved professional excellence. The trainees are taught how to identify requisite learning outcome for their respective content areas and how they are going to assess their respective future students on the basis of the prescribed learning outcomes.

20.Distance education/online education:

There is no any distance education course run by college. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning (online teaching, online assessment and use of e-resources).

Extended Profile

1.Student

2.1 Number of students on roll during the year	**200**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**50**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**100**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**100**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**89.52**
4.2 Total number of computers on campus for academic purposes	**24**

3.Teacher

5.1 Number of full-time teachers during the year:	**15**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**16**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Maharshi Paramhansh College of Education is self-financed college affiliated to Vinoba Bhave University, Hazaribagh (Jharkhand). The University provides us the Syllabus which is realistic, keeping in view the local conditions, student diversities and school requirements, with clearly laid down regulations. The mechanism for their implementation is well defined.

We understand that curriculum is the epicentre of any educational institution around which the entire things revolve. All faculty members of the college actively participate in curriculum restructuring where subject wise courses are discussed with them.

We believe that all round development of students is our prime responsibility. Our Curriculum provides enough space for development of Physical, Intellectual, practical, aesthetic and moral dimension of the students.

To achieve the "graduate attributes" we periodically organize meetings/workshops etc. with various stakeholders and review the results before implementation, focusing on institutional goals and infusing the value system amongst students to enable them to be competitive in national/global environment.

Our Curriculum has ample space for debates, talks on educational issues, music, dance etc. to enable students for their all-round development.

The Institution has established a Curriculum Committee in collaboration with Staff & Student council with core focus on: -

1.Syllabus implementation in merit

2.ICT Enableness

3.Ethical Education

4.Physical Education

5.Social/Political/Cultural awareness

6.Value addition courses

7.Social Responsibilities

8.Others (need based and mid-term improvements)

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	**B. Any 5 of the above**

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.maharshibed.org/images/NAAC/PLO CLO.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

21

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

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

4

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

4

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

100

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

100

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

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

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The curriculum is transacted to develop knowledge, qualities, competencies, skills and values to transform prospective teachers to academically excellent and professionally competent teachers appropriate for the 21st century.

1. Fundamental or coherent understanding of the field of teacher education

Individual assignments, library work, seminar presentations, quizzes, debates, discussions, brain storming, diary maintenance etc. help them to develop Meta-cognitive skills.

Theoretical and practical aspects in the curriculum help student teachers to develop understanding of the various psychological, sociological, and philosophical principles as well as practices.

2. Development of Competencies and Procedural knowledge

Micro teaching workshops and simulated teaching, Link Classes, Demonstration Classes, Lessons based on Models of Teaching, Sessional Work during internship workshops provide skills, Macro teaching workshops to understand the methodology, strategies, knowledge of procedures and importance of lesson planning.

3. Values, Attitudes, Skills

The institution provides the following activities and programmes to develop Emotional intelligence, Communication Skills and to inculcate Values and Attitudes:

- The propagation of an environment friendly culture through activities like campus cleaning, plastic free- eco-friendly campus life, planting and protection of trees.
- The college provide opportunities to celebrating of international days such as International Yoga Day, environment day, earth day, women's day, literacy day, Human Rights Day, AIDS day, Mother's Day etc. to inculcate Global Perspectives and Integration.

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

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

The college 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 is 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.

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

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

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. The knowledge of special needs children in
4th semester helps trainees to connect it with optional papers
such as Guidance and Counselling where the problems of special

children are discussed and proper interventions are taught. The ICT course provides practical hands-on-experience with computer which helps the trainee teacher in preparing assignments and innovative classes during practice teaching.

Each and every part of the curriculum through theory and practicum helps in professional development of the trainee teachers.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

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

50

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

50

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

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2 - Honoring Student Diversity

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

At the entry level, the trainee teachers who take admission in the college 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. Our institution organizes an Induction programme for two days in order to orient fresh trainee teachers and help them to adjust and feel comfortable in the new environment. We conduct an Aptitude test at the end of the Induction programme which helps us to assess a trainee teacher's aptitude towards teaching profession. Students profiling is also done to maintain a record of students' background at the entry level.

Details regarding Teaching Aptitude Test conducted at Entry Level

This test is specially adapted by us for B.Ed. entry level students. The test assesses a trainee teacher on Reasoning, Problem Solving, Communication Skills related to Teaching Aptitude. The objectives of this test are to check whether the B.Ed. entrant:

- **Can logically analyze and structure information to reach alternative solutions**
- **Can follow the right approach to problem-solving**
- **Can efficiently complete a task**
- **Can communicate effectively in verbal and written language**
- **Whether the entrant conforms to the specifics of teaching profession**

File Description	Documents
Documentary evidence in support of the claim	<u>View File</u>
Documents showing the performance of students at the entry level	<u>View File</u>
Any other relevant information	**No File Uploaded**

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	**All of the above**

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided	**One of the above**

to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

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

2.2.4 - Student-Mentor ratio for the academic year

19:1

2.2.4.1 - Number of mentors in the Institution

11

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

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

The main objective of our teaching is all round development of the trainee teachers that includes physical, mental and moral development.

Participative learning mode we motivate our trainee-teachers by various participative methods such as initiating group work through cultural programme, be responsible for community work, organizing debates, discussion and seminars, participation in physical development activities, and teamwork during field/ school visits and educational tours.

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.

Experiential learning which focuses on the learning process of the individual is one of the other teaching methods used by our college faculty. Some examples of experiential learning which is organized in our college are educational tours and field visit (to ecological, historical and economic places). One of the most important part of experiential learning opportunities is an internship session of four months where trainees experience a real life classroom.

Focused group discussions are also used by teacher educators to enhance student learning on various topics related to B.Ed. course. Teacher educators ask various questions about the issue which leads to discussion on possible answers, free thinking and generation of ideas among trainee teachers.

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

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

11

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://swayamprabha.gov.in/
Any other relevant information	View File

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

200

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	**No File Uploaded**
Landing page of the Gateway to the LMS used	View File
Any other relevant information	**No File Uploaded**

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	**No File Uploaded**
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	**Nil**
Any other relevant information	**No File Uploaded**

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

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 represents 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 organized by the guidance and counselling cell through a pool of academicians, alumni and in-house faculty who are willing to provide career and personal counseling and teach teamwork.

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

MAHARSHI PARAMHANSH COLLEGE OF EDUCATION motivates 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-curricular 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.

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

2.4 - Competency and Skill Development

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

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

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

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

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

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

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

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

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

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

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

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

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

File Description	Documents
Data as per Data Template	<u>View File</u>
Samples of assessed assignments for theory courses of different programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

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

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

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

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.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	**No File Uploaded**
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

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

15

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

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

2

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

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

115

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

115

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

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

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 take 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 organize teacher induction programs (focus on curriculum, communication skills, and knowledge of learner's psychology) which are followed by extensive In-house discussions between experienced and novice faculties. 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.

2. Share information with colleagues and with other institutions on policies and regulations:

Every year we try to organize small workshops, lectures or seminars from the faculty for our faculty. The logic behind these sessions is to value and recognize the inherent potentialities within the institution.College motivate the teachers attend seminar, conference and Faculty Development Programmes organized in other institution. And our college provides proper support to the teachers participating in such programmes.

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

2.6 - Evaluation Process

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

The 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.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

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

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.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

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 organized 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. 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 gazette holidays as well as other planned activities of the college such as the cultural programs, Foundation day, Sports day, etc.

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

2.7 - Student Performance and Learning Outcomes

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

The 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 prepare 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 practicing 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.

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

2.7.2 - Pass percentage of Students during the year

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

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

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 and 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.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

100

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

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

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. 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. 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 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. The Formal tests, quizzes, debate, work games, survey, different practicum, individual seminar presentation, assignment submission are the methods for assessing student performance by college.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

200

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

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

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

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

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

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

1

File Description	Documents
Data as per Data Template	[View File](#)
First page of the article/journals with seal and signature of the Principal	[View File](#)
E-copies of outer jacket/contents page of the journals in which articles are published	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

4

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

3.3 - Outreach Activities

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

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

5

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

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

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

200

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

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

200

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

200

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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

The 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.

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

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

4

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

2

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

2

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

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

1

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

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

ACADEMIC FACILITIES

- CLASS ROOMSone class room with digital smart board and three with projector, white screen.
- 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.
- PSYCHOLOGY LAB these 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.
- LIBRARY CUM READING ROOM it has an extensive collection of books, reference materials, journals, e-resources and exclusive reading rooms for teachers and student along with Internet connectivity and ILMS (integrated library Management System).
- HEALTH AND PHYSICAL EDUCATION RESOURCE INCLUDING YOGA EDUCATION for some physical activities college has a physical room, it helps to encourage student to get fit physically with education.
- ART AND CRAFT RESOURCE CENTER
- MUSIC ROOM
- Common Roomsseparate common rooms for boys and girls are available in college with some indoor games kits. Where students get relax after class for some time.

Other Facilities in campus

- Canteen

- **Parking Space**
- **Seminar Hall**
- **Play Field**
- **Lift (with 6 person capacity)**

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

5

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	http://www.maharshibed.org/features-mainmenu-47/infrastructure-facilities.html
Any other relevant information	[View File](#)

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

133.22009

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

The MPCE Library has started its automation works of library function using widely used open source ILMS "KOHA". Presently the version 22.11.10 is in use. The housekeeping operations include acquisitions, cataloguing, circulations, serial control, OPAC and maintenance. 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 OPAC facilitates searching of a complete library collection with the results, providing the location of a book in a particular library. The library staff provides guidance to staff and students in using the OPAC card catalogue. The ILMS provides a distributed system of Input for bibliographic details of the books and other documentary materials like periodicals etc. It is Unicode supported and thus facilitates bibliographic entries in many Indic languages like Hindi, Urdu, Punjabi, Bengali 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.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.maharshibed.org/library.html
Any other relevant information	No File Uploaded

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

Maharshi Paramhansh College of Education Library has provided the computer system in library for access of e-resources by NDL and open library platform. The teachers and students may access e-books and e-Journals which teachers and students use frequently. In the upcoming academic year we plan to subscription of INFLIBNET N-LIST extend the access of e-resources to students through Unique ID subsequently.

We have the following facilities in our Library:

- All the books details are stored on ILMS.
- Students are provided with unique bar coded ID card through which they can borrow two books for a period of 15 days.
- Teachers can borrow 4 books for a period of 1 month.
- Non - Teaching staff can borrow 2 books for a period of 1 month.
- We have an exclusive reference section which can be accessed by the students and staff etc.

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	One of the above

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

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

```
1.04912
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File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

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

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

```
500
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File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

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

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	[View File]()
Any other relevant information	[View File]()

4.3 - ICT Infrastructure

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

The institution is totally technology enabled. There is 24*7 internet and Wi-Fi connection available for the staff and students.

The Available ICT facilities in the institution are as follows:

College Administrative Office: is furnished with high configured computer systems with printers. The office is well connected with internet Wi-Fi and CCTV cameras to monitor the movement of the staff and students. Biometric attendance is also available in the institution.

Computer Lab: Well-furnished with a server and 24 systems with high configuration and LAN connection with smart TV and Internet Wi-Fi Connected.

Technology Enabled Classrooms:SMART class rooms are with digital smart board with Wi-Fi connection.

Accessibility: The staff and Student-Teachers have an access to internet and Wi-Fi connection. The staff and student-teachers use the available computers in the institution for curricular and co-curricular activities like power point preparation, seminar and assignments, etc. The staff and student teachers also use the ET equipment for seminars and for preparing teaching learning materials. The staff avail the ICT facilities to enhance their teaching competencies and for their research.

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

4.3.2 - Student – Computer ratio during the academic year

24

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS – 250MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=iRywO1Z7Whs
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

31.78389

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

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

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 organized.

Computers: - The computer laboratory is established to enrich the students. There are three laptops also given for the teachers in the staffroom. The campus is internet and Wi-FiEnabled.

The college has various committees for maintenance and upkeep of infrastructure. College also has ICT enabled classrooms.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.maharshibed.org/features-mainmenu-47/infrastructure-facilities.html
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online	All of the above

assessment of learning

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

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

File Description	Documents
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
3	100

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

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

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

7

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

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

5

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

5.3 - Student Participation and Activities

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

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 and 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.

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

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

3

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

5.4 - Alumni Engagement

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

The college has an registered 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.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

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

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

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

1

File Description	Documents
Data as per Data Template	[View File](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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

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

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:

- IQAC CELL
- EXAMINATION CELL
- CULTURAL COMMITTEE
- ADMISSION CELL
- STAFF WALFARE
- ANTI RAGGING & SEXUAL HARASSEMENT
- College Magazine
- ACADEMIC COUNCIL
- ETHICS & CODE OF CONDUCT

- **SPORTS & RECREATION COMMITTEE**
- **EXTENSION ACTIVITY**
- **GENDER SENSITIZATION**
- **CURRICULUM ASSESSMENT**
- **ALUMINI ASSOCIATION**
- **FEEDBACK EVALUATION ANALYSIS & ACTION**
- **STUDENT COUNSELLING & GUIDANCE**
- **LIBERARY COMMITTEE**
- **E - GOVERNANCE**
- **MAINTENANCE COMMITTEE**
- **RESEARCH & DEVELOPMENT COMMITTEE**
- **GRIEVANCE REDRESSAL COMMITTEE**
- **STEERING COMMITTEE**

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	**No File Uploaded**

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

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 are presented to the Secretory 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 financial years is audited by the C.A 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	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

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, co-curricular 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.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.maharshibed.org/images/NAAC/AcademicCalendar_AQAR2022-23.pdf
Documentary evidence in support of the claim	*View File*
Any other relevant information	**No File Uploaded**

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

Administrative setup

The Institutional bodies form an effective and efficient as visible policies administration set up. Office Assistant is the authority of all administrative function. An office was setup for the proper functioning, placement, promotions and for managing the service rules and appointment. The academic committee frames policies and regulations and it is published in the academic Calendar of the college. Administrative committee review academic economic and physical facilities and other activities of the college and suggest remedial measures.

Recruitment of Faculty

The appointment of staff members, both teaching and administrative is made on procedural lines. Notification in registered newspapers Preparation of list Inviting university nominees after getting concurrence to the post. Constitute of interview board as per government norms. Issuing interview memo to all eligible applicants. Conducting interview and preparation of minutes signed by selection board members. Issuing appointment orders on the basis of vacancies available. The principal is the administrator of the college and he works in collaboration with the governing body to regulate and maintain a congenial academic environment. The principal along with members of the teaching and non-teaching staff implements the decisions and policies of the management. Faculty members report to the principal and carry out the functions of the college. The College has a well-defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of the Vinoba Bhave University.

File Description	Documents
Link to organogram on the institutional website	**Nil**
Documentary evidence in support of the claim	*View File*
Any other relevant information	**No File Uploaded**

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

Three/Four of the above

File Description	Documents
Data as per Data Template	*View File*
Screen shots of user interfaces of each module	**No File Uploaded**
Annual e-governance report	**No File Uploaded**
Geo-tagged photographs	*View File*
Any other relevant information	**No File Uploaded**

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

MAHARSHI PARAMHANSH COLLEGE OF EDUCATION has an effective committee of different body's cells/committees like as IQAC Cell, CulturalCommittee, Admission Cell, AntiRagging andSexualHarassmentCell, AcademicCouncil, Sports Committee, ExtensionCommittee, AlumniAssociationCommittee, StudentCounseling& Guidance, Feedback Evaluation Committee, GrievanceRedressal Committeeetc. 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 analyzed 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	Documents
Minutes of the meeting with seal and signature of the Principal	[View File](#)
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

The institution gives dire importance for the welfare of its faculty members. Significant initiatives were taken for the teaching and non-teaching faculties in various dimensions such as

1. Academic

2. Professional

3.Social

4.Economic

5.Health and well being

Considering the above aspects, a multitude of programmes are envisioned. The management is vigilant to maintain the much-needed professional environment in the campus. The staff members cooperate with each other and extend support in times of emergencies. as per rules of Government of Jharkhand Canteen facilities available for students and staff. Institution

encourages the staff to be resource persons in other institutions, Motivates the staff to take part in seminars, workshops, conferences and publications. Realizing that a satisfied employee is an asset for the institution and can make college a productive place. Some of the initiatives towards the welfare of the staff and faculty. College has developed a healthypractice of providing salary to both teaching and non-teaching staff.

1. Casual Leave

2. Out-Station Duty (OD)/ Duty leave

3. Maternity Leave

4. Medical Leave

5. Earned Leave

Earned Leave is granted as per university norms.

Loan against PF, ESI Gratuity for non-teaching staff as per the guidelines of Vinoba Bhave University Hazaribagh. Free uniform is provided to the non- teaching staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

3

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

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

2

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

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

3

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

The performance appraisal system of teaching staff follows the guidelines of Vinoba Bhave University, Hazaribagh. For this purpose, the college has adopted pronged system. Self-Appraisal for ensuring quality performance by the staff, the institution has initiated a system of taking feedback from students. Thus, it is ensured that students can give their feedback without any pressure. The feedback is evaluated and necessary measures are recommended.

Teaching is an art which requires constant energy, practice and progress. Self-appraisal forms encouraging staff to evaluate their own performance. Every member of the teaching staff has to fill this form annually. It allows educators to identify their own academic strengths and weaknesses. It also helps the institution to achieve greater goals of teaching learning. It encourages the teachers to focus on their own professional development apart from their usual teaching work.

The principal holds regular meetings for result analysis with in each semester. The report on results of individual teachers is forwarded to the management. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non-teaching staff is headed by an office Assistant. He supervises the office staff and reports the progress to the principal regularly.

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

6.4 - Financial Management and Resource Mobilization

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

MAHARSHI PARAMHANSH COLLEGE OF EDUCATION conducts audit in accordance with auditing standards generally accepted. Those standards require College plan and perform the audit in collaboration with chartered Accountant. The financial audit is conducted annually at different levels Internal audit by management of the Institution. Internal Audit by Chartered Accountant. following: (a) all receipts from fee, donations, contributions, interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers. The income expenditure made on various heads and categorized and audited annually such as Infrastructure, Book and Journals, electricity and water charges etc. Regular audit is conducted in the institution. Audit may take 2-3 days. In the audit Objection will be attempted in time if needed. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute.

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

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

0

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

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

Mobilization of Funds

The college is basically a self-financed private college and it doesn't receive any type of grant or aid from the Government. The college follows a well-defined strategy for mobilization of funds and optimal utilization of resources as directed by UGC.

The college Accounts office prepares an annual budget estimate in consultation with Maharshi Paramhansh Seva Trust. Fee is the major source of funding.

Other sources of funds are: Interest from savings of the institution. The financial resources are effectively and efficiently used in the institution.

Optimal Utilization of Resource

The resources are optimally utilized by preparing annual budgets. While preparing budgets due consideration is given to overall development of students as well as growth & development of the college. The principal recommends those budgets and forwards the same to the College Management and gets those sanctioned from them. Final payments are approved by the principal.

The main heads of utilization of resources are mentioned below: Infrastructural facilities including repair & maintenance charges including Internet and telephone expenses, Electricity bills as well as generator expenses, Purchasing of books and enrichment of library Various curricular as well as co-curricular activities. Tuition fee, development fund, library fund, Computer and internet fund, maintenance fund, depreciation replacement fund, conveyance fund, extra-curricular activities, faculty development fund, prize annual function, seminar/ club fund, Misc. fund.

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

6.5 - Internal Quality Assurance System

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

The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process.

The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching.

Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC 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 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.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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 Geography Laboratory, Physical Science Laboratory, Chemistry Laboratory, Psychology Laboratory, and Maths Laboratory. The college also has provisions for separate rooms for Fine arts and Work Education Room, Music Room, Yoga Centre. Library has Journals are subscribed. Smart Classrooms are also established. Teachers are encouraged to teach through LCD, PPT. Faculty and students are encouraged to use these regularly.

The remedial measures are also taken for the slow learners. Special sessions for mentoring and guidance are also conducted.

Under IQAC instructions, Guidance and Counselling Cell helps the learners to deal with struggle of personal, professional and vocational life.

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.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

10

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.maharshibed.org/images/NAAC/2nd meetingminutes2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

Maharshi Paramhansh College of Education always keeps track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives. The IQAC 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:

- Smart Classroom
- ICT Lab
- ALUMNI Association Registerd
- KOHA Library Management Software Subscription
- Psychology Lab and other lab renovation
- Meetings of IQAC regularly
- Feedback collection to improve teaching Learning Process

- **Opinion of Alumni- Valuable suggestion taking**
- **Mentor allotment for students' guidance**
- **The IQAC periodically reviews the quality assurance and suggests for gradual expansion.**

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Maharshi Paramhansh College of Education is very much sensitive towards conservation and use of alternate source of energy. Energy conservation is the effort made to reduce the consumption of energy by using less of an energy service. This can be achieved either by using energy more efficiently (using less energy for a constant service) or by reducing the amount of service used. Energy conservation is a part of the concept of Eco- sufficiency. Energy conservation measures (ECMs) in buildings reduce the need for energy services and can result in increased environmental quality, national security, personal financial security and higher savings.

For Streamlining Ways of energy conservation and use of alternate sources of energy for meeting its power requirements following measures are taken:

- **The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity.**
- **It is mandatory that if any existing light will damage it will be replaced by only LED lights.**
- **All the teaching, non-teaching and students are instructed regarding switch off the lights when they will go out from any room.**
- **As the rooms are very much ventilated so there is less requirement of electrical lights.**
- **College uses LED monitors in ICT labs for electicitysaving.**

- **Peons are instructed to check each and every switch time to time for conserving energy.**
- **For awareness regarding energy conservation poster making competition are organized.**
- **For awareness regarding energy conservation rallies are organized.**

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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

Maharshi Paramhansh College of Education endeavours at harmonious and all-round development of the students by providing healthy and congenial atmospheres necessary for intellectual, moral, aesthetic and physical growth as well as emotional stability.

For waste management the action plans are:

It is mandatory on the part of every employ to report changes/additions in hazardous waste generation and steps taken to reduce generation of waste per unit of production.

- **The waste could either be recycled /reused or disposed of.**
- **Waste avoidance and waste minimization at source.**
- **In the hierarchy of waste management, waste avoidance and waste minimization have to be attempted first.**
- **Paper waste be recycled using different ways.**
- **Burning of leaves, vegetable waste and some general waste will be completely prohibited with in the campus to maintain carbon neutrality.**
- **Waste management dumping for making compost.**
- **Different types of bins like red, green and blue for general, Paper and Plastic waste.**
- **Provision of vermi composting for waste management.**
- **E- waste management by exchange of items.**
- **The AC's waste water is used for watering the plants.**
- **There is Sprinkle irrigation system in the lawns, push taps in the institution for saving water.**
- **Sign board for water conservation regarding awareness.**
- **Left out oil in the generator will be given to the generator**

service person for reuse.
* **There is provision of leakage check periodically.**

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

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

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

than 100 - 200 words

For cleanliness, sanitation, green cover and providing a pollution free healthy environment college opted following actions:

For cleanliness and sanitation following measure are taken:

- College is properly cleaned three or four times in a day.
- Different banners are displayed in college campus regarding cleanliness.
- The college premises has lush green lawns and a rich biodiversity of flora which is taken care of by a dedicated team of gardeners and members of Gardening Club.
- Any new construction at the expense of existing trees is avoided.
- To increase the green cover of the college, plants are purchased from different Nurseries.
- Plantation drives are a regular feature and students are motivated not only to plant a sapling but also adopt one plant and nurture it.
- In the college, many herbs with medicinal values and air purifying plants.
- Bird houses have been installed for attracting birds which act as natural biological control agents.
- The staff and students are encouraged to use pedestrian mode or public transport to reduce the carbon footprint and become more environmentally astute.
- A sincere endeavour is being made to keep the campus plastic free by banning the use of plastic bags and plastic based disposable utensils in the canteen.
- Eco club, Cleanliness Committee and N.S.S unit are proactive in organizing awareness programs and rallies regarding environment sustainability.
- Signboards loudly convey the message of environment protection and help in engraving green practices in the minds of students.
- We present saplings instead of bouquets to the guests visiting our college.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage | Four of the above

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

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

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

7.51792

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

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

Maharshi Paramhansh College of Education is striving to imbibe the teaching learning process with unique blend of intellectual vigour and ethical Engagement.

The core belief of the Institution is the holistic vision that discount the past but at the same time embraces the future with

unwavering confidence in the ability to shape it & harness its possibilities. We are committed to nurture & create teachers who are equipped to become world citizen who take pride in their heritage.

Maharshi Paramhansh College of Education is using locational Knowledge and resource in the following manner:

- During NSS camp of the college, various activities are done at nearby villages. So, students learn the feeling of cooperation, sharing, learn or understand our heritage, their life style, ethics, morals etc. that is missing in the city.
- During pre-internship programme, B.Ed. 1st and 2nd year students learn the type of school, culture of the school, observe teachers while teaching, observe students.

- During Zonal and Inter Zonal Youth Festival there are many heritage items like Tokri making, Mitti Ke Khiloune, Rassa making, Embrodiery: Bagh, Embrodiery:Phulkari, Embrodiery:Dasuti/Cross stitch, Pakhi designing, Crochet work, Knitting, mehandi designing Items are taught by villagers.

- Using the professors and faculties in the Neighbouring institutions of our surroundings as resource persons and judges during different college activities.

- We participate in various cultural and educational activities in the nearby the institution.

- Local Political member participate in the major events the college.

- Art and Aesthetic Workshop are conducted by artists.

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

7.1.9 - The institution has a prescribed code | A. All of the above

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

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

7.2 - Best Practices

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

ACTIVITY 01

Title of the Practice 1: WOMEN EMPOWERMENT THROUGH HOLISTIC EDUCATION

Objectives of the Practice:

- **To build a safe and inclusive environment for girls.**
- **To develop a culture where girls can acknowledge the real-world problems and learn to overcome them.**
- **To boost their self-esteem & confidence.**

The Context: Women have been a marginalized class in educational sector. Inspite of efforts to reduce gender gap in education, there continue to be significant barriers to girl education. Co-Education wasintroduced in majority of classes in main college and a sincere endeavour was made to generate a gender- neutral atmosphere.

The Practice: The college caters to the growing needs of education of girl students of the region and enables them to pursue their studies independently in a protected campus. Organization of multifarious competitions to equip the girls fully to face the real world. To inculcate entrepreneurial attitude among young girls, they are encouraged to participate Youth Festival, NSS to engrave in them the sentiment of service towards society & nation.

Evidence of Success: Stupendous results in academics in all classes prizes in co-curricular activities in Inter College Competitions and Youth Festivals.

ACTIVITY 2

Title of the Practice 2: PROMOTION OF UNIVERSAL VALUES AMONG STUDENTS

Objectives of the Practice:

In today's world, where majority of the people are pursuing only self-interests relentlessly, the institution recognizes the need to inculcate universal values like promotion of truth, selflessness, righteousness etc.

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

7.3 - Institutional Distinctiveness

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

Maharshi Paramhansh College of Education has the vision of "Developing right attitude, Values and ideals". Being teacher education institution, institution aim to produce teacher with harmonious personality.

So for this students are groomed in such a way that they not only excel in academics but also earn accolades in allied fields of Sports, Co-Curricular activities and Community Service.

Institution adopts following practices for developing right attitude, values and ideals.

- In addition to academic pursuits within college campus, educational trips and Industrial visits are also used as tools for optimizing concept development and promoting experiential learning among students. College students has educational trip at science city to inculcate moral values from our heritage and scientific values by experiential learning at these places.
- The students are also motivated not to remain self-centred and are urged to take up social roles through NSS and Outreach programmes. Donation drives, Awareness Rallies,Blood Donation Camp, Swachchta Abhiyan, Plantation Drives enable the students to be socially responsible.
- Students are taken to Old Age homes and Deaf and Dumb schools to develop sensitivity towards senior citizens and disabled.
- Morning Assembly, Display of Thought of the Day and Yoga camps are the means of arousing spiritual feeling among the young minds and creating a pious ambience in the college.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File