



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

BHILAI MAITRI COLLEGE

- Name of the Head of the institution **DR.SUREKHA VINOD PATIL**
- Designation **PRINCIPAL INCHARGE**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **7882961930**
- Mobile No: **9329559837**
- Registered e-mail ID (Principal) **surekhatil264@gmail.com**
- Alternate Email ID **info@bhilaimaitricollege.com**
- Address **BHILAI MAITRI COLLEGE, RISALI, BHILAI**
- City/Town **BHILAI**
- State/UT **CHHATTISGARH**
- Pin Code **490006**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**
- Location **Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **HEMCHAND YADAV VISHWAVIDHYALAY, DURG**
- Name of the IQAC Co-ordinator/Director **DR. T. VANI**
- Phone No. **9685458897**
- Alternate phone No.(IQAC) **7882961930**
- Mobile (IQAC) **9685458897**
- IQAC e-mail address **t.vani.28@gmail.com**
- Alternate e-mail address (IQAC) **info@bhilaimaitricollege.com**

3.Website addresswww.bhilaimaitricollege.com

- Web-link of the AQAR: (Previous Academic Year) <http://www.bhilaimaitricollege.com/Uploads/AQAR%202021.pdf>

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

- if yes, whether it is uploaded in the Institutional website Web link: <http://www.bhilaimaitricollege.com/uploads/2021-22.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B	2.79	2014	21/02/2014	20/02/2019

6.Date of Establishment of IQAC**18/08/2008****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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 **3**

- 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)

VALUE - ADDED COURSE, FACULTY DEVELOPMENT PROGRAM, SOCIAL ACTIVITIES, ADD - ON COURSE

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
Value Added Course	Awareness of Health and hygiene In girls, Events like donation camps, health camps and gender sensitization programs will help the students to develop values and ethics through interaction with the society
Yoga week	Participants were benefitted with the meditation technique and usefulness of Asanas
ADD-ON COURSE	Computer course Students were benefitted with computer basics
Personality Development Program	Developed awareness regarding communication skill and the power to build self-confidence and positive attitude, etc.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Managing committee of college	20/01/2022

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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Name of the statutory body	Date of meeting(s)
Managing committee of college	20/01/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
YES	15/02/2022
15. Multidisciplinary / interdisciplinary	
<p>Bhilai Maitri College strives to focus on the all-round development of the learners. Being a teacher training college, the college will continue to aim at developing future teachers who will not only deliver the content in a better way but will also bring about a change in the behavior of the students. The college believes in inculcating values in students who will be future citizens of India. The college organizes a variety of programs that will help them develop skills and make them self-reliant. The college will involve innovative projects that will be directed towards the development of the community and will ensure that each program achieves its goal. Keeping in mind the national policy, the institution conducted various awareness campaigns regarding drug addiction, cancer awareness and supportive awareness, and gender sensitization programs so that teachers act as mediators to change the society. The institution has started exploiting biomass energy.</p> <p>?</p>	
16. Academic bank of credits (ABC):	
<p>The institution does not meet the requirements for Academic Bank Credit. Although summative and formative assessment are used to evaluate the learning outcomes of students</p>	

17.Skill development:

The focus is on development of skills in addition to the regular curriculum. This part of the program has been designed keeping in mind the need of the present scenario and the admission behavior of the students. The institution has provided value-based education by celebrating Yoga Day, Women's Day, Human Rights Day etc. The college also conducts vocational training programs like cooking, preservation of pickles, computer training programs and handicrafts from waste for the trainees. And also the women nearby. The institute plans to engage with more people to make it more functional in the future.

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

The course requires language proficiency in both Hindi and English for B.Ed. And M.Ed. Syllabus. The college takes these subjects and also offers project-related activities. All subjects are taught by teachers in bilingual mode mainly in English and Hindi. Among the good practices of the institution, the college integrates culture and language with education and celebrates the culture of Chhattisgarh to retain the essence of the culture.

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

Emphasis is placed on what student teachers are expected to deliver in the future. Therefore the organization focuses on the overall development of the trainees as well as exposure to various aspects. Hence the students are exposed to counseling programmes, inclusive education and a variety of cultural-related activities so that they are quickly prepared to handle all kinds of situations. During the internship program at the institute, they are given exposure to these activities and also help in getting placed in various schools. Alumni also help in campus placements.

20.Distance education/online education:

Various technology tools were used by the faculty during the pandemic and course transactions were conducted using video and meet platforms. The negotiation and evaluation process has always been conducted in a mixed mode.

Extended Profile**1.Student**

2.1

495

Number of students on roll during the year						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
2.2	Number of seats sanctioned during the year	250				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
2.3	Number of seats earmarked for reserved categories as per GOI/State Government during the year:	93				
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2.4	Number of outgoing / final year students during the year:	257				
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File Description	Documents					
Data Template	View File					
2.5	Number of graduating students during the year	234				
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File Description	Documents					
Data Template	View File					
2.6	Number of students enrolled during the year	295				
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Data Template	View File					
2.Institution						
4.1	Total expenditure, excluding salary, during the year (INR in	06				

Lakhs):	
4.2	21
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	39
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	39
Number of sanctioned posts for the year:	
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	
<p>BhilaiMaitri College is one of its premier institutions focused on teacher education at Post Graduate, Graduate and Diploma levels, affiliated to Hemchand Yadav Vishwavidyalaya, Durg and recognized by NCTE to run courses of education D.El.Ed, B.Ed and M.Ed. The college was established in 2002 for the aspirants of Bhilai as well as its neighboring states. Our college runs under Maitri Educational and Cultural Association (MECA), Bhilai Maitri College is a leading college of The institution takes several steps to ensure excellent curriculum delivery through a well-planned and documented process. Before starting the session, the College's Annual Academic Calendar and timetable is prepared with the help of teaching staff and the Principal of the college. After planning the entire activities, an induction program is organized Our college has been re-accredited at B level with a 2.79 CGPA. Well-qualified and experienced staff are the strong pillars of our college.</p>	

Institutional process of planning - In its journey towards excellence, Bhilai Maitri College has made many meaningful innovations in academics, within a short span of time. Internships, placements, Community visits, lectures, and workshops are a regular feature of the institute.

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

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

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	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above
File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=56
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	
3	

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

3

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

3

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

220

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

220

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	View File
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

02

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

02

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
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.

In two years of academic sessions, the curriculum structure provides courses belonging to professional ethics, gender equality, human values, environment and sustainability. Our institution integrates cross-cutting issues such as moral values, human values, professional ethics, gender equality, and environmental awareness into our curriculum. Grievance Redressal Cell is available at the institution to give counseling to students, promote gender justice among students, and address related issues of safety and security for female students, staff, and professors. CCTV cameras are installed in our college to monitor the safety of students and staff and also to ensure that everyone is following the rules and regulations. The core areas are developed through various classroom activities like seminars, assignments, tests, projects, fieldwork, discussions and extension lectures including activities integrating issues relevant to Gender, . Career Guidance and Placement Cell organized placement activities on a regular basis. The internship is a part of a training program . They apply the techniques that they have learned in micro-teaching M.Ed students apply the findings of research in their professional life. Students acquire knowledge of communication skills, life skills environmental values, and are sensitized towards gender issues and human values. These are reflected in their experience during an internship.

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	View File
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 main objective of Teacher Education is to make the teacher trainees aware of the diversity existing in the classroom and also in the community. To exemplify these factors, discussions, seminars, and selfstudy are encouraged for the teacher trainees. The various subjects in the syllabus highlight some of these aspects focusing on gender differences, curriculum differences, needs of special children. Some programs are also held to develop critical thinking in the students and have a deep understanding of the cause of such differences.

Development of school system: Pedagogy gives an outline for the comparison of state syllabus and NCERT syllabus

Functioning of Various Boards of School Education Assessment Systems: Students are exposed to various pedagogical practices during internship.

Assessment Systems: B.Ed. SemIII caters to the various forms of assessment. The design of rubrics are taught.

An International and Comparative Perspective: The curriculum includes the ideologies of western and Indian thinkers.

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	View File

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 teacher training program of Bhilai Maitri College adopts a curriculum transaction process imparting knowledge of a subject matter equipping them with pedagogical skills, and building the foundation of the teacher-student relationship through various activities. The trainees are acquainted with the various pillars of education. These aspects are transacted in a variety of ways like seminar presentations, group discussions, debates, and other innovative techniques, making use of technology. These activities help them build up self-confidence, adjust, and give a sense of satisfaction. The varied experiences also expose the trainees to the different modes of assessing the various dimensions of the students which they implement as a teacher in their training. Inclusive and gender neutral activities are developed for proficiency in handling social issues. Seminars and conferences are organized on NEP 2020 by the Institution. Other activities like the celebration of National Festivals, culture-related activities, competitions, and social visits make them realize the importance of values, team spirit, competitive spirit, and empathy ..

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.

Four of the above

Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI		
File Description	Documents	
Sample filled-in feedback forms of the stake holders	View File	
Any other relevant information	View File	
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected and analysed	
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	View File	
TEACHING-LEARNING AND EVALUATION		
2.1 - Student Enrollment and Profile		
2.1.1 - Enrolment of students during the year		
250		
2.1.1.1 - Number of students enrolled during the year		
250		

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

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

116

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

103

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

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

0

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
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.

Students' knowledge is assessed by the entrance test conducted by the C.G Government and admission to the college is based on the basis of the merit list prepared by SCERT for B.Ed & D.El.Ed. M.Ed admission is given to the students on the basis of a merit list based on the marks of the entrance test.

Every year, the department provides an orientation session for first-year students. The program introduces students to the college's curriculum and co-curricular activities, facilities, rules, and regulations. Regular class tests are given to the students which help them to prepare for university institution exams. The advanced and slowlearners are identified and provided by extra classes and remedial classes. Apart from the courses prescribed in the curriculum, the students are encouraged to take part in value-added courses, personality development programs and other activities. In value-added Course, Computer training is imparted to the trainees so that they are equipped with a better way to face challenges. The students come from the local background and Hindi medium. They are encouraged to participate in spoken English classes. Seminars and Workshops are organized for both advanced and slow learners to improve their skills.

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

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
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	All of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:5

2.2.4.1 - Number of mentors in the Institution

12

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	View File

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 institution adopts student-centric methods to enhance student involvement as a part of participatory learning and problem-solving methodologies. The teachers adopted student-centric modes of learning like group discussions, seminars and social visits. Students do participate in seminars and quizzes. The college ensures that all the students actively participate in the various events conducted helps the students to enhance their learning experiences with the activities conducted. Faculty members foster a learning environment by engaging in rich experiential teaching content such as demonstrations, visual aids, periodic industrial

visits and organizing various competitions. The college provides support to these methods by providing LCD projectors, Wi-Fi campus, lab equipment and materials, reference books and other facilities required for organizing workshops, seminars and field visits.

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	View File

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	Nil
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

600

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

Five/Six of the above

Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=1110
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

Mentoring sessions are respected and attended by planning and scheduling mentoring sessions in advance by the institution. The 3 C's of mentoring: Connection, Communication, and Collaboration. are directly and indirectly provided by the teachers to develop various professional attributes in the students a large part of mentoring is about providing professional and pedagogic support. This support took a number of guises such as helping them plan lessons, providing input to improve their subject knowledge, sharing ideas and providing suggestions on how to deliver or improve lessons. To keep oneself motivated and stress-free from routine activities, mentors encourage mentees by making a clear start of removing the stress of unclear assignments, workload, or engagement protocol, which helps mentees get the most out of the program. Various activities like seminars and group discussions and competitions help the students develop confidence, leadership and team building. Dealing with student diversity, Co-curricular activities equip the students with social skills, empathy, and collaborative activities.. Training and support for mentors and mentees are provided to ensure that they have the skills and communicate effectively. Finally, the progress of your mentoring

program is reviewed by collecting feedback from mentors and mentees, celebrating their achievements, and addressing their challenges.

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

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	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

Innovation:- Innovation in dissertations empowers teachers and students to investigate research and utilize all the tools to reveal something new. In lieu of this, College organised a Poster and Slogan competition for environmental awareness. **Creativity:-** learning includes challenging, refining and understanding by being made to think difficult.. In this regard, our College conducted enrichment activities to instill environmental awareness, and activities like the Rangoli competition conducted for the students regarding water conservation developed a new outlook 'Creativity represents a balance between knowledge and freeing oneself of that

knowledge'. Teachers foster a learning environment by engaging in rich experiential teaching content such as demonstrations, visual aids, periodic industrial visits and organizing various competitions.

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

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)

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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

Eight /Nine of the above

<p>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</p>													
<table border="1"> <thead> <tr> <th data-bbox="86 510 539 577">File Description</th> <th data-bbox="539 510 1437 577">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 577 539 645">Data as per Data Template</td> <td data-bbox="539 577 1437 645">View File</td> </tr> <tr> <td data-bbox="86 645 539 745">Reports and photographs / videos of the activities</td> <td data-bbox="539 645 1437 745">View File</td> </tr> <tr> <td data-bbox="86 745 539 887">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 745 1437 887">View File</td> </tr> <tr> <td data-bbox="86 887 539 987">Documentary evidence in support of each selected activity</td> <td data-bbox="539 887 1437 987">View File</td> </tr> <tr> <td data-bbox="86 987 539 1055">Any other relevant information</td> <td data-bbox="539 987 1437 1055">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Reports and photographs / videos of the activities	View File	Attendance sheets of the workshops / activities with seal and signature of the Principal	View File	Documentary evidence in support of each selected activity	View File	Any other relevant information	View File	
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Documentary evidence in support of each selected activity	View File												
Any other relevant information	View File												
<p>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</p>	<p>Three of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1525 539 1592">File Description</th> <th data-bbox="539 1525 1437 1592">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1592 539 1659">Data as per Data Template</td> <td data-bbox="539 1592 1437 1659">View File</td> </tr> <tr> <td data-bbox="86 1659 539 1839">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 1659 1437 1839">View File</td> </tr> <tr> <td data-bbox="86 1839 539 1906">Any other relevant information</td> <td data-bbox="539 1839 1437 1906">View File</td> </tr> </tbody> </table>	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	View File					
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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	View File												
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement</p>	<p>All of the above</p>												

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

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

Four of the above

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

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

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	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

As per the NCTE norms, a teacher trainee practices a one-month observation program as a school experience in the second semester and a four-month internship program in the third semester in the schools with the permission of the District Educational Officer. (DEO). One of the essential components of the B.Ed.course is the

school internship program that provides an excellent opportunity for the prospective teacher to learn, to teach and to acquire all the necessary understandings, skills, attitudes and appreciation in a real school situation. With the help of Alumni, pedagogy-wise model lessons are organized by the college. B.Ed faculty provide opportunities for prospective teachers to practice some micro-teaching skills in front of their peers in a constructive atmosphere under a teacher supervisor. The supervisors observe lessons delivered by the students. The presentation is followed by a feedback session. Once the schools are identified, the practice cum internship sessions are planned and developed in discussion with the school staff. The head/principal of the practicing teaching schools provides up-to-date information about the policies and educational needs of the school in general to student teachers.

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

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

2.4.9.1 - Number of final year students during the academic year

197

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	View File
Any other relevant information	View File

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.

Effective monitoring mechanisms during Practice teaching are conducted in various govt. schools. The in-charges of internship programs approaches different govt. schools after obtaining permission from the District Education Officer. The schools are identified and selected based on mutual agreement. After the groups are formed, the in charge of the internship program prepares the timetable for trainee teachers. They are allotted classes The trainees prepare unit plans and twenty lesson plans individually followed by a discussion with the supervisor, prior to going to the field for classroom teaching of that specific pedagogical concept or content. The students acquaint themselves with intensive in-depth knowledge about the components of the unit and lesson Plan. and deliver one focus lesson in a week in their teaching subjects. These are closely supervised lessons observed by the supervisor of the college; peer groups as well as the subject-wise mentor of the school sit inside the classroom and keep a close watch over the smooth conduct of the lesson as per plan. . subject-wise mentors givesgenuine remarks, highlighting their strengths and weaknesses, and suggestions for further improvements .and are submitted at the end of the program.

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

<p>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)</p>	<p>All of the above</p>
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

<p>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</p>	<p>Five of the above</p>
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

39

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

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

6

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

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

39

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

39

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

The institution is very helpful in updating its teachers professionally. Our teachers have professional knowledge and

skills gained through formal preparation and experience and provide personal, caring service to students by diagnosing their needs and by planning, selecting and using methods and evaluation procedures designed to promote learning. Teachers attend workshops, online and offline, take up new challenges, and discuss with seniors from other institutions to explore new things. Discussion sessions were done for NEP2020, and workshop training for up-gradation of oneself. The faculty members are encouraged to pursue research and extension activities as admissible under university institution rules. In various aspects, teachers are being shaped and they update themselves and also follow the social rules of the society. They are well-mannered, disciplined and accountable in the teaching profession and use their skills to create a conducive learning environment that facilitates the development of their students.

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

2.6 - Evaluation Process

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

The Institute is affiliated to Hemchand Yadav University institution, Chhattisgarh and follows the Examination pattern of the university. University institution. Institutional guidelines are strictly adhered with respect to the evaluation process. The schedules of internal assessments are communicated to students and faculty at the beginning of the semester through the institute's academic calendar which is based on the university institution's academic calendar. The weekly test, surprise test, internal and model test are meticulously taken with transparency. The day for the tests is notified in the college timetables and dates are announced by faculty in the respective classes and in WhatsApp groups at least a week in advance. Monitoring the attendance of the students for the examination and Internal assessment has to be carried out within the stipulated time. Assignments are given at least two times for each paper in every semester. After completion of the internal examination, the faculty evaluates the answer scripts and distributes them to the students for doubt clarification. Result review meetings are conducted with result analysis and the remedial actions are taken for further

improvements.

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	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

Since students are the main stakeholders, it is our duty to be transparent. Henceforth, internal and external examination grievances are promptly resolved. Grievance Redressal ensures to address the problems related to the evaluation process. The students can state a grievance regarding any academic matter through online or offline in the suggestion box. Errors in grading are brought to the notice of faculty in time. The Examination Committee and the college's Grievance Redressal Cell will act if the matter is significant in consultation with the Principal and

are seriously considered and resolved.

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

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

The schedules of internal assessments are communicated to students and faculty at the beginning of the semester through the institute's academic calendar which is based on the university institution academic calendar. As per the guidelines of the University Institution, the institute follows reforms that have been carried out effectively conducting continuous internal evaluations like Scheduling Internal examinations, seating arrangements, and hall invigilators listed for every examination. Preparing the question paper for the internal examination in the prescribed pattern based on the syllabus. Monitoring the attendance of the students for the Examination. Internal Assessment has to be carried out within the stipulated time. In the case of co-curricular activities evaluation of programs is conducted in a variety of ways. The co-scholastic areas like discipline, punctuality, teamwork, empathy, and participation in community work are evaluated in terms of various activities conducted throughout the year.

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

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.

At the start of the session, in order to communicate with teachers and students, Program Objectives, Program Outcomes and Course Outcomes for all programs offered by the Institute are clearly

stated. During the compulsory Orientation programs, all the students are acquainted with the objectives and expected outcomes of their programme.

For D.El.Ed: The trainees conduct various activities for the school students. The participation of trainees in various activities gives them the opportunities to express themselves and develop the various phases of their personality.

For B.Ed: The trainees get acquainted with various techniques of assessment of the students using standardized tests. Various activities conducted in the college help the trainees to develop their cognitive and social boundaries. The classroom teaching enriched their life with skills and experiences.

For M.Ed: Lecture series and innovative research areas helped the M.Ed students to learn various techniques for conducting research activities. PowerPoint presentations enable the students to become techno-friendly.

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

2.7.2 - Pass percentage of Students during the year

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

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

The institution has skillfully adopted several effective methods for measuring CLOs and PLOs. The course outcomes are measured through completion of the syllabus, continuous internal

evaluation, lab work, activity sessions, assignments, question paper settings, and results for the trainees so that they achieve the target laid in the learning outcomes. The continuous evaluation is done through tests, quizzes, written assignments, presentation of papers, oral presentations and fieldwork. The programme has increased student academic, co-curricular, sports, and placement activities. At the Post Graduate level and Undergraduate levels, the attainment of programme outcomes is measured through students' progress to higher studies. Another, measurement of attainment is students' placement in various private and government schools through placements conducted by the institution. During orientation, department heads highlight the relevance of Pos and Cos, teaching students how to achieve the required performance. Thus, programme and course outcomes support the institution's vision, mission, and goals. The college has a well-planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning and further improvements.

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

83

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.

Initially, the students come from various streams of graduation and are to be equipped with knowledge, competence and skills as a teacher. An initial effort is taken to assess the developmental stages of pre-service teachers and plan the sessions that are made for the specific needs of the batch enrolled. There is a deliberate effort to identify various skills in the trainees such as teaching-learning skills, communications skills, classroom management skills, ICT skills and soft skills. Their talents are assessed and motivated to lead peers and others towards blended learning. From academic to practical, specific assessment strategies are applied through continuous internal project-based learning.

. The progress made by each student is measured from the entry-level to the exit level. At initial level The institution organizes an orientation program and pedagogy-wise practice of microteaching skills for students at the commencement of the batch. Mid-term evaluation: After the commencement of the semester the students are continuously monitored and evaluated through essays, weekly tests, assignments. During the internship, supervisors provide feedback that helps students in realising their shortcoming .. Exit level: After the completion of the course the teachers assess the overall performance of students through the analysis of academic and other achievements.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

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

One of the above

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

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

One of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
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

16

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

0

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

3.3 - Outreach Activities

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

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

6

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	View File

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

410

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	View File

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

5

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

286

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 institution takes up several activities to sensitize the faculty and students to Social responsibility. The following are the programmes undertaken by the Institution towards this end. Awareness Campaigns: The institution organizes special programmes on all important days like World Environment Day, International Women's Day, AIDS day, and Environmental clean-up programmes: These programmes are organized involving faculty, students, Research scholars and non-teaching staff. For Go green plantation programme, , We as mentors motivate our students to go for the green initiative by plantation .Adult education and literacy mission, Women protection campaign, short-term vocational training programmes. We organize many programmes on social issues like, old-age home visit, gender equality, save environment, save girl child, Nutrition, Fine arts and Yoga camps. The institution organized various program under "SVEEP." spreading voter awareness, promoting voter literacy in India. Under this program, Manav Shrinkhala has been formed by students and teachers of all colleges. The faculty and teacher-trainees also provide free counseling for social harmony, health, hygiene and other problems in rural society.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

03

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

3.4 - Collaboration and Linkages	
3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
1	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
2	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
2	
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	View File
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	Three/Four of the above

**innovative practice Rehabilitation Clinics
Linkages with general colleges**

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

The institution has the necessary physical infrastructure facilities as per NCTE norms institution has a land coverage area of 6070.30 sq. meters. The main academic block has three floors, the ground floor has adequate and spacious office rooms, a well-furnished Principal office, a psychology lab, educational technology lab, M.Ed H.O.D. room, and one lecture hall, The first floor has an adequate and spacious staff room with toilet, classrooms, computer lab with internet facilities, girls restroom with toilet facility. Second floor has a lecture hall, staff room, classrooms and library. The college library was established in 2003 with a humble collection of books. We have a separate auditorium conference hall which can accommodate 100 students at a time. College has spacious, ventilated and furnished classrooms with comfortable seating devices and equipped with high-speed internet facilities. Separate hostel facilities for students are available with all facility and all rooms are well furnished with the capacity to accommodate 4 students in 1 room. A canteen facilities is provided There is a spacious vehicle stand for staff. A generator facility is also available for continuous power supply. The campus is Wi-Fi enabled for the benefit of students and faculty.

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

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

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

14

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://youtu.be/kxpzkCTuivk
Any other relevant information	No File Uploaded

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

1.01

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 library acts as a gateway to a world of information, both staff and students have free access to all library materials, such

as books, magazines, journals, and annual reports. Library is automated with KOHA Integrated Library Management System. KOHA is an open-source library system fully featured with systems of library. In this software, Web OPAC enables the students to browse resources. The software fulfills all functional requirements of an automated library system and can be customized to meet the needs of the individual library. It is a browser-based software so it can be accessed from across the internet and internet once installed on the server simple network connectivity and a modern browser are all we need to work on the system from anywhere in the world. Such a feature provides additional flexibility for rolling out changes in one go. Being with KOHA the library gets the flexibility to choose how it wishes to integrate the hardware. It is capable of supporting international standards like SIP 2 and NCIP for RFID hardware integration.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=60
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

Our institution has started remote access to library services for both teachers and students. This service made it possible for its users to access all resources available in the library. Remote access to library resources, which is available twenty-four hours a day, could potentially save users time and institutions money. Remote access is, however, intended to supplement, not to supplant or discourage, in-house library use. The main objective of this service is to provide access to library resources outside the campus and increase the availability and usage of e-resources. Remote access brings all the scattered e-resources of the institution, under one umbrella consisting of all e- Database, e-journals, e-Books, and e-content. Simple electronic device users can avail of remote access services for accessing e-Resources

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

Two of the above

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

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

0.09716

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

242

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	http://www.bhilaimaitricollege.com/Uploads/Library%20Attendance%20T%20Van11.pdf
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	One of the above
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

Bhilai Maitri College has a computer laboratory with 18 working computers. College is committed to provide IT-enabled teaching-learning ambiance to the students. College is well equipped in terms of IT resources and facilities, by installing a wireless network connection The computer is provided to every official section of the college It is beneficial for teachers to access the

Internet. The college has taken a step in the Internet facility for campus work. Seminars and webinars are also being conducted or organized by capable teachers of computers using ICT. Teachers and students are encouraged to use PowerPoint presentations to use laptops and CD projectors and screens etc. To make the learning process more effective various innovative methods are used by teachers. . In the session 2021- 22 library management software "KOHA" has been installed. KOHA is an integrated library system with a range of features including an online public access catalog module that provides a simple and clear interface for library users to perform tasks such as searching for reserving items and suggesting new items. This software fulfills all functional requirements of an automated library system and can be customized to the needs of individuals.

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

6;1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic 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	Three of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	www.youtube.com/watch?v=YDbFzYbTVac&t=1503s
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=e6akrjiDYHM&t=181s
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)

0.89

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 institute has well-defined systems and procedures in place for maintaining and utilizing various physical, academic, and support facilities. Our institution keeps the maintenance of infrastructure, facilities, and equipment by hiring the service of mechanics, electricians, and technicians. The office staff also takes care of the regular maintenance needs. Regular cleaning schedule in college is a must ensuring that the college is well maintained and is conducive to productivity. The maintenance of the lab falls under the supervision of lab in-charges. In the library, all new books and journals are entered in the library accession register. Damaged/ lost books are removed as per procedures mentioned in the university. Gardens including botanical and medicinal valued plants in the institute are well maintained by the gardener under the supervision of the maintenance coordinator. Pest control is carried out periodically. For the smooth running of the department, the principal is free to submit the requirements to the management regarding the repair and maintenance of buildings, classrooms, and laboratory equipment. The annual maintenance of the equipment and infrastructure is done during the summer vacation .

File Description	Documents
Appropriate link(s) on the institutional website	https://youtu.be/kxpzkCTuivk
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	All of the above
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File
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	Nine or more of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and	A. All of the above

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

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)

Four of the above

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

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
129	273
File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File
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).	
18	
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)	
18	

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	View File

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

Student Council is an important representative group that acts as a bridge between the students and faculty working for the benefit of students and also in the enhancement of quality education. At the beginning of every academic year, a student council is formed. The Institute has an active Student Council consisting of students as Cultural secretary, discipline secretary and sports secretary. Class representatives are elected through voting every year. existing Students' Council is responsible for conducting the annual sports, cultural and technical events of the The council plays an active role in the organization of various events in the college. They also suggest that the programs be conducted in the college. The council members help in the admission process and play an active role in teachers' day, national festivals and freshers, and farewell get-togethers. The council takes care of the various grievances of the students and puts them forward in the meetings. The main objective of the student council is to encourage and promote a conducive environment for academic learning and research, to support the institute's progress and to participate in sports and cultural events at various local, regional, and national events.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

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

For the past few years, we have been collecting detailed information about our students who later on become alumni members. We undertake periodic surveys to know their current job profile, higher education status, and information for any other engagement Bhilai Maitri College has an active Alumni Association to assist the institute. Apart from hosting other events, the Alumni Association hosts an Annual Alumni Meet to strengthen the social network of old students so that they work in synergy for the betterment of the college. The Alumni Association of Bhilai Maitri College extends its support for the smooth functioning of the

academic in the following ways: lending their expertise in academic areas and serving as resource persons for seminars, symposiums workshops and preparing present students for facing interviews during placements. Feedback from alumni has facilitated the assessment of the academic and administrative potentialities of the Institution. One of the best interactive and forward steps to link the alumni and utilizing the services in terms of expert talks. The Alumni interaction with students helps the current students to qualify for best career. It adds faculty and non-teaching staff for initiating appropriate measures to enhance the academic standards

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

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

All of the above

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

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	View File
Any other relevant information	View File

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 association is formed and they act as a support system for the enhancement of the institution. Alumni engagement leads to lifelong relationships. Alumni act as career counselors for current students by drawing an action plan to accomplish career objectives. They help the current students to choose the right career stream or college, internships, placements, and donations. Alumni management, when done in the right way, can help current students in their career success and earn a reputation for their institutions. Alumni also set up a brilliant source of professional networking for the students. By sharing their experiences, alumni help students see how their work in schools connects to career success. They participate in various activities connected to the institution and also act as resource persons for conducting activities. While acting as alumni mentors, they become role models for the students, help them remove career-related frustration, and build self-confidence. Our alumni are always ready to express their thoughts and share their experiences. The main objective of our alumni is to make students comfortable and show them the right path as per their choices.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision: Create new frontiers of knowledge in the pursuit of developing a humane and just society. Bhilai Maitri College is fully committed to imparting qualitative education, imparting excellence in pedagogy and tireless research. Effective leadership is important to realize the vision by strictly adhering to the mission and setting values and participative decision making processes to meet the objectives of the institution accordingly.

Mission: The mission of Bhilai Maitri College is to encourage academic promotion of quality teaching, learning and research, undertake quality related research studies. The mission is accomplished by upholding the core values of concern efficiency, ethics and excellence. Future teachers are provided with knowledge and skills by various components beyond the boundaries of the classroom. The institute has a well-organized organizational structure for decision making at various levels. The management has given freedom to all faculty members to develop and execute academic, research and practice-based processes. The college administration organizes programs for non-teaching people to create awareness about saving and investing for a better future. The vision and mission statement outline the long-term goals, objectives and core values of the institution.

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

Bhilai Maitri College is committed to decentralization and participative management through effective leadership and hierarchical governance arrangements. The institute promotes a culture of participation of faculty members and students in various discussions and decision making activities. To enhance effectiveness and efficiency at the campus level, various cells have been set up, which include Alumni Cell, Library Cell, Literary Cell, Infrastructure Cell, Anti-Ragging Cell, Website Cell and Grievance Cell. In-charges of various activities like weekly tests, assignments, seminars, discipline, attendance, sports, cultural activities, social visits, admissions, model exams, internships and programs have been appointed to manage the smooth functioning in a systematic manner. There is active participation in the college and the personality of the students is enhanced through various activities which helps in grooming them with positive influence. With the implementation of decentralization, academic and non-academic activities start running successfully at various levels in the institute. Directors, Principals and senior faculty members play important roles and follow transparent process in recruitment of faculty and staff at the institute level. ?

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

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

Our organization maintains complete transparency in its financial affairs; Academic and Administrative Functions By clearly defining its vision and mission the annual academic plan is prepared in advance, communicated and displayed by the concerned bodies. Details of various activities are regularly reported to the concerned bodies and committees.

Transparency in academic functioning: Bhilai Maitri College strictly follows the academic calendar which gives details of various activities in advance. The entire academic plan is clearly explained to all students in the mandatory orientation programme. Credits for each program and outcomes are clearly specified. Internal assessment, which includes various components, ensures

that students receive their evaluated answer sheets and their progress, performance and fairness in assessment is monitored. It has provision for revaluation, remedial examination and grievance redressal system.

Transparency in administrative functioning: Recruitments and employee promotions are also done with utmost transparency. The college has a fully computerized office. The Finance Committee checks whether the necessary formalities have been observed in the expenditure or not. Annual audit is done by chartered accountants. Propriety is ensured at all levels with regular audits by the internal auditor. ?

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

6.2 - Strategy Development and Deployment

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

A strategic plan is a future-looking planning document that highlights key areas of emphasis. The plan pays attention to both the external and internal environments in relation to strategic areas of development and reform. Innovations in teaching and learning include implementation of innovative pedagogy, leveraging ICT tools for better teaching, setting up of centers for innovative teaching and learning, examination and evaluation schemes and weekly tests for students. Model examinations are conducted every semester and the results are used to guide the students for better progress. For effective research and development, the management facilitates faculty publications in indexed research journals and promotes participation of staff members in international conference seminars/workshops/symposia etc. Faculty members are encouraged to participate in various FDPs such as orientation and refresher courses. Technical as well as soft skills. Faculty members are encouraged to publish their research papers and articles in reputed research journals and national and international journals.

The admission process for M.Ed, B.Ed and D.El.Ed students is as per the norms of the respective statutory bodies. The management

adopts the policy of recruitment of teachers as per the guidelines prescribed by NCTE and the University.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=57
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The college adopts policies and norms as per NCTE and Hemchand Yadav University. The institute has an active governing body and IQAC. The decisions taken by them are disseminated by the Principal to all the staff members.

Policies: Admission policies, classes and examinations are determined according to the academic calendar of the University.

Administration: College administration has been brought under the ambit of complete e-governance. The annual plan and developments for the academic year 21-22 have been discussed and digitized for implementation in a systematic manner.

Appointment and Service Rules: The college adopts appointment policies as per NCTE norms. Applications for appointment of teachers are received and scrutinized, followed by the scheduling of the interview process. The appointment is being made under Statute 28.

Process: The Planning and Appraisal Committee meets to envision possible plans for the growth and development of the institute.

a) Academic Transactions implements the use of technology for interactive classroom interactions, while maintaining the quality of the academic standards of the institution.

b) Use of e-governance in the areas of planning and development are as follows: Establishment of WhatsApp groups, college email and website, virtual learning through college for better communication. ?

File Description	Documents
Link to organogram on the institutional website	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=105#
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
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.

The Institute constitutes various committees/bodies/cells and their functions are appropriately defined keeping in mind the overall development of the Institute. The College holds meetings regularly and takes appropriate steps for effective implementation and improvement of the institution and contributes to the development of the College. IQAC is functional and takes steps to enhance the development of students, institutions and society. IQAC takes initiatives to enhance quality education as well as inculcate moral values in matters of education. Various Committees

1. NAAC Steering Committee
2. Admission Committee
3. IQAC Cell
4. Placement Cell
5. Student Counseling Cell
6. Sports Committee
7. Women's Cell
8. Examination Committee
9. Alumni Cell
10. Grievance

& Redressal Cell 11. Library Committee and 12. Cultural Activity Cell organizes meetings regularly as per the schedule of the academic calendar under the supervision of IQAC.

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

6.3 - Faculty Empowerment Strategies

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

Welfare facilities and services provided at the workplace become important for continuous improvement in the work environment. The institution provides various welfare measures to the teaching non-teaching staff which are as follows:

medical assistance,

loan facility,

Medical Book Bank

maternity leave

free education to their children,

ESIC study leave for research and equal participation in seminars and workshops

ESIC facility PF and pension

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

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

05

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	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

01

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

15

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

Bhilai Maitri College adopts a well-organized system of evaluation of faculty members at various levels.

At the end of the session the Principal evaluates the teaching staff. Performance appraisal is constructive and motivates to achieve maximum potential to increase the effectiveness of the institution. Performance Appraisal System:- Bhilai Friendship College implements a performance appraisal system to continuously enhance and maintain development standards. PAS helps to encourage and recognize the positive aspects of the individual and develop them for the growth of the organization.

Report:- An Appraisal form has been designed for the institution following the guidelines of UGC. The form consists of all the information regarding the academic extracurricular and voluntary activities undertaken by the faculty. The staff is required to fill the appraisal with adequate supportive documents at the end of every academic year and submit them to the Principal. The

Principal scrutinizes the forms and gives feedback to the members of the institution. The non-teaching staff is appraised by their performance. They are given counselling by their heads regarding their strength and weaknesses and it is expected that those shortcomings be eradicated by them in the coming sessions.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

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

Bhilai Maitri College has a setup for directing external audits by CA. For ensuring proper accounting for receipts and payments of students, speech is looked after by the management. All the vouchers, which are incurred under various heads, are completely verified and examined. A similar procedure is adopted in all the previous 5 years. A mechanism to monitor the effective use of financial resources is as follows. The college budget includes recurring expenses such as salary, electricity, internet charges, maintenance costs, stationary and other consumable fees and non-recurring expenses such as lab purchases, furniture and other developmental expenses. The expenditure was monitored by the account officer and cashier as per the allocated budget, as well as management.

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

00

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.

Bhilai Maitri College is a self-reliant institution and effectively manages its resources independently. The optimal mobilization and utilization of resources and funds are important for the Institution as they accelerate the development and help in the promotion of academic excellence. The college follows a financial regulation-based system on the approved procedure of financial management. The college does not get any financial or other grant for the conduct of the program. College is a self-finance college the prime source of income is fees received from students, (as per the norms of the fee fixation committee.), Fees are collected during seminars, workshops, conferences and Alumni around the world.

Optimal Utilization of Funds: Bhilai Maitri College is a self-reliant institution and effectively manages its resources independently. A large part of the fees of students goes to the salary component and for the development of infrastructure. Different Committee Coordinators and Conveners of various cells present their budget requirements to the principal. The Principal presents a consolidated budget which is then approved by the Governing Body. The college accountant maintains the accounts of the college and presents them for audit to the Governing body.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

Internal Quality Assurance Cell has contributed significantly to institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching-learning process and learning outcomes at periodic intervals The College has an Internal Quality Assurance System with appropriate structure and processes and with enough flexibility to meet the diverse needs of the institution. IQAC has promoted quality in the institution at various levels for better academic and administrative support that enabled smooth conduct of activities like admission, fee payment, timetable, attendance, internal examinations, assignments, study material sharing, feedback from students, parents and alumni etc. and ensured greater transparency and accountability. The IQAC committee of the institution periodically reviews academic activity, infrastructure facilities and governance. Students are invited to contribute their articles and college magazines (Abhivyakti) by the institution. It plays an important role by taking into consideration the role of various committees for the smooth functioning of the institution. It organizes inter-college and intra-college activities based on quality-related issues and also ensures that culture is a part of the training program.

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning

Process periodically in not more than 100 - 200 words.

IQAC plays a dynamic role in reviewing and implementing teaching-learning reforms from time to time through a proper system. It ensures that the transfer of knowledge is done using various techniques of teaching. It is functional in developing ethics and values in the trainees by engaging them in various activities. Based on the University academic calendar, the institute schedules the academic calendar well in advance for regular teaching-learning process. The curriculum is enriched with guest lectures, community and social visits, and Internships. Every day faculty prepares and submits details of the daily lecture along with the topic. To cater to the differential needs of students Social awareness programs, gender sensitization. and lecture series are organized in a blended mode. Continuous internal evaluation is carried out throughout the year on the basis of weekly tests, assignments, seminars and discussions The institution has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses. difficulties faced in the subject give a clear idea about the problems faced by the students. The director and management also monitor the feedback system and take appropriate corrective actions.

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

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

15

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	View File

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

Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=2110
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=66
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	View File
Feedback analysis report	View File
Any other relevant information	View File

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

The NAAC peer team's recommendations showed room for improvement. Significant efforts have been made by the faculty and students to achieve excellence in this field. The institution equips student teachers with the skills to become effective professionals through several capacity-building activities such as value-added courses, workshops on innovative practices and organizing events. Through community outreach programs and environmental activities, the institute strives to promote values that will form the foundation of the learning journey of teacher trainees. Students are provided with various opportunities to develop their technical skills through ICT-based activities, use of e-resources, etc. The Institute encouraged faculty to register as PhD guides. The college magazine, 'Abhivyakti' has been issued for compilation. Students' activities every year. Alumni support is present in the teaching-learning process and placements. The institute strives to make students self-reliant by orienting them towards innovative teaching-learning strategies, providing expert advice, counseling sessions etc. for higher education. Employees are also encouraged to participate in more FDPs.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Bhilai Maitri College has a policy outline to help develop the campus as well as facilitate environmental and societal benefits. It regularly helps to plan and design the campus as per the requirements. LED bulbs are there to utilize the energy in an efficient way, The college also makes sure that steps are taken to

minimize the wastage of energy and to use the energy when required. Awareness programs are also organized in campus. Rainwater harvesting is done for water management.

Conservation of energy has been done by various methods. Planting trees all around the campus so that there is less usage of air conditioners and encouraging students to do their part by creating a point system for recyclers. Energy can be most efficiently used at the Institute by trying to limit electricity usage, turning off the lights, Reducing water wastage, Recycling the waste etc.

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.

The institute has designed methods for the management of waste generated in the campus using the basic waste management strategy of 3R's: Reduce, Reuse and Recycle i.e., Reduce the amount of waste generated, Reuse everything to its maximum after proper segregation and cleaning and keeping things which can be recycled aside and handed over to appropriate agencies. The waste generated in the campus includes liquid waste and solid waste- both of biodegradable and non-biodegradable nature and chemical waste. No classified hazardous waste is generated on the campus. The college has dustbins at every corner which then is collected by the Municipal Corporation. The use of pesticides is generally replaced by organic manure. Composting is also a practice. The compost wastes are converted into organic waste as well as nutrient-rich fertilizer. These practices have been done in our institute for the last two years. Our institution has been viewed as our role model for eco-friendly waste management. The institution maintains dry and wet waste bins. We educate people about the importance of recycling at the time of community camp and village visits to take responsibility for their environment.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Four of the above										
<table border="1"> <thead> <tr> <th data-bbox="86 353 539 421">File Description</th> <th data-bbox="539 353 1445 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 539 562">Documentary evidence in support of each selected response</td> <td data-bbox="539 421 1445 562">View File</td> </tr> <tr> <td data-bbox="86 562 539 629">Geo-tagged photographs</td> <td data-bbox="539 562 1445 629">View File</td> </tr> <tr> <td data-bbox="86 629 539 770">Income Expenditure statement highlighting the specific components</td> <td data-bbox="539 629 1445 770">View File</td> </tr> <tr> <td data-bbox="86 770 539 837">Any other relevant information</td> <td data-bbox="539 770 1445 837">View File</td> </tr> </tbody> </table>	File Description	Documents	Documentary evidence in support of each selected response	View File	Geo-tagged photographs	View File	Income Expenditure statement highlighting the specific components	View File	Any other relevant information	View File	
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Documentary evidence in support of each selected response	View File										
Geo-tagged photographs	View File										
Income Expenditure statement highlighting the specific components	View File										
Any other relevant information	View File										
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Three of the above										
<table border="1"> <thead> <tr> <th data-bbox="86 1102 539 1169">File Description</th> <th data-bbox="539 1102 1445 1169">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1169 539 1310">Income Expenditure statement highlighting the specific components</td> <td data-bbox="539 1169 1445 1310">View File</td> </tr> <tr> <td data-bbox="86 1310 539 1406">Documentary evidence in support of the claim</td> <td data-bbox="539 1310 1445 1406">View File</td> </tr> <tr> <td data-bbox="86 1406 539 1473">Geo-tagged photographs</td> <td data-bbox="539 1406 1445 1473">View File</td> </tr> <tr> <td data-bbox="86 1473 539 1541">Any other relevant information</td> <td data-bbox="539 1473 1445 1541">View File</td> </tr> </tbody> </table>	File Description	Documents	Income Expenditure statement highlighting the specific components	View File	Documentary evidence in support of the claim	View File	Geo-tagged photographs	View File	Any other relevant information	View File	
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Documentary evidence in support of the claim	View File										
Geo-tagged photographs	View File										
Any other relevant information	View File										
<p>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</p>											
<p>Bhilai Maitri College is an environmentally friendly institution. The college is located in a clean, quiet and pollution free environment.</p> <p>Cleanliness: In accordance with the objective of the Swachh Bharat Abhiyan, College vowed to aggressively coordinate cleanliness operations both on and off campus. The college invests its full</p>											

efforts for the maintenance of cleanliness Cleaning of toilets, classroom, campus is mandatory. The periodic maintenance practiced in the campus induces sense of cleanliness.

Sanitation: Access to sanitation facilities is a fundamental right to safeguard health Adequate number of washrooms, restrooms are provided for staff and students. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Safe drinking water filters are present at many places throughout the campus which comes from storage tank. Separate bins for disposable materials are available for the convenience of the students. These are emptied every day.

Green cover and pollution free environment: Apart from primary cleanliness and sanitation efforts, the institute is also committed to promote a plastic free environment. Many plants and trees are grown around the campus with a number of species of plants. Regular pruning and trimming is done to maintained by designated gardeners Inside campus, there are innumerable variety of shrubs, trees and flowering plants, medicinal and creepers adding to the serene atmosphere. Seasonal flowering plants are grown in the college. he interns also take initiative to spread awareness among the school students for maintaining hygiene and clean environment in schools.

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

7.1.6 - Institution is committed to encourage green practices that include Encouraging use 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

Three of the above

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

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

0.069

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

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

Bhilai Maitri College has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges

Local Environment: A Swachh Abhiyaan programme was conducted where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene sessions for practice teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community. Students have easy access to Observation of classroom teaching, Internships in the schools to practice skills learned and Teaching Practice in the schools to

deliver lessons.

Locational Knowledge: The institution has endeavored to spread awareness of environmental issues through a Poster competition on sustainable living, Best out of Waste competition, Environment Day, etc. Various sessions, and seminars were conducted to highlight important issues such as gender equality, human rights, social wellness, and physical wellness.

Community practices: The institution has leveraged locational knowledge and resources to a great extent by organizing expert talk sessions. A value-added course on Yoga was conducted to inculcate health and wellness practices among the student teachers and the community.

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

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

B. Any 3 of the above

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

BEST PRACTICES - 01.

Title of the practice: Maitri always with you

Objective To raise awareness and fastest education on various issues relating to menstrual cycle in girls.

Context: In the Indian context, girls from rural areas face a number of problems during their menstrual cycle. They are faced with hormonal changes and struggle to make favorable choices. Bhilai Maitri College organized health and hygiene camps supported by gynecologist Dr.Gulati

The Practice: As a part of training program the students are encouraged to form groups and help these sections by arranging check-up camps and distributing sanitary pads. This year the trainees distributed sanitary pads to the girls of village Dhanod and highlighted the importance of good hygiene.

2. Title of the practice: Yoga -Meditation

Objective of the practice: To develop Yoga and Meditation as a

part of daily life.

The Context: Bhilai Maitri College has geared up to add the concepts of Yoga as practice of wellness and quality life. New Education policy recognizes Yoga as one of the curricular activities within the college atmosphere.

The Practice: The yoga training is organized as a value-added course which is scheduled with yoga instructor Smt. Arunima, member of Swami Satyanand Saraswati Ashram, Munger.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Our interventions have made a recognizable impact in reducing maternal and infant mortality rates. Free health check-up camps are organized in nearby villages, in various fields such as eye, skin, Mental illness, nutritional, occupational hazards, drug abuse, hygiene, sanitation, cancer awareness, and Maternal and child health. Students and faculty participate in National health programs. Free medicines and screening for common ailments are provided. Through participation in these camps, students develop their skills in patient care, communication, empathy and leadership qualities, thus fostering their academic and career outcomes. Blood donation camps ensure easy accessibility and adequate supply of safe and quality blood and blood components.

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