YEARLY STATUS REPORT - 2022-2023

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 In Charge
• Does the institution function from its own campus?	Yes
• Alternate phone No.	7882961930
• Mobile No:	9329559837
• Registered e-mail ID (Principal)	surekhapatil264@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 VISWAVIDYALAYA,DURG**
• Name of the IQAC Co-ordinator/Director	**P R NISHA**
• Phone No.	**8889720113**
• Alternate phone No.(IQAC)	**7882961930**
• Mobile (IQAC)	**9685458897**
• IQAC e-mail address	**nisha12ashwin@gmail.com**
• Alternate e-mail address (IQAC)	**info@bhilaimaitricollege.com**
3.Website address	www.bhilaimaitricollege.com
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	YES

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	**B+**	**2.68**	**2023**	**19/07/2023**	**09/06/2028**

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/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**00**

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)

Kalanirmiti- Art and Craft workshop for women

Workshop and Seminar- Health and Wellbeing

Social Visit - Sarthak Kadam

Placement

Valu-added course - Personality development, Yoga, and Computer training

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
Kalanirmiti	Our institution organised a five day workshop to integrate art and craft in participants to ensure holistic and creative growth in them .
Unity day celebration	This event aimed to foster a sense of unity and integrity among the students .
Educational trip	Educational trip helped students boost confidence through exposure to new experiences .
Yuva Mahotsav	Celebrated to commemorate the birth anniversary of youth icon Swami Vivekananda .
Seminar on Health and wellbeing	This seminar focused to provide an opportunity for personal growth ,overall health and happiness .
Visit to Sarthak Kadam	This visit aimed at to assess and determine the educational needs of special children .
Placement	To provide recruitment to students in well known institutions .

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Maitri Educational and Cultural Association	29/01/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
22-23	23/02/2024

15.Multidisciplinary / interdisciplinary

Our Institution follows a multidisciplinary approach to the teaching strategy. A multidisciplinary approach has been of much importance in the teaching-learning process as it provides a more comprehensive education by exposing students to a diverse range of subjects. This technique provides a well-rounded education that covers a wide range of knowledge at the same time, encourages students to follow their interests. Different subjects like Science, Social, Maths, Sociology, art, Philosophy Psychology language (Hindi/English), educational technology, and research are there in our teaching program. This multidisciplinary approach involves teachers working together across different topic areas to create learning activities that combine abilities and subject matter from other disciplines which helps the students to see how knowledge is connected, which promotes critical thinking, problem-solving, and the use of knowledge in different contexts.

16.Academic bank of credits (ABC):

The institution does not fulfill the requirements of academic Bank credits. However summative and formative assessments are used to evaluate the student's learning outcomes.

17.Skill development:

Our institution focuses on the skill development of teacher trainees along with their teaching practice as skill development helps to build a strong foundation for students at every level. Skill enhancement programs are a quality initiative taken by the institution to impart beyond curriculum knowledge, skills, and values to students. The institution is a teacher-training institution and the process of skill development focuses on upgrading core competencies of the students and maximizing their inner potential. It helps to build self-esteem, confidence, and leadership skills. It develops problem-solving skills and collaboration. Therefore the pedagogy must emphasize skill development for students, which helps to prepare them for their future careers. Skill-based training is the development for society because it helps them tap into their capabilities. Skill-based learning/training must always be concerned about curriculum because it helps them become more altruistic. The college has also taken initiatives in providing Short Term Certificate course in computer training. Apart from ICT Skill Development College also organizes

various programs, activities, and projects that address the soft skills, language and communication skills, and life skills for students.

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

The college is actively engaged in the appropriate integration of the Indian Knowledge system spreading the rich heritage of our country and traditional knowledge in the fields of arts, literature, and culture. We adopted two language systems for running the course. All the subjects in B.Ed. and M.Ed. courses are taught in bilingual mode i.e. English and Hindi. To preserve and spread Indian culture and tradition college's clubs and cells celebrate national and international days and organize various activities i.e. Celebration of Indian festivals, cultural programs, Seminars, guest talks, student seminars, blood donation camps, tree plantation drives, talent hunt, Mehandi, Rangoli, Dance, Singing etc to inculcate Indian culture and values. The curriculum has language proficiency in both Hindi and English for B.Ed. and M.Ed. courses. The college takes up these subjects and also gives project-related activities. All the subjects are taught by the teachers in bilingual mode mainly in English and Hindi. Among the good practices of the institution, the college integrates culture, language with education and celebrates the culture of Chhattisgarh to keep intact the essence of culture.

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

After completion of the teacher education program, the student teacher will be able to apply their knowledge and competencies in several areas. They develop their teaching skills to fulfill the criteria for a competent teacher according to NCTE. They develop their teaching personality. Students analyze the curriculum and can select appropriate teaching strategies according to their needs. They completely engaged themselves in the process of self-directed learning through the use of innovative ideas. They completely organized themselves with subject knowledge. They also develop several life skills in themselves for successful establishment in society. After becoming a teacher in any sector they contribute to community service in society. They can develop the link between theory and practice.

20. Distance education/online education:

During the COVID-19 pandemic period, online education provided by

the faculty members proved to be a boon for the students which allowed them to come to terms with synchronized and synchronized modes of online learning. During the pandemic various technology tools were used by the faculties and curriculum transaction has been done using videos and a meet platform. The interaction and evaluation process has always been conducted in a blended mode.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**500**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**250**

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**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**241**

File Description	Documents
Data Template	[View File](#)

2.5 Number of graduating students during the year	**241**

File Description	Documents
Data Template	[View File](#)

2.6 Number of students enrolled during the year	**240**

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**95**
4.2 Total number of computers on campus for academic purposes	**40**

3.Teacher

5.1 Number of full-time teachers during the year:	**39**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2 Number of sanctioned posts for the year:	**39**

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

The curriculum lays down an educational framework governing the institutional and learning methodologies. It involves designing, developing, and implementing educational courses with significant input from teachers including the objectives content, and assessment methods for effective curricular delivery, Bhilai Maitri College

adheres to the curriculum of Affiliating University. Our institution used to organize an orientation program every year for a new batch where students learn about the institution's policies and procedures and get acquainted with the campus. It allows students to connect with other students and faculty members, learn about available resources on campus, and receive support as they begin their college journey. Well-constructed weekly timetable for each semester is provided by the college. Our college has an excellent library with facilities for INFLIBNET, e-books, and e-journals. Various learning methods according to the needs of different subjects are regularly used. Apart from the job duster classical method, ICT-enabled teaching-learning methods, including Google Classroom, Google Meet board, PowerPoint presentation, and audio-visual support are being used by teachers to make the teaching-learning process effective and result-oriented. Special lectures by experts on resource persons are arranged regularly for the benefit of the students.

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	View File

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	C. Any 3 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	View File

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.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	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=58

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	View File

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

165

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

165

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	View File

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

Two of the above

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

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

2

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

2

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

1.3 - Curriculum Enrichment

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

- **The core areas are developed through various classroom activities like seminars,assignments,tests,projects,field work ,discussions and extension lectures including activities integratingissues relevant to Gender, Human Values.**
- **Internship is a part of a training program wherein the trainees are exposed to experience practical aspects of teaching life.The studentsmaintaining class discipline, organizing activities applying the theorical knowledge.**
- **Students extrapolate from what they have learnt in theory subjects and practicals during the internship . They apply the techniques that they have learnt in micro teaching,the techniques of reinforcement during their school experience. M.Ed students apply the findings of research in their professional life. The students acquire knowledge of communication skills, life skills environmental values, and are sensitised towards gender issues and human values. These are reflected in their experience during internship.**
- **Various skills are developed in the students by their participation in community services, curricular and cocurricular activities and value added courses,Computer training program,Spoken English are some of the value added courses conducted to provide professional training. College conducted Yoga Training Program. Activities like writing for college magazine and inter collegiate competitions help build**

up writing skills and promote team spirit and cooperation.

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 EducationAssessment 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 areorganized 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, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

250

2.1.1.1 - Number of students enrolled during the year

241

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

181

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

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

00

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.

The process of enrolling students to the B. Ed. and M.Ed. programmes is through a transparent, well administered mechanism, complying with all the norms of the concerned regulatory/governing university. The C.G State Government conducts an entrance exam Pre B.Ed for admission into the B.Ed. course. SCERT allots the students to the college.M.Ed. admission is given on the basis of merit list. Induction programme is organised for the newcomersto ease the transition into new course. Ice- Breaking session, Physical Activities, Literary Activities, Syllabus Orientation, orientation on School visits and internship.Mentor mentee allocation, orientation to SWAYAM self-study courses are the main areas focused upon. Various subjects and the practicum of the programmes is explained to the students to ensure proper understanding and attainment of the learning outcomes. The institution fills individual card to identify their diverse interests and distributes them into various cells.The students come from the local background and therefore are encouraged to participate in spoken english classes.Value added training is provided to the students in view of computer training program and personality development program. The trainees are taken out for social visits , visits to orphange,old age homes to help them develop values.Donation camps are also organised by trainees.

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	Six/Five of the above

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

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

2.2.4 - Student-Mentor ratio for the academic year

20:1

2.2.4.1 - Number of mentors in the Institution

36

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

2.3 - Teaching- Learning Process

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

The teachers adopt various learner centric modes to transact knowledgeExperiential Learning:Micro teaching skills are organized in a simulated condition.Students are taken for Field Visits to different places like special schools,orphanages and old age homes. Pre placement training is also imparted. Students are taken on field trips like museums .Workshops are organised to acquaint the students with skills.Participative Learning: To ensure student centered learning, the institution organizes different guestlectures, seminars and workshops such as making teaching aids and alsoorganizes exhibitions,. Problem solving Methodologies: Opportunities and proper guidance is given to the students to

conduct action research and case study as a part of their curriculum... Brainstorming sessions are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and in pedagogy subjects so that teacher trainees also learn how to use this as a method in their teaching. Focused group discussion: Teacher educators teach through lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class.Efforts are made to make the students use and learn online platform also

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

241

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=116
Any other relevant information	**No File Uploaded**

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

241

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 Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://www.bhilaimaitricollege.com/bmcsite.aspx?pid=106
Any other relevant information	View File

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

Mentoring is directly and indirectly provided by the teachers to develop various professional attributes in the students like communication, confidence building, leadership qualities, time management, teamwork, empathy, decision making, and positivity which are essential to lead a balanced life further. These attributes are

inculcated in the students through routine activities carried out by the students whenever possible in offline mode otherwise the activities were carried out in an online platform. time management and ethics are developed in the morning prayer session where a motivational thought is also delivered by one or two of the students. Everystudent is motivated to come on to the stage to speak out he thought. academic activities like seminars and group discussions help the students develop confidence, leadership and team building. cocurricular activities equip the students with social skills, empathy, and collaborative activities. these activities help the students to manage stress and also deal with life in an effective manner.

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 dissertation empowers teachers and students to investigate research and utilize all the tools to reveal

something new. In lieu of this, the college organized 5-day online lecture series for the M.Ed students and faculty members. College also conducted an online Poster and Slogan competition for environmental awareness. Itincludesadistinctiveway of looking atissuesandunderstandingthem. Creativity:- learningincludeschallenging, refining andunderstanding by being made to thinkdifficult.Toget itmodernconcept our approachesneed to be creative as wellasinventive. In this regard, our College conducted enrichment activities like Eco-friendly Ganesha 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'. Life Skills:- Education helps to build a society that is outfitted with a creative spark, problem-solving attitude, vital questioning approach, rationalistic individual, decision-making potentialities, excessive stage of sociability, advantageous verbal exchange, and abilities of interpersonal and empathy for tuning in the society. Focusing on these points college organized social visits and activities like 'power of gift giving' which shows our feelings to others without expecting anything in return. It helps to strengthen bonds with family and friends.

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 with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

`Eight /Nine of the above`

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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

`All of the above`

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	

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

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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

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

Selection/identification of schools for internship participative/on request:The internship has been presented as an integral component of practice teaching. Orientation to school principal/teachers: Once the schools are identified, the practice cum internship sessions are planned and developed in discussion with the school staff. Considering the academic calendar of both the school and the college, Orientation to students going for internship: After training in micro-teaching skills where the students delivered micro lessons among their peer groups under a teacher supervisor. With the help of Alumni, pedagogy-wise model lessons were organized by the college. Defining the role of teachers of the institution: After the groups are formed, the in charge of the internship program prepares the timetable for trainee teachers. Streamlining mode/s of assessment of student performance: The supervisors observe lessons delivered by the students and give their remarks Exposure to a variety of school setups: The head/principal of the practicing teaching schools during the practice teaching sessions provides up-to-date information about the policies andeducational needs of the school in general to student teachers. Although some of the activities could not be conducted due to Covid Pandemic still effort has been made to conduct activities online mode.

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

195

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Sample copies for each of selected activities claimed	[View File](#)
School-wise internship reports showing student engagement in activities claimed	[View File](#)
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	[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 approach different govt. schools after taking permission from District Education Officer. The schools are identified and selected on the basis of mutual agreement. After the groups are formed, the in charge of the internship program prepares the timetable for trainee teachers. They are allotted classes and

accordingly prepare a lesson plan and unit plan and deliver one focus lesson in a week in their teaching subjects. These are closely supervised lessons observed by the supervisor of college; peer groups as well as the subject wise mentor of school sit inside the classroom and keep a close watch over the smooth conduct of the lesson as per plan. This also helps in the discipline and delivery of lessons without any disruptions. The observations are entered in the teaching practice notebooks of all students by the supervisor and subject wise mentors giving genuine remarks, highlighting their strengths and weaknesses and suggestions for further improvements and enhancing the quality of lessons delivered by the student teachers.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View File](#)
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
Any other relevant information	[View File](#)

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

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

2.5 - Teacher Profile and Quality

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

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

344

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

Updating oneself supports and promotes knowledge which develops confidence, which, in turn, helps them perform better. It adds value to the teaching-and-learning process by making it more effective and efficient. This is like a bridge course which is very much essential for all the teachers to upgrade their knowledge and stay tuned to the latest technology or the policies. Teachers attend workshops, online and offline, take up new challenges, and discuss with seniors of other institutions to explore new things. Discussion sessions were done for NEP2020, and workshop training to get acquainted with the new normal is a part to cite for upgradation of oneself.

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, Chhattisgarh and follows the Examination pattern of the university.

The schedules of internal assessments are communicated to students and faculty in the beginning of the semester through academic calendarbased university academic calendar. As per guidelines of the University, the institute follows reforms carrying outeffectively conducting CIE like Scheduling of Internal Examination, Seating arrangements, hall invigilators listed for every examination. Preparing the question paper for the internal examination in the prescribed pattern based on syllabus. Monitoring the attendance of the students for the Examination. Internal Assessment has to be

carried out within the stipulated time.Result review meetings are conducted with result analysis and the remedial actions for further improvements are arrived after discussion with faculty and Principal.For each laboratory sessions, the student is assessed through viva questions. The evaluation for project course is assessed based on the following keys like problem formulations, understanding of the project, presentation skills, communication of ideas, technical knowledge, team work and execution. Performance of the students in Internal Assessment is used for Faculties to identify slow and advanced learners in their respective subjects. Slow Learners are encouraged to improve their performance in future by counseling.

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

There is a committee that is functional and constitutes a number of faculties to look after the solution to the problem faced bythe student in particular during the time of examination. The different problems encountered are solved as soon as possible.

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 academic calendar which is based on the university academic calendar. As per the guidelines of the University, the institute follows reforms that have been carried out effectively conducting CIE 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.

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.

The teaching learning process of the institution is aligned with the stated PLOs andCLOs. 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 developed their 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 to their life with the skills and experiences.

For M.Ed

- Lecture series and innovative research areas helped the M.Ed students to learn various techniques of conducting research activities.
- Powerpoint presentation 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

Bhilai Maitri College always tries to improve the performance,

developing professional and personal attributes of trainees. College makes trainees to participate in various activities giving them opportunity to express and developed their personalities. Various activities like mindfulness exercise, group discussion, problem solving activities, Social skill training and role play activities challenge them to expand their boundaries. Innovative Research and PowerPoint presentation help them to learn various techniques and enable the students to become techno friendly. For attaining the outcomes, internal assessment, lab work, activity sections, assignment are conducted for the trainees so that they achieve the target laid in the learning outcomes. The learning outcomes are evaluated in terms of the hierarchy specified by blooms taxonomy. Some of the attributes and skills are measured and some observable. However Academic and co scholastic activities help them to achieve the target outcome. Community visits and awareness campaigns sensitize them towards the duty for the society. Internship programs help them to acute with knowledge and skill to deliver lessons as well as take a step to improve the performance of low achievers in the school. M.Ed. trainees do their job as supervisor during school internship program and helping them to achieve administrative skills.

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

237

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.

Assessment help educators understand the progress and areas of improvement for each student. Our institution adopts internal mechanism of evaluation using Monday test, model exam assessments ,seminar, debate, discussion and seminar. The performance of trainees on various assessment task provides them valuable insights into how well their initially identified learning needs are being addressed. Bhilai Maitri College conduct activities like presentation of models, Rangoli, PowerPoint presentation and participation in Inter College competitions as well as ensures for participation in the outreach activities. This helps to assess the behavioral aspects of training like leadership qualities, team bonding and taking initiative. By these activities ,teachers can identify if the learning needs of students are being effectively met or if adjustment needs to be made to better cater to those needs. After the completion of the program in major change in overall personality of the student is experienced.

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	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

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	Three of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	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	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
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

01

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

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

04

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities

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

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

8

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

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

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

1385

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

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

557

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

557

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.

Our college alwaystry to develop the over allofpersonality of the students for which we organise and takes several activities to make our students socially responsible. The following are the programmes undertaken by the institution during this session. Like every year this year too we organisedSwachha Bharat Abhiyan to make our country a great India, clean India . Likewise we celebrated National Unity day on with a motto that it will reassert the bond among us and to uphold the ethos of "Unity in diversity'. To create clean environment, green environment Maitrians always work for it this year we planted so many saplings in Samoda Village. To develop social awareness we organised various programs like Sarthak Kadam, Stree Shakti, Lecture series on Education Policy. To promote good attitudes among students towards their society we organise social awareness programs and programs to develop Moral values too.

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

3

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

9

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

9

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

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

05

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The quality of learning facilities and infrastructure make a big impact on the learning and development of learners' personalities essentially building the core foundation of their demonstrable characteristics and competencies as a person. As the times have changed to give rise to a new year of technology expression learning stresses the importance of premium infrastructure and learning facilities to provide an integrated holistic learning experience. Our college has all adequate facilities for teaching and learning programs like classrooms, laboratories sports fields, computer facilities, ICT facilities, a common room both for boys and girls, separate toilet facilities both for staff and students, seminar hall, Principal office with attached toilet, office. The main academic block has adequate and spacious office rooms, an air-conditioned and well-furnished Principal office, a psychology lab, an educational-technology lab, a lecture hall, spacious staff room We have a separate auditorium conference hall which accommodates 100 students at a time. Separate hostel facilities.There is a spacious vehicle stand for staff. A generator facility is also available for continuous power- supply .

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)

1.54

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

4.2 - Library as a Learning Resource

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

The college library was established in 2003. At present library is partially digitalized with a digital catalog of the box. The functioning of the library has also undergone a great change over the years it has grown into a place that engages the interest of students. The librarycommittee has taken the following initiative to make the library student-friendly in the session 2021- 22 library management software KOHA has been installed KOHA is the first free software library automation package KOHA is an integrated library system with a range of features including an online public access catalog pack module which provides a simple and clear interface for the library user to perform a task such as searching for and reserving items and suggesting you items the software full fills all functional requirements of an automated library system and can be

customized to get to the needs of the individual library.

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	[View File](#)

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

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 databases, 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	**Four of the above**

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

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

Nil

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

342

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_11zon.pdf
Any other relevant information	No File Uploaded

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

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

4.3 - ICT Infrastructure

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

College authority believes that the ICT-based teaching-learning process is fruitful and committed to shifting the whole teaching process from a chalk-duster system to ICT-based learning. Academic and administrative day-to-day activities of the college are also handled by using computers. The computer is provided to every official section of the college namely the academic section,cash section, and account section. Besides the wired connectivity,

wireless internet connectivity from the same connection is also facilitated by using Wi-Fi switches which can be accessed. It is beneficial for teachers to access the Internet. The college has taken a step in the IT facility by installing a wireless network connection provided by the network operator for the campus. Workshops,seminars, and webinars are also being conducted or organized by using ICT. Teachers and students are encouraged to use PowerPoint presentations, laptops CD projectors screens, etc. tomake the learning process more effective. Various innovative methods are used by teachers. This includes giving group assignments and having PowerPoint presentations where students can discuss and explore their knowledge together.

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 theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

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

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	**No File Uploaded**
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)

Nil

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

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

The College has a well-defined policy and system for the maintenance and utilization of all its physical and academic facilities. The classroom being the primary and important workspace, it is managed

with proper systems and procedures as recommended by the Management and the University. It is followed keeping in mind the modern teaching-learning environment. The classrooms are well equipped with all modern technology like smart boards, mike systems, and other technologies for better and effective teaching. CCTVs installed in each classroom to make sure of the safety and security of all students, teachers, and equipment. Stock list of assets of Classroom property, cleaning, and maintenance is done regularly, Annual Maintenance contracts maintainall the modern teaching technology, proper reporting system about repairs and replacements,maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. A proper facility is developed to maintain a balanced student and computer ratio so that all students will be benefited for academic purposes.

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	Five fo 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 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

B. Any 3 of the above

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

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	**No File Uploaded**
Report of the Placement Cell	View File
Any other relevant information	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
112	154

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).

142

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	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
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)

24

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

To inculcate the qualities of leadership, organization, and responsibility in the students, an active Student Council is placed along with a strong representation of students in the academic and administrative bodies/committees. 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 helping in the enhancement of quality education. The objectives of the council reveal that the prospective teachers are to be trained in leadership qualities and citizenship. They must have the qualities of foresight, planning, teamwork, a sense of belonging, sensitivity towards neighbors, and sacrificial helping tendencies. The council members are constantly reminded of the above traits and expected to develop the same among their fellow prospective teachers. In short, they have to situate themselves with the context of a growing society, imagine the future educational demands, and construct themselves as effective teachers. The council is one such platform whereby proactive thinking, planning, and cooperative action are initiated and the rest of the student community is expected to imbibe the same spirit of dynamism and pro-activism.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

6

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

The Alumni Association of Bhilai Maitri College has extended 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, and workshops. Feedback from alumni has facilitated the assessment of the academic and administrative potentialities of the Institution. It adds faculty and non-teaching staff to initiate appropriate measures to enhance the academic standards as well as the growth and development of the Institution. The Alumni Association is one of the strongest pillars of the institution. The association comes out with concrete action plans through the college development council.The representatives of the association suggest various plans to the college administration to nurture and develop the talents of the students. The direct involvement of the association in recognizing, nurturing, and furthering the talents could be experienced in the following activities:

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in	**Five/Six of the above**

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	

File Description	Documents
Documentary evidence for the selected claim	[View File](#)
Income Expenditure statement highlighting the alumni contribution	[View File](#)
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

3

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

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

Our Alumni association is rendering its useful services to our college in the following ways;Our strong alumni association is one of the biggest benefactors of the institution that can contribute towards various developmental activities of the institution as they have donated many valuable books to the college. Our alumni network of a college is one of the biggest sources of placement opportunities for students. Alumni help our current students get placed at their respective organizations. Our Alumni play an active role in voluntary programs like mentoring students in their areas of

expertise. They also play a significant role in contributing scholarships to deserving students. Our alumni are a huge talent pool whose guidance is beneficial to many students and other fellowsin their respective areas of study. Our association provides a historical information database and helps to make anniversary events more meaningful. Our alumni network enhances recruiting efforts and boosts the college's image in the community by providing a platform for Internships to current students.

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:

To be a Leader in Educational services.

Mission:

* To provide the best educational services to all who seek admission at Bhilai Maitri College.

The college has an effective governing council consisting of senior academicians, professionals, and research counselors along with qualified management members and the Principal. The governing council meets twice a year and all aspects of academic and non-academic matters are discussed. The management strictly adheres to the recommendations of its governing council. The decisions taken during the governing council meeting are properly documented, recorded, and circulated to all concerned members and implemented effectively. The minutes of the meetings are communicated through the Principal who in turn consolidate all the suggestions and submit them to the management for approval. The faculty members are

involved in various functional committees and contribute to the decision-making process at all levels. To achieve the mission and objectives of the institution, several academic as well as co-academic activities are being organized by the college through cooperation and efforts of students and faculty members. committees and contribute to the decision-making process at all levels.

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

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

The institution practices Decentralisation and participative management. Principal takes academic decisions and as well as reforms in the various activities. A stratified student-centered system is in practice in our college. To improve the quality of teacher education several plans and policies are constantly executed. The quality initiative reforms in the college are related to the aspirations of the student teachers. Due to the increase in number of students in the B.Ed. and M.Ed. courses. The Board of Management meets twice a year to decide on the important strategies of the college to monitor the progress of the college. The college has a Principal and an IQAC Coordinator to shoulder the administrative responsibilities entrusted by the Principal. The senior faculty plays a pivotal role in the micro-level management of the college. We always focus on measures for improving the teaching, learning, and evaluation standards. Teacher educators are given due opportunities to be part of the top administrative and academic bodies. The Principal constitutes different committees and teacher representatives.

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 institution maintains transparency in its financial, academic, administrative, and other functions. The website has all relevant information on programs, faculty, amenities, academic calendar, and examinations. Recruitments are also undertaken with utmost transparency. All posts are advertised in newspapers and online: All payments to vendors and collection of students' fees are made through online mode. A quality curriculum is viable only where there is space for deliberations, interaction, and evaluations. The regular feedback at the interval of every semester from the students, staff, and experts through statutory bodies presents our curriculum as transparent and relevant. The academic performance of the students is conveyed to the parents through parent meetings and all the communications connected with academics and extension services are displayed on the college notice board, websites, e-mails, and WhatsApp. The admission process remains transparent with the inclusion of representations of management, teaching, and non-teaching staff.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	[View File](#)

6.2 - Strategy Development and Deployment

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

The institutional perspective plan aligns with the vision and mission of the institution, which are the constant driving factors for improving academic quality policies and strategies. It is effectively deployed to focus on bringing quality improvements in the teaching-learning process of the students under the continuous

supervision of the Principal and head of the department. The head of the department and all subject teachers are responsible for the effective teaching-learning process. Students are admitted according to the norms of NCTE and Durg University (For M.Ed|). According to the eligibility criterion of SCERT (For D.El.Edand B.Ed).Monday test for the students,Test, and retest for low achievers,Model exams are conducted and the results are used to guide the students. Teachers have full freedom to use various techniques of evaluation. The faculty members are encouraged to publish their research papers and articles in reputed research journals and national and International journals. The faculty members are encouraged to participate in various workshops and seminars related to their research topics .

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.bhilaimaitricollege.com/uploads/Academic%20calender%202022%20-23.pdf
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 institution has various committees for the successful and productive functioning of college activities. These well-defined committees are responsible for discussing, deciding plans of action, and implementing them. The institution conducts its day-to-day working through these committees; cultural committee, IQAC committee, Anti-ragging Committee, admission committee, library committee, and examination committee. The teaching internship committee of the college holds various meetings for the orientation of micro lessons, and final lessons. The teaching internship committee organizes workshops for Teacher Educators so that they can guide the pupil teachers in the changing pattern of lesson planning. Pedagogy teachers decidethe format of composite lesson plans based on Joyful, Art integrated, creativity, value inculcation, ICT integrated, and also for the development of critical thinking, and creativity of students.

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	**Three/Four 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	View File

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.

All activities and plans in the college are formulated according to the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college students, teachers, alumni, PTA, and IQAC. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic calendar is implemented promptly. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

Value-added courses are conducted every year to provide a platform for the all-round development of the personality of our students.

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

6.3 - Faculty Empowerment Strategies

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

The College undertakes various welfare activities for both the teaching as well as non-teaching staff. All the statutory leaves are granted to the faculty members and 'On duty leaves' are given to the teaching staff for attending the Orientation Programme and Refresher Course. The College encourages the faculty members to attend Seminars and Conferences at various levels. The College often funds the registration fee for the faculties who present papers at seminars and conferences. The faculty as well as the staff of the College can get easy loans which are arranged by the College. The collegeprovided welfare measures for teaching staff like Loan facilities, medical assistance, and maternity leave. Whereas for the non-teaching staff a loan facility, medical assistance, free education to their wards and measures provided, and for students Book bank facility is there.

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

Nil

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

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

Nil

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

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

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.

There is an Internal Performance Appraisal system for all its staff members headed by the Principal of the Institution. The Principal monitors and evaluates the performance of all staff and communicates the areas of improvement or the overall performance annually or as per requirement. The students at the end of their course give online feedback about all the teachers subject-wise. There are Grievance Redressal and Suggestion boxes placed at strategic locations on the campus where the students can express their queries or concerns about teachers which is also considered by the Principal. Feedback is also obtained from all students from time to time. All these are scrutinized and assessed by the Principal.

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	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

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

The institution 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 has been 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)

nil

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 has regular and standardized proceduresfor budgeting and auditing. The sources of income of the college are legitimate and known. Financial planning is done to ensure the allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. The college is self-financed

and does not get any grant for the conduct of the program. The only sources of revenue are the fees realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college. 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	No File Uploaded

6.5 - Internal Quality Assurance System

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

IQAC takes the initiative to assure quality enhancement in various perspectives of education. It conducts various programs in the college and prepares reports needed for submission to various higher institutions. Also, obtain feedback from the student's parents, and alumni and helps to develop further in various aspects. 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. It plays an important role by taking into consideration the role of various committees for the smooth functioning of the institutionThe Internal Quality Assurance Cell of Bhilai MaitriCollegehas been contributing significantly to the development of the institution in categories of teaching-learning, pedagogy, student orientation, induction,teachers' orientation. Significant workshops and orientation programs were conducted following proper SOP. The New National Education Policy 2020 has been analyzed in detail to sensitize the teachers regarding the philosophy and the practice of the new norm of education. Exposure of the students to the schools had also been conducted.

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	**No File Uploaded**

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

The teaching-learning process is periodically and systematically assessed through the IQAC. At the end of every semester, students' feedback is taken to assess the level of the teaching-learning process. After the analysis of the feedback initiatives are taken up for remedial action. Teachers' orientation workshops and panel discussions are taken up from time to time to meet the challenges of any new aspects in the curriculum and syllabus. Faculty members are advised to share new knowledge and information regarding the teaching-learning process, from the orientation and workshops they attended. Innovative and student-centered teaching is encouraged in the college.IQAC ensures that the transfer of knowledge is done using various techniques of teaching. This helps to cater to the differential needs of students. It also helps to identify the weak and high achievers and guides them appropriately to harness their innate talent. The evaluation is carried out throughout the year through various activities and academic aspects based on Monday tests, assignments, seminars, and discussions.

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

8

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	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.bhilaimaitricollege.com/Uploads/IQAC%20MEETING%20MINUTES.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.bhilaimaitricollege.com/Uploads/AQAR%202021-22.pdf
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	**No File Uploaded**

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

The college continuously strives for an overall improvement in its functioning.Recommendation from the NAAC peer team that showed scope for improvement. Significant efforts were made by the faculty and students to achieve excellence in this field. The institution equips the student teachers with skills to be 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 institution endeavors to foster values that will form the foundation of the teacher trainees' learning journey. Various opportunities are provided to the students to develop their technological skills through ICT-based activities, the use of e-resources, etc. The institution encouraged the faculty to register as Ph. D guides College magazine, 'Abhivyakti' is released to compile the activities of the students every year. Alumni support is there in the teaching-learning process and in placements. The institution strives to make students self-reliant by orienting them to innovative teaching-learning strategies, giving expert advice for higher education, counseling sessions, etc. Staff is 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 is always committed for conservation and use of natural resources. Water harvesting ,an eco friendly practice has been implemented at community level which maintains pollution free

environment .The collected water is used to water plants, flushing toilets and washing school buses. LED bulbs are fantastic choice for college campuses for energy- efficient and for less electricity consumption. It lowers electricity bills as well as its a great way to promote sustainability and environmental consciousness.

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 vision of our institution is to reduce reuse and recycle waste. By proper implementation our institution contributes foreffective waste management and create a cleaner and healthier environment through composting.Our institution aims at turning organic waste like food scraps of canteen, tiffin waste of students, and yard waste into nutrient-rich compost as well as our trainee are in practice of making vermi compost, which is usedfor gardening and selling during exhibition cum sale. Bhilai Maitri College conducts community education and awareness campaign for encouraging proper waste management practices. Recycling helps to conserve resources, reduce landfill waste, and decrease pollution;by keeping this in mind our training use to recycle paper, plastic bottle, cardboard and aluminium cans into creative object and planters. Computer when damaged are replaced with new ones.The hazardous waste from the diesel and generators are safely disposed off. The college has dustbin at every corner which then is collected by the municipal corporation. These practices have been done in our institution for last several years. Our institution has been viewed as our role model for eco friendly waste management.

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	**Three of the above**

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

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

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Trees play a vital role in purifying the air by absorbing carbon dioxide and releasing oxygen through the process of photosynthesis, Keeping this in mind, Bhilai Maitri College invest it's full effort inthe maintenance of cleanliness, green cover pollution free healthy environment and beautiful garden all around the campus. College provides clean and functional filter water washroom and a healthy college environment. To promote hygiene with in school students we allot various kinds of activities among trainees at the time of internship and community camp. Institution conducts awareness campaign on topic such as hand hygiene, personal cleanliness, and maintaining a clean environment. These programs often involve seminar and interactive sections to educates students about the importance of hygiene and how to incorporate healthy habits into

their daily lives.

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	**Four 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	[View File](#)
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

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

1.45

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 makes arrangement of invited talks of experts from local community .The institution organizes activities wherein resource persons from the nearby colleges are invited for talks.Local festivals are celebrated with great enthusiasm.

Activities on Chhattisgarhi dance and cultural programs are arranged. Institution provides an inclusive environment for everyone towards religion, community culture and other diversities.

Various cultural regional activities and sports are conducted in the college to promote nice coordination with each other.Some of the programs conducted for promoting the culture of Chhattisgarh namely (Cultural Fest).

Community Practice and Challenges

Visit to programs arranged to encourage social activities and develop empathy.

`Visit to old age home .

Visit to orphanage

Vocational training for women

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	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

Title of the Practice :Body and Soul with Yoga

Objective : Promoting Yogafor overall well being and a healthy lifestyle.Context: Yoga increases mindfulness and self awareness allowing individual to connect with their bodies and cultivate essence of inner peace and harmony.Practice: Regular yoga practices can improve focus, concentration and mental clarity. Institution organizes certificate courses for the trainees to deepen their knowledge and skill in yoga.

Title of the Practice :Promoting Indian culture and tradition Objective : To preserveand celebratethe rich heritage of the country. Context :Promotion ofart and craft throughvarious skill development program like tribal art ,pottery designing and sculpture making whichare not only beautiful but also represent the culture identity of different regions in India. India is known for its diverse flavour and regional specialities.Practice :By organising and participating in festivals and cultural events like Diwali, Holi, Navratri and cultural performance showcase the diversity and beauty of Indian tradition. For promoting Indian cuisine institution conduct food festival, fairless cooking competition and cooking

classes through exhibition and food festival. The profit generated is used for donation in orphanages and old age homes.

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

,Students and faculty participate in National health programs. Free medicines and screening for common ailments are provided in nearby villages.Through participation in these camps, students develop their skills incommunication, empathy and leadership qualities, thus fostering their academic and career outcomes. Free health check-up camps are organized in nearby villages, awareness camps related to drug abuse, hygiene, sanitation, cancer are done through street play. Training in handicraft is imparted to the students as well as the ladies of nearby villages and the items are exhibited. for sale. A portion of the profit generated is collected and used for donation in orphanages and old age homes.

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](#)