



# **SELF STUDY REPORT**

**FOR**

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

**PRISM SCHOOL OF EDUCATION**

**PRISM SCHOOL OF EDUCATION, KHASRA NO 207,211 MAHKAKHURD, UTAI-  
GANIYARI ROAD, UTAI BHILAI, DISTRICT- DURG**

**491107**

**[www.prismschoolofeducation.ac.in](http://www.prismschoolofeducation.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### *INTRODUCTION*

Prism School of Education is a B. Ed college established in the year 2013 with 100 seats. Which is recognized by NCTE and was affiliated to Pt. Ravishankar Shukla University Raipur and now affiliated to Hemchand Yadav University Durg C.G. under the state government under act (16/2015).

Our Institution is one of the leading academic and dynamic institution, run under the aegis of Saroj Gopal Educational society.

Our institution has been a standing example for reaching success and sustaining it. Our college has made excellent progress in the field of teacher training in Education, games, sports, yoga Education and cultural activities. Innovation teaching methods and techniques are the best part of our college.

College runs smoothly in 1 shift 9:30 am to 4:30 pm with division of 2 sections with a team of committed teachers.

The college has been very seriously focusing on instilling quality and bringing diversity in the scope of its pre- service teacher Education programme.

Our college has well -developed infrastructure, well equipped science laboratories, a rich library with more than 4010 books on Education and other reference books. Encyclopedia in Hindi, English Dictionary.

Peaceful academic environment and desire to build up harmonious relations among the teachers and other Educators.

Our institution is located in the heart of village Mahkakhurd, Utai. Which is near to Bhilai town. Bhilai is famous for Bhilai Steel Plant, established in the year 1955 with Russian Collaboration and known as mini India and the winner of the Prime Minister's Trophy for best integrated steel plant in the country. Basic symbol of Bhilai is Maitri Bagh and Jawaharlal Nehru Research center (sector- 9 Hospital).

Our College is 17 km from Durg Railway station. Major junction of Mumbai Howrah Rail (South East Central Railway).

Students from different nearby areas of Chhattisgarh and Jharkhand, Orissa ,Bihar and U.P. come and take admission through proper counseling.

### **Vision**

### **Vision**

- To be a leader in Educational services .

- To provide a unique learning Experience which will enable the students to realize their potential and mold their overall personality.
- To make available equal opportunities and ensure support without prejudice based on gender , class , caste, religion and economic status.
- To make available globally competitive education infrastructure compatible to the changing challenger of India's nation - built up area processes.
- To prepare committed, competitive and creative teachers to provide educational leadership and meet upcoming global changes in the teaching learning process.

## **VALUES**

- Equality
- Commitment
- Excellence
- Integrity
- Appreciation
- Cooperation
- Creativity
- Flexibility
- Honesty

## **Mission**

### **Mission**

- To impart qualitative and valuable service in the field of teacher education to the students.
- To inculcate discipline in terms of regularity, sincerity and punctuality among students.
- To provide opportunities to student teachers to organize various curricular and co-curricular activities in the institution as a best practice.
- To inculcate values scientific temperament and logically thinking among the students.

- To provide ample opportunity for constructive work and to be a responsible teacher to the society
- To make student teachers aware about new innovations and research in the field of teaching learning to face the global challenges.

## **OBJECTIVE**

The objectives of the Institution are:-

- To develop a positive attitude among the student-teachers towards the teaching profession.
- To establish and develop the skills of teaching among the student teachers.
- To use and promote modern educational technology in the classroom teaching.
- To create societal and national sensitisation among the student teachers through community work.
- To develop a healthy as well as critical attitude towards development of mental, physical and moral upliftment of the student teachers and those connected with the institution.
- To develop the educational leadership quality among student teachers.
- To develop a comprehensive personality.
- To cope up with society and the environment.

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

### **Institutional Strength**

#### **Strengths**

- Committed, supportive management with a vision and mission.
- Dedicated leadership of the principal.
- High morale is maintained.
- Well qualified and dedicated faculty members.
- Decentralized administration.
- Adequate learning resources and expanding infrastructural augmentation.
- Institute focuses towards women's development and safety.

- Proper grievance and placement cell.
- It has excellent rapport with alumni and parents.
- Proper counseling is done throughout the year and mainly at the time of admission.
- Evaluation process is very strong.
- In house seminars are organized
- Proper survey method is conducted throughout the year according to welfare of the society schemes launched by govt. of India.
- Importance is given to community work to emphasize social responsibility.
- Clean, green and safe college campus.
- Plastic free campus.
- Time to time plantation is done on the college campus.
- Safe drinking water.
- Separate toilets for girls and boys.
- The college campus is enriched with Wi-Fi campus, well equipped laboratory and enrich library.

## **Institutional Weakness**

### **Weakness**

- No hostel accommodation for the students.
- Number of volumes and journals in the department library need to be increased.
- Institute wasting papers in official work leads to harm the environment.
- More training opportunities for faculty should be provided by **SCERT, NCERT** and other agencies is lacking.
- The fee structure is fixed by Chhattisgarh.
- Admission fee regulatory committee which is insufficient for college development.

## **Institutional Opportunity**

### **Opportunity**

#### **College Campus**

The college has a spacious campus and play ground with provision for building expansion.

- Use of new technologies is quit good in teaching learning
- It provides maximum possible opportunities for professional development
- Value added course
- Collaboration with other college
- Internal Seminar is organized to explore ICT based learning
- Micro-teaching is another approachable skill taught to student
- A multi -disciplinary pedagogical approach from western and eastern philosophical theories -
- Academic Engagement with guest faculty
- Promote Indian culture through co-curricular activities
- Proper and well established Govt. schools for school Internship program
- MOU with B.Ed college of Durg district
- Provision for personality development
- The financial resources are judiciously allocated and effectively utilized budgeting and auditing procedure and regular and standardized
- To foster and nature good character and high moral persons of the pupil teacher with their values of community service. National integrity, national pride, religious,tolerance, aesthetic sense for earth
- Management support

## **Institutional Challenge**

### **Challenges**

- Strengthening in-house research publication
- Generating funds from alumni
- Placement in best schools
- Financial crises faced by number of students
- Lack of fund
- Slow learner (other state students)
- Publishing papers in Journal by faculty
- Linkages with Government Organisation and various institutions at State and National level
- Due to Pandemic (COVID -19) exam was conducted online in the session 2020-2022 (completely). It has hampered the evaluation process and attitude of students. Examination system (On-line)
- To develop hostel facilities for needy students

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **Curricular Aspect**

**This criterion is related to how a course is either assigned by a university and no role of college to design and formulate the curriculum.**

**The college implements the curriculum as designed by NCTE and followed by Hemchand Yadav University design formularization and planning of curriculum.**

**The college prepares for an academic schedule for each semester in accordance with the calendar provided by the University.**

**The college has provided an academy to choose optional elective papers in semester second and fourth . proper counseling is done at the time of admission regarding selection of pedagogical subjects according to their graduation subject and master degree.**

**Time table is drafted and finalized well ahead of the commencement of the semester as well as the college has signified clear by vision mission and values of our institution and well communicated about these to the students and several masses as well the institution ensure the effective implementation of the curriculum through our design action plan with the help of academic calendar.**

**The college introduces and gets feedback from students, teacher alumni members and other stakeholders**

**in curriculum development enrichment and planning.**

**The key expect of this criterion are curriculum planning academic flexibility curriculum enrichment and feedback system**

**. The choice based credit system adopted in 2015 provides for more flexibility**

**. Strict adherence to the academic calendar**

**. Implementation of the reservation policy for all India and provision of scholarship for ST/SC/OBC of Chhattisgarh domicile students.**

**. Classroom teaching is supplementary with seminar workshop special classes and extension lecture by guest speaker.**

## **Teaching-learning and Evaluation**

### **Teaching learning and evaluation**

Teaching learning is the most crucial area of a teacher training program

This criterion discusses institutional efforts in circulating the teaching learning process effectively to the different backgrounds of students. It discusses how instructional techniques activate students in higher order thinking through different activities and school internship programmes. Use of ICT to develop the technical and new innovative approaches college follows PLOs and CLOs.

This criterion related to college efforts to serve students of various backgrounds and abilities through an effective teaching learning process.

Interactive instructional techniques that engage students in higher order thinking and inquiry through use of interviews, seminar group discussion debates, project work presentation experiment practical session internship and e- resources are important considerations.

This institution has a transparent admissions process and ensures that the defined admission criteria is equally applicable to all applicants.

The institution provides clear information to students about admission and completion requirements fee structure and refund policies (Caution money).

The institution engages its students in active learning.

The institutional approach and learning experience are extensive and in keeping with the state objectives of the program.

Practice teaching plants are developed in partnerships that cooperatively involve school teachers principal and



college teachers.

Self awareness programs post COVID awareness program, green day, HIV awareness program, cancer day, Women's day, Teachers day are other relevant co curricular activities which are part of the evaluation system.

Continuous evaluation is done through test, seminar, model exam and remedial classes.

In order to make evaluation more reliable and validity steady progression is observed from entry to placement level.

The key expect identified under these criteria are -

Student supports, student activities and best practices in student support and progress.

## **Infrastructure and Learning Resources**

### **Infrastructure and learning resources**

With a total built up constructed area of 11205.0 in acre, spacious and well furnished infrastructure is maintained as per the NCTE, UGC Government and University norms.

The development and maintenance of infrastructure and learning resources is managed by the management by the fees of B.Ed.

Our college is a. self finance college managed and run by society (Saroj Gopal educational society)

The infrastructure is equipped with classroom, laboratory, technology room (ICT) and teaching room, psychology laboratory, seminar room, ICT enabled classroom, exam control room, board room, IQAC room, good and spacious library, with all facilities, staff (faculty room) computer room, multipurpose hall (for big events and cultural activities and other program sports field and sufficient budget for the infrastructure augmentation is allocated excluding salaries.

Researching on the recommendation of UGC guideline for developing of the academic libraries, Book banks and library buildings are strengthened keeping in view the development of e- digital content.

Library is enriched with books, Reference books and other related books, sufficient for students.

Libraries automated with KOHA and inflibnet (online Access for student and teachers.

Future plan is to purchases e- journal, e-resources, e-shodh for faculties to develop more in research work and for the benefits of the students.

Provision of Wi-Fi enabled campus gives freedom and flexibility for faculty and students to share any information from remote sources.

Faculty frequently used Power-Point and innovative methods during pandemic covid-19, students learned from Swayam Google classroom, WhatsApp, Diksha app.

All out effort individually and effectively for a smooth teaching learning process.

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## **Student Support and Progression**

### **Student support and progression**

College takes almost care for student preparedness and pre- requisite knowledge and skill are assessed to have a mindset toward completion of the course and teaching profession.

Efforts from entry to formative level are sets for all round personality.

Students are assessed by their knowledge and skills. At entry level they are identified through individual card fields at the time of admission by the student itself . The student mentions his/her interests like achievement, rewards and awards, strength and weaknesses, and reasons for opting for the college.

The guidance and counseling program is followed by a 7 to 15 days orientation program. Orientation to syllabus of B.Ed teaching subject, practical part, internship program, project work each and every academic and other co-curricular activities are mentioned in each notice by principal and other teacher incharges.

Outreach/extension activities are clearly mentioned through notices and schedules.

Provision of feedback system is given to the student for counseling.

Mentors and senior teachers always guide and help our students.

Special orientation classes are taken for guiding students for opting pedagogical subjects and elective subjects. Parents are also counsel at the time of admission if required.

Seminars, workshops,webinars are organized to reinforce the content taught. Value added courses are also one of the best parts of our college. Which would improve the students' other aspects like communication skill, aptitude and computer skills.

And in house campus placement services are organized for different colleges and types of schools students face mock interviews before attending the campus placement.

Institution (MOUs)with our college invite's and call our students in open campus drive.

## Governance, Leadership and Management

### Governance and Leadership and Management

Inspiring leadership and efficient governance are the foundations of a robust educational institution.

The leadership of Prism School of Education including the governing body and Principal works with transparency and a sense of accountability.

The college has a visionary and transformational leadership which has steered the college to its present status for such a vision.

Principle holding periodic meetings with teaching and non teaching staff reinforcing a lot of editing of the institution, to insure their performance through SAR or PAF

Various committees are formed with senior members as conveners who seek feedback from staff members. Proper representation of all faculties is ensured by forming committees.

Management provides clear vision and mission of the institution which is in tune with the teacher education policies of the national and faculties in building the organizational culture.

Regular meetings of managing committees, IQAC and staff council offer a platform to present and discuss the prospective plans of their college and help in effective implementation of institutional policies.

The Principal works closely with the administrative team comprising coordinator IQAC member and incharge of various committees.

The college has an established mechanism for mobilizing resources and ensuring transparency in the financial management of the institution. A college accountant has been evaluated to ensure academic excellence.

The income and expenditure of the institution are subject to regular internal and external audit.

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Regular meetings of IQAC and Academic council Cell help in effective planning and implementation of institutional policies.

Decentralization is an important feature of governance at Prism School of Education. Various work and responsibilities are finely distributed. Teacher incharges play critical roles in ensuring efficient functioning of their respective part and work and hold multiple responsibilities such as planning academic calendar, finalizing workloads, cultural activities, evaluation process and result analysis.

The key prints of this criterion are institutional Visions and leadership, strategy development and deployment, faculty empowerment strategies. Financial management and resource mobilization. Internal Quality Assurance system.

## **Institutional Values and Best Practices**

### **Institutional values and Best practices**

Prism School of Education has always put effort for the best institutional values and best practices.

Environmental consciousness has been an integrated component of the college activities.

The institute is committed to sustainable development and protection of the environment.

Its engagement with social and environmental issues is very evident.

Prism School of Education (B.Ed) college is popularly recognized in the area Durg Bhilai for its lush green campus and for its beautification.

The management and staff of the college always focus upon maintaining the eco-friendly campus. Students are always motivated to follow measures to protect the environment.

To mention some of its attempts in the direction of protection of physical and social environment are :-

- . Regular green environment and energy practice
- . The college is well maintained with a number of trees, herbs and shrubs
- . Every time proper maintenance is done Specially of the building garden etc. proper waste management system is done
- . Bias free garden friendly atmosphere
- . Well maintain CCTV campus security system
- . Creating harmony and inclusiveness by conduction of different cultures, linguistic and social activities.

- . Association with the community is established in different dimensions
- . Allocation of budgetary provisions for green initiatives and waste management
- . In addition to above several best practices are in existence in the college which has been benefiting not only students and teachers but also the society

In this direction number of best practices in the institution is being conducted the colleges are very much keen in maintaining the community engagement many programs are conducted like ???????? ??????, ????, ????, blood donation camp, international Women's day, visit to Bal Ashram, literacy campaign, Rally, survey related to save water, say no to plastic, independence day( ????? ?? ????? ????????)

Republic day, children's day, celebration of birth anniversary of great personality.

In addition the spirit of national integrity is installed amongst students by organizing national festivals.

## **Research and Outreach Activities**

### **Research and outreach activities**

Research plays an important role in the development of any educational institution. The college is committed to engage faculty members in research. The college's seven faculty are pursuing Ph.D from Hemchand Yadav University under a well learned and able guide provided by the University.

All the seven scholars have passed course work and are doing their Ph.D efficiently under the guidance of their supervisor. College is committed to give them leave whenever they require and many are provided financial help also. Principal of the B. Ed. college is doctorate (Education) under her guidance 3 scholars are pursuing Ph.D from (Hemchand Yadav University) another faculty (IQAC coordinator) is Ph.D (Psychology).

The college has organized one National seminar, Topic : (The challenges it presents and opportunities it offers) under the guidance of the vice chancellor Madam (Hemchand Yadav University) papers, articles and chapters of some staff members has published papers in UGC care list and other national and international journals. Staff members are motivated by the management to pursue research work by providing seed money and incentives.

To add to this four of our faculties have been awarded with Best teacher awarded by college management three faculties and five students have been awarded with “????????? ?????? ?? ?????? ????????? ??????”award by private educational society C.G.

The college is upholding ambience via establishing the MOUs linkage and collaboration with some reputed colleges of education and schools puts a constant effort to increase the faculty and student faculty exchange has been done from academy can for cultural and social purpose.

The college is looking forward to promote a research cultural among faculty as well as student to develop scientific temper among student small initiative has been started tool construction, internal seminar and projects are being done for B.Ed students (as we are only B.Ed college and not running M.Ed so, many times we failed to do such research projects. But colleges are always ready to do some major projects of the government and other agencies.

One of the best outreach activities of our college is a small initiative with the collaboration with village young women and girls.

The program “**Indu**” started in 2022.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRISM SCHOOL OF EDUCATION
Address	Prism School of Education, Khasra No 207,211 Mahkakhurd, Utai- Ganiyari Road, Utai Bhilai, District- Durg
City	BHILAI
State	Chhattisgarh
Pin	491107
Website	<a href="http://www.prismschoolofeducation.ac.in">www.prismschoolofeducation.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	ANJANA	0788-6263856665	6263856665	-	psebhilai@gmail.com
IQAC / CIQA coordinator	DURGA TRIPATHI	0788-9516967556	9516967556	-	dranjanasharad@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Chhattisgarh	Hemchand Yadav University Durg	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	31-05-2015	92	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Prism School of Education, Khasra No 207,211 Mahkakhurd, Utai- Ganiyari Road, Utai Bhilai, District- Durg	Rural	5	2020

## 2.2 ACADEMIC INFORMATION



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

**Position Details of Faculty & Staff in the College**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				3			
Recruited	0	0	0	0	0	0	0	0	0	3	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	2	11	0	13
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	6	3	0	9
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	2	12	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	32	0	0	0	32
	Female	68	0	0	0	68
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	5	3	6
	Female	3	20	5	1
	Others	0	0	0	0
ST	Male	2	11	3	1
	Female	5	8	3	6
	Others	0	0	0	0
OBC	Male	20	17	16	12
	Female	44	21	37	24
	Others	0	0	0	0
General	Male	6	9	6	26
	Female	17	9	27	24
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Prism School of Education is a teacher training (B.Ed) college with 100 intake capacity. B.Ed covers multidiscipline such as pedagogy of Mathematics, Physical science,Biological Science,Social Science,English,Hindi Art in Education. Music, Dance, Drama Painting, Drawing,model making. We are committed to follow the direction of NEP regarding this and we are happy to share that guidelines of NEP 2020 have been already incorporated with the curriculum from 2020.Our College is situated in the heart of the village and approachable to other areas way towards government school. It has a sprawling campus of 5 acres. We have enough space for Arts and Science college</p>
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	which is established in 2020 and we are looking forward to an integrated B.Ed course.
2. Academic bank of credits (ABC):	Not Applicable
3. Skill development:	<p>Prism School of Education is a teacher training College. We initiate and promote Teaching and learning skills of each and every learner throughout the year. We prepare our students for life skills, computer skills, fine arts, skills for performing arts. The curriculum of the B.Ed course is inbuilt with the components of skill development. The college is training our students through their respective pedagogy courses to acquire teaching skills, soft skills, communication skills and technological skills. Students practice these skills confidently and effectively in classroom situations under the supervision of a qualified teacher during school internship which is an integral part of the B.Ed. programme. Communication Skills: We as a teacher education institute know the importance of good communication skills as it is the basic need of academic and professional success of students at college and in life. Since teaching is all about communication, regular Communication skills (Spoken English) for all the students is incorporated in the timetable for the first year students. The second year students are made to develop their interview skills, and writing skills. Both the first year and second year students are facilitated to communicate with concern and care towards students. Essential teaching skills are practiced in the classrooms by our students through micro-teaching sessions. They are also updated with the information on classroom management, using technology tools, and execute lesson plans. They are made to organize programmes, lead a team through several co-curricular and extra curricular activities, chalk out creative ideas and deliver them with commitment. As our students are given ample opportunities to improve their teaching skills, they are able to recognize their strengths, create their own list of skills needed for their improvement, and enable them to determine specific, measurable, actionable, realistic and timely goals. . Students are given opportunities to attend workshops, seminars and community service activities. The values like team spirit, tolerance and commitment are demonstrated and imbibed. The development of Emotional Intelligence is facilitated by the scope</p>

	provided to organize assembly programmes, sports, devotional sessions, and cultural activities. Speeches of experts, value education, spiritual education and social service activities allow the students to be self-aware and regulated
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Ours is a College of Education and we know very well about our responsibility of preserving the culture of our country. Teachers play a major role in transmitting the culture of a country to the next generation. Hence teacher preparation programmes play a vital role in preparing teachers to have a positive attitude towards preservation of Indian languages and culture. Being a College situated in Chhattisgarh, our College is providing opportunities for student teachers to learn the courses in the regional language. Many of our students are capable of teaching various school subjects in Hindi ,English and chhattisgarhi (Local Language ) . Chhattisgarh is rich in heritage and culture.They also get opportunities to use these art forms to make their teaching effective. Students are given opportunities to develop their talents related to various art forms in our country by participating in various co-curricular and extracurricular activities.During celebrations of national days Independence Day and Republic Day, the students are made aware of the Indian traditions and students are motivated to integrate them in their teaching. The Indian Knowledge system will include knowledge from ancient India to modern India and a clear sense of Indians future aspiration with regard to Education, health and environment. Our college celebrates hindi diwas to encourage hindi learners and understand the cultural values. Through drama folk dance and art in education we provided them exposure to Indian culture.
5. Focus on Outcome based education (OBE):	Education is the powerful tool that has brought radical change in society. The academicians and educational thinkers recommend different approaches from time to time to provide inclusive education to produce optimal results. The contemporary educational system insists on a learner-centered approach unlike the conventional educational practices. Outcome Based Education is one of the learner-centered, recently evolved approaches that enables the academic planners and administrators to design programmes to contribute to the holistic development of learners. This approach facilitates the

	<p>academic administrators to review and realign the courses in the light of tri-focal areas of higher education such as Teaching and Learning. The Course Learning Outcomes are directly connected to competencies that enable students to initiate and carryout academic performances. The proposed Course Learning Outcomes of practical courses provide opportunities for the students to develop their competencies through hands-on training. All Course Learning Outcomes were verified and realigned with the revised taxonomy for cognitive objectives recommended by Bloom. The Outcome Based Education approach is an effective instrument to sustain quality in academic activities and it also develops insight to enhance quality in academic activities. Prism school of education is a leading academic college and where 100 skillful teachers are prepared every year .It has maintained the legacy of strong commitment.</p>
6. Distance education/online education:	<p>Science and Technology has been growing every day in the 21st century. The contemporary learners witness the rapid change in Technology that impacts the teaching-learning process with the same view Prism school of Education is following technology based education and is very keen towards ICT integrated teaching learning process. There is no provision of distance education in our college, as it is a regular college. During the pandemic period our college has also organized online webinars successfully and all the syllables were imparted through online mode/google classroom/whatsapp SMS during covid faculty of the college learned to develop e-content materials and the teaching staff have been trained in using educational applications for virtual classes.</p>



## Extended Profile

### 1 Students

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	199	198	177	148
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	46	46	46	46
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	99	95	74	67

File Description	Document
List of final year students with seal and signat	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	99	91	71	63

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated result sheet of graduating students	<a href="#">View Document</a>

## 1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	81

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Enrollment details submitted to the state / univ	<a href="#">View Document</a>

## 2 Teachers

### 2.1

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

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

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

## 2.2

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

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

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
12.6	25.1	14.1	24.7	36.9

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

### 3.2

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

Response: 40

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

**1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.**

**Response:**

The college is affiliated to **Hemchand Yadav University** and follows the curriculum prescribed by the University. It has been acknowledged as a premier institute of learning as it promotes academic excellence. The college prepares for an academic schedule for each session in accordance with the calendar provided by the University. An active plan for effective implementation is formulated by the institution to ensure effective delivery of the curriculum.

**An Academic Advisory Committee** consisting of the heads (academic head ) of college management chaired by the Principal has been framed to monitor academic performance. This committee prepares policies and various strategies that work for the successful implementation of the curriculum. The detailed prospectus includes the specific courses of semester and also the evaluation procedure (as per University planning).

Class wise (section wise) section A and section B time table is drafted and finalized well ahead of the commencement of the semester. The papers/subject /options have been allotted only after careful consideration of the qualifications, subject specializations, experience and performance of the teachers.

- Faculty is encouraged to prepare an active plan for their classroom teaching of each semester even before the commencement of the academic year. The preparation of such a plan helps with effective distributions of syllabus clarification of curriculum and timely completion of the courses.
- Continuous evaluation has been maintained throughout the year by conducting tests (weekly test) after completion of the syllabus the minimum number of working days as stipulated by the university allows every year.
- Continuous assessment and academic progress of the student through subject wise internal tests. A model exam has been conducted for practice every semester. Selected important questions are given to the students,so that they can clear concepts and perform well in the annual exam.

Extra special classes are also taken in between model exams and final exams for poor academic performance of students. All the laboratories including (social science lab) has been replenished every year as per the requirement of the curriculum.

- Classroom teaching is supplemented with seminar ,workshop, special lecture ,guest lectures, expert lectures, group discussion, tutorial departmental quiz, paper presentation by the student. Project, group assignments, term papers, field trips and educational excursion in a well-planned manner.

Along with the traditional chalk and talk method, use of ICT base training has been incorporated in all semesters for proper communication with students to make the teaching learning process more effective and learner centric, YouTube assisted learning, PPT made by teachers, participatory learning and problem

solving methods have also been used for effective curriculum delivery.

The college organizes inter-house competitions events and exhibitions students participate in other inter College competitions in both the mode (offline/online).

Many students also participate in national and international webinars organized by the university and other sponsored colleges. Record of the regular attendance, award list and progress of the students have also been maintained and prescribed by the respective teachers. Proper attendance has been ensured by giving warning to the defaulters by sending letters to their parents.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni**

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

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

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

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

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 50

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

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

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 3.2

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 30.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	60	60	50	40

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 62.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
177	154	115	78	54



File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

#### Response:

#### Response

Prism School of Education is a teacher training college established in the year 2013 with 100 intake. College is situated in the heart of Mahakakhurd village. Learning environment of the college is very conducive and also provides better opportunities for the students to acquire and demonstrate knowledge in the following ways as part of the syllabus of all semester :-

- Lectures delivered in effective and flexible manner
- Learning through PPTs
- Synopsis for each question provided by the subject teacher
- Lesson plan and unit plan format provided to the trainee teachers
- Significance of unit plan is that some changes can be done in unit plan internally not instructor format given by NCTE and SCERT
- Micro teaching and skill development instruction used as the pedagogy the teachers in a very advance way yearly
- Academic calendar formed every year and implemented properly
- Semester wise plan made properly
- Teachers prepare lesson plan, academic part and teacher diary
- Subjects distributed properly
- All the activities and co-curriculum activities organized accordingly to activities based on academic calendar
- Regular classroom teaching along with the curriculum enrichment activities as per academic calendar
- Continuous monitoring of teaching and learning process by academic head (Principal) and other incharges effectively monitor
- Weekly tests and questions are given from the content of the syllabus and questions are displayed 3 to 4 days before.
- Conduction of Surprise test
- Evaluation of Weekly test and grades are given

- Records has been maintained
- Assignment question are given two times per semester, number of questions depend upon the subject teacher
- Student performance evaluated by teachers
- Internal exams and the University exams passing and qualifying guidelines provided to the student by the institutions at the time of counseling and orientation
- Inside the classroom slow learners and fast learners, both ways students are evaluated and special guidelines given to them by teachers
- Seminar /workshop conducted in each semester
- Teachers guide their level best to know individuals especially concerned and attitude to their students (they are also identified from individual card)
- Important days are celebrated and also its ethical and moral values are enriched and enhanced inside the student personality by the institution providing freedom and flexibility and choice to students in various aspects.
- Feedback by students is taken formally and informally.
- Analysis of feedback is done on a regular basis by the principal teachers and management.
- Action taken report evaluate effectiveness of the various bodies /cells /committees evident through minutes of the meetings and implementations of their resolutions were follows for the curriculum enrichment of the students
- In the light of the pursuance of the discussion taken by the following bodies different committees member, cell incharges and management
- Different committees has been constructed for academic excellence we have: -
- **Examination committee**-This committee provide functions and responsibilities regarding assessment conducting weekly test and model exam preparation of questions bank result of model exam.
- **Discipline committee** - This committee prevents the interdisciplinary activities and behavior in the campus, one teacher in charge semester wise (CR).
- **Cultural activities and co curricular committees** - This committee provides intent and organizes various co-curricular and extra co-curricular activities for the student to enhance their potential.
- **Sports committee** - This committee promotes sports activities and organizes regular sports, indoor games and outdoor games. Annual sports day also organized. Yoga/ Meditation/ PT conducted regularly. Sports teacher takes initiative for sports and games.
- Internal competitions are held on college campuses.
- **Science club** is there to motivate the students in science exhibition , student participate in inter –college quiz and science competition
- **Purchase Committee** – This committee purchase various required material for development of the college, during functions and cultural activities. Work of this committee increases during program, workshop, seminar and value added courses.
- **Seminar, Library activity committee**
- **Women Cell** – Women’s cell works for the women’s welfare of the college students and for village women. Various activities has been conducted
- **Alumni Committee**- Alumni committee is the back- bone of the college and the institution’s old students always support the college goals, and strengthen the ties between alumni and our institution.
- **Morning assembly and attendance committee** - In charge of morning assembly like prayer, thought of the day, news, lobby decoration.
- Daily attendance of the student is taken and the attendance register maintained semester wise.

- Leave sanction/approval file is made student grievance and redressal cell - committee look into the complaints loaded by any student and their genuine grievance
- Engaged at that time when the state government opened the portal for ST/ SC /OBC students' very important work is done by the committee.
- **Educational tour expression and picnic committee:** This committee decides the excursion and picnic of students and teachers.
- **Social responsibility committee** - This committee is one of the big committees under this committee, various social activities are conducted throughout the session.
- **Swachhata Abhiyan committee** - This committee drives and accelerates effort toward cleanliness and waste management.
- **Guidance and counseling cell** - is one of the relevant cells of our college regular counseling session kept members of guidance and counseling cell. It works for the welfare of the school students covering many government school near our college what to do after 10th and 12th
- Counseling cell and guidance also help the other student regarding B.Ed program

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

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

#### Response:

#### Response

Prism School of Education, B.Ed college familiarizes students with the diversity in the school system inside India. As it is universally known that teaching is a noble profession that shapes the character of the student, our institution always wants and works hard to produce good teachers with good teaching qualities which will provide our society and new generation with more power, strength and new ideas to develop in very effective ways. Value based education awareness programmes. Important day celebration, co-curricular activities according to syllabus provide by Hemchand Yadav University Durg, for each semester

(I,II,III,IV)

"Education is the most powerful weapon which can be used to change the world" which plays a very important role in the development of students. Our prism provides them with very useful information.

It is very important to encourage students to familiarize themselves in school and work please. By providing social, cultural and political awareness. Our classroom starts with various important points. Teachers are the backbone. Teacher is the maker. Our teachers get to know about students for their betterment. They always maintain proper communication and relations with students.

Assembly and other activities give an ample opportunity to our students to express themselves. Morning assembly starts with prayers, talk, news reading and opportunity to each and every student to speak openly with different views.

The curriculum cover the theoretical aspect enthusiastically the B.Ed program itself give some board perspective of various school of philosophical, and Indian philosophy educational thoughts both of Western and Indian philosopher Student know about psychology, human psychology and learner psychology through pedagogy and subjects they are aware of different board of education syllabus of State board, CBSE ISC

Assessment for learning and assessment of learning students can be evaluated with art education diversity if lesson plan changes according to time and place, school changes. Students are also free to write the lesson plan according to their knowledge.

Through internship programs, they are trained properly micro-teaching, classroom teaching, peer group teaching, and preparing them to learn various teaching skills the student teachers are exposed to different pedagogical practices according to the Bloom taxonomy lesson plan prepare by the students the follow NCERT syllabus, CG board syllabus.

Provision for, in how much trance junction of curriculum deliberating to the local background reality to study type of school learning style and diversity according to requirements. Action plan conducted to fulfill all the requirements of diversity. Project work enriches in house work which increases the knowledge of students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

All the courses, co- curricular, extra curricular and the learning experiences provided in the B.Ed. the course has interconnectedness and aims at developing the students' professional acumen. Theoretical classes aim at enhancing the cognitive development of the student teachers.

The core courses give them a broad outlook on the various school boards like State board, CBSE, ICSE and IB. They are exposed to varied educational ideologies of different philosophers and philosophies of education. The diversity in the student community and the ways to deal with them are imparted to the student teachers. Theoretical knowledge about the psychology of students, various stages of development are provided to them to deal with the school situations and psychological nuances. It provides an overview of various learning disabilities prevalent among the student community, the merits of guidance and counseling.

The students are exposed to writing instructional objectives, various methods and techniques of teaching. evaluation procedures, planning a test, method of organizing and conducting action research and diagnostic tests, undertaking enrichment programmes for the gifted and remedial programmes to the slow learners.

The assembly programme and quiz programme conducted by each department, project sports, activities, celebration of important days and all the events organized in our college.

Prism School of Education (B.Ed) college follows the curriculum in a way to develop the understanding level of the student in all directions.

The vision ,mission and objectives framed provides holistic education to pre -service teachers. Morning assembly focuses on the spiritual realm, the divine guidance touches the social area, cultural diversity of India, knowledge, Moral thoughts and is full of patriotic feeling.

Focus is given on theoretical and practical aspects. Syllabus is designed to fulfill all the basic expectations of the teaching learning development.

The core subjects and the pedagogy subject are delivered with a proper technique and method. Elective paper offered by the university for self development, and professionalism.

- A few participating activities are mention: -
- Writing articles
- Self- reflective diary
- Design innovative lesson-plan
- organizing programs

- To attend seminars and to present seminar
- By taking classes in allotted schools
- By giving weekly test, model exams, writing capacity developed among the students.
- Student have attended National seminar on (NEP) - at college workshop and seminars are given by them. proper technique and methods elective papers offered by the university for self development and professionalism.

B.Ed is the basic degree needed to become a teacher and work inside the schools. It also allow them for appear in any of the government exams like CTET/TET/and other state level examinations that were conducted for requirements of teachers.

This course has made their confidence level high with professional skills which were developed during the teaching-learning process.

After completion of the B.Ed course. They set a new away and key to success for their future. It will always give them economically, physically, mentally strength to make our society and the new generation well developed by doing the course.

Therefore, the efforts made by the institution enable the student teachers to develop the interconnectedness of the various learning activities arranged during B.Ed. come to make them ready as professional teachers and carry their acquired knowledge and skills in their own class rooms.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from**

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

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

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 96.2

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:** 60.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	39	25	25	27

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View Document</a>



**2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 2.49**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	4

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2 Honoring Student Diversity**

**2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

**Response:****Response**

**Yes, there are several provisions for assessing students' knowledge/needs and skill before the actual commencement of the teaching programme.**

**Students have to qualify the C.G. B.Ed. combined exam conducted by vyapam C.G. govt. Merit list (category wise) is released on the basis of entrance exam students approaching the concerned college or admission and the college admits the students after verification of documents and proper counseling.**

**Qualifying in the entrance test and placement in the allotment sheet (in the merit list ) is the only criteria for admission in B.Ed. course.**

- At the time of admission, college, management, Principal take initiative and other admission process step wise work is done.**
- Proper sitting arrangement.**
- Proper counseling related to fee (How to pay and installment process )**

- All academic files (record ) other related matters are checked and verified.
  - At the entry level ,admitted students have to undergo the process of induction Orientation ,frequent evaluation (weekly test ) subject wise and assessment is done through assignments and project mentoring and competition of students ,assignments and a score allied activities and practices for their professional skill development 15 to 20 days workshop ( related to preparation of teaching aid) is given.
  - Special care is taken of their intellectual, engagement,and academic performance. Outreach to community and society and their overall performance and outcome.Various system adopted for different students.
  - Outside ( other state students) have some language problem .They choice medium of instruction English, but they are not so perfect in English .Such challenges are noted practices session class is conducted more library period is given, synopsis is given to them to make writing process easy.Slowly they learn to speak english time to time mentoring is done .students are given assignment on the achievement basis so that they can start exploring and creating.
- Computer period is given.
  - Computer learner trained them properly in (Computer library)
  - Making of powerpoint .
  - Searching etc.
  - Boys and Girls take admission in B.Ed.No Gender bias. We believe in equality. All the students work together.
  - Democratic environment to speak and to write.
  - To arrange functions.
  - Celebration of different festivals.
  - National festivals are celebrated .
  - Students are working to attend college functions and ceremonies and opportunities are provided. They participate in many in-house functions.
  - Value added courses are also a part of extra co -curricular activity. Which enhance their potential
  - The Bright students are further attached with extra work .
  - IMP Projects ( mini projects)

- Seminar
- Cultural activities .
- They are also given additional lab work and additional scholastic tasks to use their abilities .
- Group task (To make them energetic and to develop leadership qualities)
- Sports,Yoga and meditation are part of the academic syllabus.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** No Special effort put forth in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

#### 2.2.4 Student-Mentor ratio for the last completed academic year

**Response:** 12.5

##### 2.2.4.1 Number of mentors in the Institution

Response: 16

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

**2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

**Response:-**

In prism school of Education, the teachers follow the student centric method as a teaching-learning process. Each class is given a time span of one hour. The teachers are given full freedom to manage and handle the classes and execute the teaching- learning process effectively.

In the teaching- learning process the students are made to participate actively ,they are always inspired and feel good to interact with their respective teachers to be get a fruitful and interesting learning atmosphere. The teachers follow the methods such as experiential learning, participative learning and problem- solving methodology. While teaching for enhancing learning experiments.

The teachers use the experiential learning methodology that is the teachers always give real life and day to day examples to the students while imparting any lesson. They explain the topic they are teaching with practical experiences and examples in an interesting way .Which is the cause for drawing the attention of the students and make them interested in the subject they are studying.

The teachers also follow the participative learning method that is executed through the participation of all students and their respective teachers. Before entering into the main topic of discussion the teacher throws some relevant questions regarding the topic inviting their individual opinion regarding the same. As a result of this the student's attention is drawn there by arousing their interest. The teachers there teach the topic and ask several brief and comprehensive questions to make the teaching-learning process fruitful, and effective. Thus the teaching – learning process is continuing through the interactive method.

- While imparting lessons, problem-solving methodology is also used. After teaching the topic properly the teachers ask different short questions to check the learners' understanding and comprehension of the same. The teacher also gives the sample question papers to the students, which may be set in the university final exams. Students also ask their questions to their respective teachers to get clarified. Thus problem -solving methodology helps in understanding the topic better and solving their problem.
- In this way in our college teaching - learning process is executed through these student centric methods like experiential learning, participative learning and problem solving methodologies.
- Online Mode: - Nearly all teachers are using Google Classroom, Google meet/Zoom platform; a group has been created for all students to discuss their issues with teachers, (COVID -19 pandemic.Students are being taught through online mode only).

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

Response: 83.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	10	9

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

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

**Response:** 100

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

Response: 200

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

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

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

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

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

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

**Response:**

**Response:-**

- The course outcome, program specific outcome are helpful in developing the frame work of teaching and learning. The course out comes facilitate in clear understanding about the course expectation and also support the process of learning. The working environment of the college is conducive for the overall development of the faculty as well as the student teachers. Mentor teacher are chosen for their ability to model quality teaching practice that honors diversity and create classroom environment that support personal, social and academic success for all students. They are enriched further by arranging talks on the multi-culturist , inclusiveness

Continual mentoring of students is the integral part of teaching learning process at institute. Teachers resort to following practices for cultivating professionalism in students:

- Students are given various group tasks, may it be academic work, presentation, projects, social work, OR it can be related to cultural activities, sports etc. working in groups help students learn team skills, leadership, listening & understanding diverse views.
- B Ed students come not only from the length and breadth of Chhattisgarh, but also from neighboring states like Odisha, Jharkhand, Bihar and West Bengal. Students also come from different age group, educational background, class, caste and gender. Such diversity brings in the richness of experience and thinking. Students are mentored to embrace this diversity and take advantage of it rather than limiting their views and thinking.
- Students are also actively involved in organizing national and state level seminars, conferences, spots & cultural meet. In such programs they meet inter college students and meet various dignitaries.
- In B Ed course we get students who are married, girls having responsibilities at home and lot of students from framing background. These students are at time become irregular in their college attendance. Faculties counsel such students and help them manage the both front effectively.

- **Inculcating the habit of continuous learning and keeping oneself abreast with the recent developments in the field of one's chosen interest is also the objective of mentors at PRISM. Regular reading of newspapers, visiting library, analyzing educational magazines and journals, educational portals is the activities students do on regular basis.**

**The teachers are provided with additional space in the college and establishing direct support with the needy students. Students free to talk with their mentor. Various help is being provided to the student. Faculty member have been provided with the audio –visual aids, the LCD projector, computer system, through which learning is made effective & efficient.**

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:-**



**Among students**

The institution work whole heartedly towards creating an overall environment of teaching –learning that process nurtures creativity, innovativeness, intellectual and thinking process skills, empathy, life skills etc. for fulfill the needs of students.

**Case #1**

Village camp are organized every year for students for 3 days. During camp students do various academic, sports and cultural activities in the village government school. Students do service-oriented activities like cleaning, counselling, organizing rally (girl child awareness, women empowerment, Nasha Mukti etc), plantation etc.

During this process, students get exposed to village environment, they become independent by cooking themselves, living and cleaning their own area, understanding the simple and tough life of people in rural area. Students also become creative in solving their as well as other problem, while living in scarcity

**Case #2**

Many of our faculties are pursuing PhD from Hemchand Yadav University, from where our institute is affiliated. Every Saturday, these faculty organize a self-learning activity, wherein they make presentation of their PhD work, discuss various research papers, quantitative and qualitative research processes, scales and tools, survey method to get peer feedback and feedback from principal, senior faculties. B Ed students are also included in this Saturday activity. They help faculties in research work, searching research papers, conducting surveys, data entry work etc. This helps them in developing research attitude and encourage them for further higher studies.

**Various programmes/activities have been conducted for the students.**

Induction program for the student is a major activity of the college. Orientation programme in each semester is conducted, morning assembly, prayer, National Anthem, UNESCO song is a part of assembly. Excursion field –trips (survey) social activities various competitions are organized from time to time to cater various inherent quality of the pupil, teachers, e-library is provided for searching study material. Newspaper, magazines, reference books are in library to enrich the students with knowledge. Wi-fi campus to access net. Students also included in groups with the teachers persing PhD. They assist in searching research papers, collecting data etc.

**1. Co-curriculum activities : -**

Many co-curriculum activities are being held at college which keeps the students active throughout the year. Such activities mold the personality of the students. These activities Include orientation, morning assembly, daily news presentation, slogan competition essay competitions, celebration of important –days, quiz competitions, rangoli competition, gardening, salad decoration, flower

decoration, craft making, mehendi competition,, Bridle Make –up competition, best out of west, games, annual sports, annual fest(shikhar), Mr. & Miss Prism (le-defile), lobby decoration. Singing competition, Dance competition, celebration of festival, gardening tree plantation et. All these activities engage the teacher trainees in active leaning.

### 1.Extension activities

Making of pot, art (fine art) table cloth, paper work, mask making, soft toy, computer work (ppt making)

### 1.The benefit of co- curriculum activities

- Broader outlook of society
- Active participation
- Team work
- Collaborative work
- Management (time management)
- Personality development
- Developing inherent quality
- Teaching competent through practice teaching

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

**2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

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

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

File Description	Document
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement**

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

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

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

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

File Description	Document
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

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

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

#### 2.4.8 Internship programme is systematically planned with necessary preparedness..

**Response:**

**Response:**

Internship Program for any student teacher is a very essential component and important part of the Teacher Training program. As per the NCTE norms a student for 16 weeks practices a teaching program in the school. 28 days observation program conducted on Sem –II with the permission of DEO.

Our college plans internship programmes very systematically before sending our student-teacher to internships at allocated schools. We give proper training to the students, help them to prepare proper lessons – plan, motivation and support is provided to them, concerned teachers and principals always guide each and every student. Orientation classes are provided, proper time –table and schedule is made.

Firstly, colleges send request letters to DEO for the permission and allotment of schools for internship programmes. As per the syllabus and norms internship is based on observation and teaching. Both are done in allotted schools.

**Practice Teaching: -**

As the newly developed curriculum has focused on school internship where practice teaching plays a vital role in making them effective teachers along with providing ample scope to be a good sociable human beings by accepting them as regular teachers during their stay in the schools for delivering 60 to 80 practice teaching lessons as per the NCTE norms. In the 16 weeks practice teaching program in the school they would have been exposed to the practice of micro-teaching skills, pedagogical analysis with simulation and mini teaching works (peer group) as the pre-teaching days.

**School Experience / Internship: -**

The trainees would have been allotted to different practice teaching schools for delivering their 80 lesson plans where same weightage has been given on the participation of the trainees in the organization of different co-curricular activities in the concerned school like regular teachers. Besides, they have to conduct the construction of achievement test on school subjects (4th Semester).

**Preparation on reflective diary and conduct of some action research (project) relating to the problems facing by the trainees in the schools come under the preview of school experience which is popularly known as school internship now.**

- 1. The procedural steps of the other practice teaching protocol.**
- 2. The principal of the institution meets the heads of the schools for taking their preference in opting the schools out of the selected schools.**
- 3. Discussion with the teacher in-charges of school allotment with the student teachers for their preference in the school out of the selected schools.**
- 4. Sending the letter with the allotment list of the student teachers to the school heads through the group leader for prior discussion regarding the allotment of classes with proper adjustment in the time-table.**
- 5. Interactive session with the student-teachers by the principal and faculty members before spacing the student-teachers for their school internship.**

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 4.76

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

**Response:** 21

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.10 Nature of internee engagement during internship consists of

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

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

File Description	Document
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

**Response : -**



Prism school of education (B.Ed College) adopts effective monitoring mechanisms during practice teaching is conducted in various Govt. schools and one public school. Permission letter is given by the DEO Dist. Durg C.G. proper rapport is maintained between school and college. Before the internship proper training is given to the trainees after the allocation of the schools and different training stages are performed.

- Two to three lessons per day are delivered during their practice teaching sessions.

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

- 60 to 80 percent of the lesson in schools is observed by the faculty.
- Teachers of concerned schools are observing the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student – teachers.
- More feedback comes in the form of discussion with the observes which is done soon after the lesson is finished.
- Detailed feedback is also provided in the college collectively on subsequent days.
- Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.
- Documentary evidence in support of the response are also maintained.

The process of practice teaching has to be as it actually is, in time with the guidelines of the N.C.T.E and Hemchand Yadav University.

#### **Practice Teaching: -**

Under the existing provision, each pupil teacher has to give a total of 60-80 lesson during the entire course of practice teaching of these 80 lessons are given at the school (internship school) with peer group they visit the schools and 10-15 students are engaged in one school.

#### **Per day Lessons: -**

In any case, the pupil teachers do not transact more than 2 lessons in a day. Emphasis is given to unit-plan pedagogical subjects.

#### **Monitoring Mechanism:-**

Teacher educators (preferably subject experts) check and approve all the lessons plans beforehand. The teacher educators observe all the lessons which are delivered during simulation as well as at the field teaching.

#### **Feedback Mechanism:-**

Teacher educators, pupil teachers observer the lessons delivered by the PTs, while observing lessons,

the teacher educators record their comments on a set evaluation Performa. Which comes as immediate feedback to the concerned PTs. In between the pupil teacher are trained in the technique of observing lessons (peer observation).

Teacher of concerned schools are also encourage to observe the lessons delivered by the pupil teacher.

This helps to know their weakness by independent and unbiased observation. They are also encouraged to give their suggestions to improve the lesson plans of the pupil teacher as per the need of students and the content.

Regarding the details of practice teaching in schools, , pupil teacher record is maintained

Lesson – plan (format) is provided to the students during sem-III (orientation class). Feedback is given by the mentor, Head Master/ Principal of the school peer group also give feedback.

College supervisor sign in each unit plan.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

(\* ‘Schools’ to be read as “TEIs” for PG programmes)

**Response:** C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

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

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

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

**Response:** 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 12.5**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 2

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.3 Average teaching experience of full time teachers for the last completed academic year.****Response:** 10.56**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year****Response:** 169

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:****Response :-**

The Teachers are back-bone of any Institution. No any Institution survive more without capable, qualified and dedicated teachers.

**Prism Institution**

The institution is very helpful in updating their teachers professionally. Seven faculty are enrolled for Ph.D Programme in Hemchand Yadav University Durg. Some are preparing for

their enrollment.

The teachers actively participated in writing their thesis and articles for seminar/webinars. Many teachers have published papers in the UGC care list and in others.

They get opportunities to attend Seminars, workshops and webinars etc. some of them have presented the papers in Seminar (State level & National Seminar)

We have also conducted a National Seminar on (23rd / 24th May 2022) in which our teachers participated and presented papers.

Besides this all teachers have updated themselves in academic development. Principal of the college after joining has updated herself academically, done two more master degrees and is interested to study more and motivate other Faculties also.

Teachers discuss among themselves on topics of education and related aspects in the staff room when they are not engaged in class-room.

The Faculty members are entitled to academic study leave to attend academic engagement as per University rules.

Colleges also organize Seminars, workshops. And webinars as well as special lectures for professional development of its Faculty & Students.

The Faculty members are encouraged to pursue research & extension activities as admissible under university rule.

In Various aspects teachers are being shaped and they update themselves and also follow the social rules of the society. Well mannered, disciplined and accountable in the teaching profession.

- Personal Self centered development - During course work certificate course conducted.
- Professional Development: - Students centered by different institutions & universities also registered themselves in National and International seminars and webinars.
- Social: - Reflecting manner, Social development by connecting with people's parents, Engage with university.

The Institution ensures the access to the information on organizational performance [Academic and Administrative] in the following way

- Through the information Board and Notice Register
- From the members of the managing committee, Teaching and Non- Teaching Staff of the institution.

- Personal meet with the Principal of the institution.
- Through participation in the academic and cultural programs of the institution.
- For updating teaching staff visits the library, consult magazines & journals in the college. This is the way the teachers get enriched.
- Exploring our own classroom practice is yet another innovation that is under experimentation.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

**Response:**

**Response: -**

Prism School of Education sticks to academic schedule which is being given by the Hemchand Yadav University for conduction of Continuous Internal Evaluation System.

The academic Calendar involves the dates of commencement and completion of the syllabus , time tables of internal Exams ( Model Exam ) and so forth.

At times students used to suffer from examination phobia But, current students do not face this problem , with the introduction of semester system examination held round the year . Each batch has to face university examination twice in a year . These are all by the direction of the university . This apart , teachers in the classroom takes various test like, weekly test , surprise test model exam, and Assignment writing . They instruct to write tutorials, sometimes, students are asked to submit a project report on a given topic . The university curriculum include almost all subjects to prepare projects ( which is in the syllabus ) and covers relevant topic.

Weekly test is conducted in each semester . As per the NCTE syllabus, students Faces 4 semesters . Each semester consists of theory paper and practical. In theory paper 80 % marks are decided by the performance of student in the exam conducted by university at University decided

examination centre. For rest of the 20% marks assessment is done, i.e. weekly test ( Each paper ), assignments , seminar , projects and by writing model Exam.

Apart from above practice Model Exam, which is conducted before university annual Exam in each semester, students are also exposed to previous year question papers of university.

The award slips containing the marks obtained by the students through evaluation is kept in the Department the surprise test is also taken by the teacher as per their freedom.

The time – tables have been arranged and executed in like manner. The time – table of external examinations fixed by the university, and the same is displayed on notice board for the students. Any changes are communicated to the students well in advance .

- Preparatory Exams ( Model ) are conducted in every semester before university exams.
- Remedial classes is also being taken and re – exam is taken of such students who are unable to write properly in English . Specially extra classes of English is taken in sem IV.
- Assignments are given at least 2 times ( each paper ) in every semester for proper practice.
- Principal and Teachers clear doubts of students with advice about writing correct and appropriate answers ( with synopsis ) reference books etc. topic related project work is given as per NCTE syllabus.

The regular monitoring is done by the college academic committee.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

- 1.Display of internal assessment marks before the term end examination
- 2.Timely feedback on individual/group performance
- 3.Provision of improvement opportunities

**4.Access to tutorial/remedial support****5.Provision of answering bilingually**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

The college conducts three types of examinations, namely, university examinations, model examination and class test (weekly test)

The university level examination is conducted according to rules and regulations of the university and as per scheduled programmed used by the controller of examinations of the affiliating university. B.Ed course is a 2 years full time course.. Which is spitted in four semesters (semester pattern) mainly as per the syllabus of Hemchand Yadav university. In 2 years students study 12(lecture) theory papers of (1200) marks and in each semester there are different practical papers(internal assessments). In sem –II, 28 days internship program is their in which students has to go for 12 days internship followed by 2 days feedback session again 12 days internship with 2 days feedback session. Total 28 days in allotted schools (permitted by DEO) . It is totally based on observation method. In sem –III students are permitted for 4 month internship program in different schools. They take subject classes.

Practical part of B.Ed course is different. Mentors and supervisors are responsible for internal assessments. Again in the 4th sem 1 internal practical is conducted and 2 external practical are conducted. Date and time of these external practicals is conformed after the discussion with the examiners nominated by the university practical's are the major aspects of B.Ed course were students learn how to become a teacher.

For both university exams as well as internal exams at college, there is transparent system of



**grievance redressal for students. Transparent redressal system is oriented towards student welfare only.**

**Hemchand Yadav University has its own grievance redressal mechanism, wherein , is a student is not satisfied with the assesment in the exam he can apply for loooking his answer script or can apply for re evaluation with a prescribed fees.**

**There is complete transparency in the internal assessment. The criterion is adopted in as directed by proper authority (Principal)**

- **At the beginning of the semester after induction programme orientation program is conducted , concerned teacher inform the students about the various components in the assessment process during the semester provision**
- **The internal assessment test schedule are prepared as per the university and communicated to the students well in advance**
- **To ensure proper conduct of model test proper question paper is set by the teacher (subject teachers) proper time-table teacher (subject teachers) proper time table is set and exam is conducted in proper time, answer copy is checked and marks is given. If only student do not appear another chance is given to them, after that remedial classes is also taken.**
- **Checked answer copy is given to the student for the verification by the students.**
- **The marks obtained in model test are on the notice-board. In case students is not satisfied with the evaluation of concern teacher, he /she can approach principal with a written application.**
- **Day to day performance of the students is assessed for very experience which includes regularity performance, viva and the promptness in submitting the records.**
- **For the quality of the progress/activities the evaluation is done by the teachers/mentor/ supervisor deputed by the principal.**
- **Document – Notice, answer copy, result sheet, model exam , weekly test**

<b>File Description</b>	<b>Document</b>
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

The institution address to an academic calendar for the conduct of internal evaluation. It is prepared by an academic monitoring cell for better engagement of students & faculty members. We follow the academic calendar throughout the session. All activities inside the campus and outside the campus is addressed by every stake holders of the college. It is managed by faculty members who are responsible for the management of all academic calendar for the needs of completion of the course as well.

The institution strictly adhere to the academic calendar for the conduct of continious internal evaluation (CIE). Our college prepares the academic calendar where in all the mazor activities of one academic year (August to next year May) is covered with their respective date of commencement like start of course, induction classes, regular classes, mazor cultural and sports activities, social camps, internships, model exams, final exams etc. On the basis of this calender only the details of allotment of classes along with the names of the teachers are prepared.

Emphasis is given to induction program (at beginning of new session) and orientation classes in each semester.

We engage all students as per the schedule (classes is divided in two section A/B) for common theory papers. For pedagogy and other elective subject only one class is arranged. We engage all students as per the schedule given by an academic calendar which is prepared as per guideline of regulatory body. We always discuss to handle and manage all activities of the college.

The syllabus is provided by the university, teachers prepare teacher's diary. The syllabus is segregated and the same is allocated among the teachers.

The principal and the other senior teachers convene meetings time to time to gauge how much portion has been completed and so on.

All the academic meeting is held in principal's room with principal's guidance and advice. Role of management is very prominent. Their valuable suggestions related to academic planning and other activities are considered for the welfare of the student.

We have organized several academic activities throughout the year as per academic calendar. An academic calendar develops the environment of teaching learning and discipline. Hemchand Yadav University (affiliating university) also released an academic calendar for each year. We have implemented it in school engagement internal exam and final exam direction as per given date schedule.

Continuous internal evaluations are conducted following the academic calendar.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

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

**Response:**

- Response:**

After completing 2 years fulltime B.Ed course, the students should be able to achieve the following out comes

**Content Competency:**

- To impart relevant knowledge with respect to foundation and methodology course.
- To promote mastery over the required content of teaching practices.
- To know select and use teaching methods.
- To understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
- To acquire necessary competencies for organizing learning experiences
- To select and use of appropriate strategies for facilitating learning

The students are to undergo through several project work which helps them to attain the basic idea of their practical work.

**Students/Alumni Feedback**

Students are the most important resource of the college and it is very necessary to achieve the designed outcome. The college in process of taking feedback frequently and other stakeholders associated with the college to assess the quality of resources so that the desired outcome is attained positively.

**Level of Attainment**

After passing their final engaged in different Govt. & private schools mostly Govt. school (public schools) many go for higher education (M.Phil. + Ph.D) many students qualify (NET,SET,TET,CTET) exam successfully.

**The institution evaluates the program outcomes, program specific outcomes and**

**Course outcomes**

**In this regards, the institution has skillfully adopted several effective methods for measuring PLOs and CLOs**

**Continuous evaluations :**

**The students of both the semesters undergo several class-test (weekly test) and model exam. Weekly test are designed and taken to enhance the immediate response (understanding level)**

**Tutorial and Assignments:**

**The college arranges many tutorials for the betterment of the learners along with the assignment. The whole process is implemented in concurrence with the specialization of the concerned teachers & pedagogy teachers (subject teachers)**

**The assignment is given to students as home task in which they can expand their knowledge freely. It helps the students to garner ideas assignment notice can from different sources and finally reach into one coherent thought.**

**Interviews, counseling session, seminars & extra – curriculum feed-back sessions**

**Seminar & Extra –curriculum activities**

**The college arranges different seminars and extra –curriculum activities as methods of measuring attainments of PLOs and CLOs in enhance the skill of paper presentation and determination interviews are taken as methods (feed-back and face to face interview) of measuring to enhance their capability in defending subjective issues and personality.**

**Project –Work**

**CLOs**

**To plan the teaching pedagogy in such a way, so that the curriculum prescribed by the university can be delivered in effective manner. A mix of lectures, case discussion, presentation, group and individual task, project work, reading assignments is to be followed.**

**PLOs**

**To create individuals, who are capable of becoming valuable teacher and engage effectively in Govt or Private school to serve society and at the same time earn a decent living To make students learn not only subject knowledge in the chosen field but also develop the necessary aptitude and**

**personality suitable for teaching profession To provide a culture of self-learning, healthy competition, and a atmosphere for overall learning for the students**

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 97.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	99	91	75	63

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

**The college offers a B.Ed programme with clearly defined outcome and course learning outcomes are in sync with each other.**

The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning and further improvements.

Measurement tools such as seminars, test group discussions and assignment are used to assess students learning outcomes. It is used by the college to overcome learning obstacles.

As per continuous assessment, depending on the course style. Several methods for continual evaluation include class tests, seminars and assignment.

The students of the college provide inputs on drawbacks, limitations and merits in learning and learning feedback is also collected to assess the performance of the faculty members, different ways in which the students and staff are made aware of learning outcomes are as follows:

1. Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.
2. The results of each academic year are analyzed through thoroughly by the principal with the teachers and management.
3. The names of meritorious students are prominently displayed to encourage new learners to work on the right direction.
4. Such meritorious students are felicitated for their performance during Annual day.
5. To intended learning outcomes of other co-curricular and extracurricular activities are also communicated to students from time to time in class also so that they understand the important of developing an all round personality.
6. Winners of cultural and other events are rewarded

### **Approaches for measuring students learning**

#### **Summative assessments**

Test, assignment and other course activities that are used to measure student performances. They often reveal what students have learned at the end of a unit or the end of a course, within a course, summative assessment includes the system for calculating individual student grades.

#### **Formative assessments**

Any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face to face in office hours or in written comments on assignment.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 100

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

**Response:** 100

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

In B.Ed training programme multi – disciplinary students take admission. They are related to different subjects and methodologies, assessment of such multidisciplinary students is a challenge for the faculties.

Our college adopted a mechanism of assessment as regulate by NCTE and state Govt. University (Hemchand Yadav University Durg C.G.)

The B.Ed programme consists of 1700 marks, theory consists of 1200 and practical consists 500 marks

Internal assessment of theory paper is 220

Thus Internal assessment and external assessment both are major components of assessment for any student – teacher throughout the session, we assess all trainee by monthly assess tasks. We conduct several activities such as adopted, speech, poetry, drama, rangoli art and craft making of teaching aid, ppt, and seminar, projects related to several themes, weekly test, and assignment work.

We also conduct outreach activities such as picnic, one-day tour, Excursion, visit to Bal Ashram, village survey etc.

To develop leadership quality, personality development, quality of time management work with team, co-working with teachers, activate participation help to other etc.

Various activities are done related to above listed quality like sports, annual sports day ,annual function etc. Seminar / National seminar, placement work, attached with school following instruction etc.

The students follow the direction as per the task accelerated by academic calendar throughout the year.

After completing B.Ed programme all students experienced by major change in their behavior, personality development, develops teaching proficiency, multitask ability, power of free communication, learning and understanding power.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

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

Response: 3.94



## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)

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

**Response:** 0

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

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

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

**Response:** A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

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

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

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.2 Research Publications

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

**Response:** 0.25

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 2.44**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
24	8	4	2	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
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 year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.3 Outreach Activities

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

**Response:** 4

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

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

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 40.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
75	75	75	75	75

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 27.11

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

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

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

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

**Response:**

Response

Outreach activities are compulsory for B.Ed. student - teacher. Our institution organizes activities inside as well as outside campus to make student-teachers sensitive to social issues . At some point, they develop their skills which are good for society. Every year, various events like International women's day, Village survey, health awareness program, Literary Program Swachhata Abhiyan, Career Counseling programme etc. are organized which brings student teachers closer to social issues. Educational tours have been arranged every year, which provides a great exposure to our student-teacher. Such tours provide a first Hand experience to student-teachers of different cultures, places etc. Field trips to villages for literacy awareness, Health and Hygienic awareness, Environmental awareness, Career Counseling program etc.

Our college is situated in the mid village with the beauty of the lush green garden of the college and inner / outer beauty reflects our nature. We believe in a clean and green environment to make Teaching-learning more effective. Colleges participate and encourage students for a green environment .

Swachh Bharat Abhiyan was launched on 2nd October, 2014 by honorable Prime Minister with the vision of clean India. As a part of this mission, the college took this initiative to keep the surrounding clean through active participation by all stakeholders. Swachh Bharat Abhiyan has also promoted the practice of Social Harmony among the students and villagers. Such Abhiyan is also conducted on a regular basis and college management also monitors the cleanliness and hygiene among student teachers and college premises .

Our student –teacher participates in many other GOVT. Abhiyan such as Poshan maah. For Poshan maah college put effort at village Mahkakhurd. Poshan Maah is conducted every year (at the month of September ) and Yoga day.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 21

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	7	5	3

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4 Collaboration and Linkages

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

**Response:** 61.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	45	76	56	75

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 16

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

Response: 16

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered**

**Response:**

**Response: --**

**1. Classrooms and Teaching – Learning Facilities :-** The college is situated at mid of the village Mahkakhurd (Utai) with green environment.

College has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities. The college has build up area of 11205.0 s.q.m. The college has sufficient number of classroom. There are 16 classrooms. The college gives top most priority in teaching learning evaluation. Two seminar hall one big enough (multipurpose hall) for every activities and supports the teaching learning process. The Campus is fully -Wi fi enabled. Learners use ICT facilities in attending webinar/seminar, presentations. Preparing technology enable lesson plans and thus become competent to match the needs of the teaching learning process. The classrooms are big enough with ventilation.

**2. Laboratories : -**

**Laboratory facilities:** - The College has separate 4 laboratories. One for Physics, one for Chemistry, one for Zoology and another for Botany. Laboratories are well equipped with all essential practical items. Very spacious laboratory. Proper maintenance is done. File and record is maintained. Items (especially of chemistry lab) are kept in proper and safe place.

1.: -- One Geography lab is also available for geography practices with all necessary items. Social Science students use the lab and also maintains it. Lab is basically for Arts students who want to explore and know more about geography. Items- Globes, Map, scale, models, charts, colour pens, papers, stencils etc. Drawing Board, chart papers and other useful materials.

**2. Psychology Lab :-** The Psychology lab is well equipped with materials (Psychology Practical materials) which is essential for B.Ed students. Some specific tests are available to know the different behaviors of the persons (students).

**3. Art and Craft Resource Centre:** - And Teaching learning resource center for work-experience (T.Aid work – shop). It provides students to encourage art practice and develop aesthetic value.

**1. Computer and Internet Facilities:** -- The college is a wi-fi enabled campus. The campus lab has 40 computers. 2 computers are in college library, 2 computers in Principal's room, 2 in account

section, 4 in faculty room. Two computers are in reading section .Separate Xerox Machine in administrative (office) room for students for (photo copy) there is smart classroom in the college having e-learning facilities. There are 2 classrooms where projectors are installed. In this classrooms. PowerPoint presentation can be made.

**5. Sports Filed:-**The college has 4 playground students take advantage of it.Football, Cricket, volley Ball, Badminton and Kabadi, Kho-Kho are the outdoor games that are played in college playgrounds.

**6. Grils Comman Room:-** It provides female students a place to relax study ,and have informal discussions in free time available. At the corner space is made for lactating mother.

**7. Cultural Activities: -** The College celebrates several birth days of Great personalities, important day's etc.By Organizing cultural programmes.We have open stage for performing cultural programmes celebrates Ganesh Pooja every year with great zeal & devotion. All the villagers and other visits during the occasion, all such crowds are managed in our open varanda further pandels and stages are constructed by decorating for big programmes like our Annual sports events and Annual social cultural programme 'Shikhar ,Ledeffile' is another attraction of our college annual fest Shikhar , for such programme we have proper open large stage.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 6.25

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

**Response:** 01

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

**Response:** 16

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

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

**Response:** 87.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
12.2	24	12	14.3	36.7

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

#### 4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

**Response:**

**Response :** - A Library is a power house of any institution which has several sources and through which knowledge is flourished and expanded. It is also the heart of the institution. The deployment of which equalizes.

The library of the college has been in effect since the establishment of the college.

More than 4000 books, 20 journals, subscription magazines 12 News-paper, 06 to 07 encyclopedia 30 and more than 250 reference book.

Apart from physical books, institute has subscription to many online libraries and research facilities.

The college accommodates the Reading room facility. 50 students can avail the reading section at a time. Another can one there separate keeping in mind the core value of the library has been changed and transformed from a manual into an automated one.

While recording the books and journals, KOHA version (19.11.03.000) software has been installed. By one click any student can know the where abouts of the books.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

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

##### Response:

The college library is a window to the students and teachers for various information related to teacher education. B.Ed is full time 2 years course which consists of different subjects like Philosophy ,Sociology, Psychology ,humanities ,science and Social Science. B.Ed is and integral part of academic and other project work. Library is a very important place which provides information service to support the teaching and learning process the library is engaged in designing and delivering need based information in our institution.

Teacher and student both get opportunities to visit library. Student are provided library period for better study and self study. Teacher during their free period visits library library is automated with the software KOHA. Recently the college has made available to student and staff access to the library through the college website and registration has been done for e- learning (INFLIBNET ) for students and other staff access. Through for more study for their future betterment in future we are planning for more expended library like electronic copies in PDF format link to the e-books so that student and faculty may continuously involved in the process of identifying e books.

In our library there is a Provision for Alumni to visit the library for studying more and more for research work. In future education survey and periodicals will be enriched.

From 2019 onwards our library in open in Sunday for the village young people. (Library Hmar Dwar ) So that the can read and enjoy few books ,magazines and news paper.

<b>File Description</b>	<b>Document</b>
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

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

<b>File Description</b>	<b>Document</b>
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 0.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.03	0.1	0.05	2.4	1

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response: 2.75**

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

Response: 120

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

Response: 125

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

Response: 114

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

Response: 115

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

Response: 120

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

**4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

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

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

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

## 4.3 ICT Infrastructure

### 4.3.1 Institution updates its ICT facilities including Wi-Fi

**Response:**

**Response: -**

**(Institution updates its ICT facilities including Wi-Fi)**

- The institute is equipped with Wi-Fi campus and computer facilities which is used by the students for preparation of academic courses.
- The classrooms are well equipped with projectors, computer, LCD for interactive teaching in the class and for PPT Presentation.
- There is a multipurpose hall equipped with projector Board with large screen and sound system

haring capacity of 200 students.

- Institute also has a computer lab that is equipped with 40 desktop computers and 2 laptop, which is used by the students for several academic purposes.
- Multipurpose hall with projector, speakers, mikes and sound system, Laptop, computers in principal's room, account section, library, Board room, Exam control room.
- Keeping in view the current requirement of the students and teachers the center campus is connected to the internet and has the latest e-sources. Internet facilities via Wi-Fi 40 MBPS.
- The teachers and the students use the computer on working days. The faculty members do make use of this facility and students can use with some reasonable restrictions on the campus.
- Various programs are organized from time to time in the campus to experience working of all peripherals device like printer, scanner, Hard-disk, pen drives , photo-copy machines.
- Seminar, webinar is also conducted and organized by capable teachers of computers by using ICT.
- The teachers & the students are encouraged to use lap-top, LCD projector and screen etc.
- During lock-down the college sincerely made efforts for online-teaching learning in the year 2020-2021.
- Computer lab is well equipped with branded PC's and equality supported by (40 MBPS broad band for internet connectivity. We also use )
- Department extend the complete support to the students, It is made available by setting and installing the Wi-Fi zones at various locations so, in this way students and teachers can access this facility on their lap-top and phone.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response: 5**

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.3 Internet bandwidth available in the institution

**Response: 40**



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

Response: 40

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

- 1.Studio / Live studio
- 2.Content distribution system
- 3.Lecture Capturing System (LCS)
- 4.Teleprompter
- 5.Editing and graphic unit

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

Response: 12.52

**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities**

during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.4	1.1	2.1	10.4	0.2

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

##### Response:

The college has made commendable effort to augment the infrastructure to keep pace with academic advancement and growth. This infrastructure is used optimally in such a manner that there is minimum problem occurring in conducting the classes. The college has sufficient class-rooms and structures (rooms, seminar Hall, multipurpose Hall). It has a upgraded library additional instruments equipments in existing computers software. Generators are installed for power back-up. Photocopy machines are installed in library for students.

Administrative offices are located in Building (A) ground floor, Library is located at first floor, and Computer lab is located at 1st floor and classrooms are located at ground floor, First floor and second (B) Building. There is a multipurpose hall in the college 3rd (C) Building, seminar Hall at administrative buildings. Other class rooms at other building.

Two class-rooms with LCD projector (Smart Room)

Proper well equipped science lab, Geography lab, maths lab and well furnished class-rooms. Sports room, proper canteen facility, ET room, pantry room. Separate Boys and girls common room, well maintained garden.

The college insures optimal utilization of budget allocated for the maintenance and upkeep of the college infrastructure. For this college holds regular meetings of governing body constituted to plan and monitor the projects to be taken up.

The college keeps the maintenance of infrastructure facilities and equipment by hiring services of mechanics, electrician and technician. The official staff also takes care of the regular maintenance needs. Computer maintenance is done time to time, outside vendors are connected for major and minor repairing of computers.

- The computers and electronic items are repaired
- The college has high tension electric supply with 2 mega generator, within the campus. Voltage stabilizers have been installed for the safety of sensitive equipment UPS for computer lab.

Maintenance of equipment is done by inviting experts or hiring from outside.

Two deeps- boring are there with motor-pumps and over head tanks so that a constant supply of running water is made available to all students/staff within campus.

The college has IQAC office board room, grievance redressal cell, a canteen, a common room using in adjoining building. Aqua guard is fitted for filtered drinking water Water Cooler for cold water especially for summer days. The seminar hall/ Multipurpose hall, faculty room, administrative area are install with AC and Coolers

Students are provided with

1. A cricket practice ground
2. A volleyball court
3. A Badminton Court
4. A basketball Court
5. A football Ground
6. And other play ground inside the campus

File Description	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

**5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.1.2 Available student support facilities in the institution are:**

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

**Response:** A. Any 8 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 7.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	6	8	5

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 5.15

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

**Response:** 4

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

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

Response: 1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 9.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	20	2	3	4

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response:

**Student Participation and Activities****Response: -**

The institution has a well constituted student council that meets formally and informally, student council is the voice of the student body. The purpose of the student council is to give students opportunities to develop leadership by organizing and carrying out responsibilities. Office bears (student in-charges) from subject methodologies such as Mathematics, Physical Science, Biological Science, Social Sciences, English and Hindi.

Our students are very active and participate in different areas like cultural and other events.

Principal of college always take regular meetings with students whenever gets time. Students are the back-bone of the college. They act as a bridge between teacher and students.

They always discuss different issues with teachers regarding academics and exams.

We provide democratic environment to our students.

Student's representatives are a part of the various committees and events.

With the help of students Batch 2021-2023 ("Indu") program was conducted and a magazine of 5-6 pages will be prepared by them.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.3.2 Average number of sports and cultural events organized at the institution during the last five years****Response: 13.6**



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

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	14	14	12

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4 Alumni Engagement**

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

**Response:**

**Response:-**

**Alumni serve many valuable roles, they help to build and grow an institutions brand through their strength and word of mouth about the Institute. An Alumni group or alumni association is an association of graduates or, more broadly of former students (alumni).**

**Prism School Of Education is a B.Ed College. Students are all well qualified even many students are of technical background. They are very much aware of Alumni Association.**

**Alumni Association was established in the year 2015. College has active Alumni group this group is not registered yet but the process of Registration has started and very soon we shall have a registered alumni association.**

**Our Alumni members are placed in different schools and colleges, and all are well established and many are placed in Government Schools and in different projects.**

**Our Alumni member students and other pass-out students always participate in different activities which are organized in College Level and many times they actively participate in out-reach activities.**

**At the time of admission their role is very prominent. Many students during admission time take admission through Alumni members.**

**Main Objectives of the Alumni Association is:-**

- To create and improve the inter-relation between pass-out students.
- To Create lifelong network of students, who cooperate with each other in order to create mutually beneficial situations.
- To help and co-operate for the progress of the institute.
- They support in placements.
- To organize different social program.
- They support in Internship program.
- Professional Cultural Development.
- Alumni are active members of IQAC.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:** 22

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	4	3	6

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

**Response:**

The Alumni Association of Prism School of Education helps to motivate the students of ongoing educational session by Alumni - Student summit held every year before the Annual Day Celebration "Shikhar". The same is organised by our students of ongoing session with the guidance by Alumni Association. In this way they (alumni) help and guide the juniors and help them to manage such events and it help them in being responsible.

The alumni association also take participate in the induction program of the new batch. They share

their experience and give suggestions and tips about academic curriculum which help the new students in academic study.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission**

**Response:**

**Response :-** we envision ourselves as one of the leading institutes of teachers training that imparts quality and value based education to students of the plateau state. Our constant endeavor is to provide a safe secure and conducive learning environment to the underprivileged students from rural and semi urban areas. Particularly girls who aspire for higher Education

**The college endeavors to :**

**Vision: - To be a leader in Educational services .**

- To provide a unique learning Experience which will enable the students to realize their potential and mold their overall personality.
- To make available equal opportunities and ensure support without prejudice based on gender , class , caste, religion and economic status.
- To make available globally competitive education infrastructure compatible to the changing challenger of India's nation - building processes.

**Mission :-** To empower the rural masses by educating them and by creating in them the social, political and cultural awareness.

- To give them confidence that they are the creators and not the creatures of their fate  
-----
- To striving continuously to provide quality teacher training.
- To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE and state govt .
- To effectively execute various activities under the academic and social responsibility of prism school
- To meet the vision and mission goals, we adopt the process of creating a strategic action plan. And participatory process. The responsibility to fulfill the Vision and Mission of the organization is one.

However the overall management of the college lies with the founding society of our college. Which is the head of the institution ensuring that all members of the institution are fully aware of which direction the institution is headed.

Principal hold periodic meeting with teaching and non- teaching staff thus reinforcing a lot of editing of the institution. To ensure accountability employees , principals evaluate their performance through SAR ?

Various committees are formed with senior members as conveners who seek feedback from staff members . proper representation of all faculties is ensured by forming committees.

The planning for the academic session begins with a well-designed academic calendar designed according to the semester classes are taken regularly according to the schedule.

During the year , vulnerable students are identified for additional reinforcement through tutorials ( remedial classes ) and peer instruction . counseling is also given to the students at the time of admission . The parent teacher Association is formed at the beginning of each session and their valuable inputs are taken.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2 Institution practices decentralization and participative management

#### Response:

**Response :-** Institutional practices of college support decentralization and participative management as important aspects of its own functioning considering the views of all stakeholders and promoting democratic functioning is seen as the most ideal way of achieving the mission of the college.

#### The ways in which all teachers participate in the Management Process

- The Principal oversees the teaching plans of her departmental members
- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars , work-shops career counseling session , remedial measures, interdepartmental and inter – college exercises , departmental and students Educational trip, survey community activities.
- They have liberty to introduce creative and innovative measures for the benefits of their students of their department.

The above features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:-**

**Financial Officers: -**

Prism school of Education is a teacher learning college. College is a self finance institution. Salaries and other expenditures are directly controlled by the trust management. Funds collected from the student fee as per norms a part of a self generated resource that is spent for the salary. Fee and funds available with the college are directly controlled by the college trust. Audits are periodically conducted to ensure complete transparency, payments are made through Bank. Scholarships and other benefits available to the students are directly credited into their bank accounts.

**Academic Affairs :-** The college offers B.Ed course .Admission is taken on the basis of entrance examination conducted by the state govt. Admission is done as per the guidelines issued by the government from time to time.

**Administrative Affairs :-** Every employee from top to bottom is a part of the college administration. Teaching as well as tasks in addition to their normal duties at the beginning of the session. Purchasing of files , other materials for office purpose, maintenance of printer.

**Counseling by the concerned teachers, Verification of the students academic documents , taking of fees, supply of stationary to students in landing uniform (Boys – shirt pant) girls (saree) as college only prepares saree & guides the college to enroll the students in university portal.**

**All the teachers and other staffs do all the assigned work properly.**

After admission process induction programs is conducted . It is One of the major part 2 activities of the college. Orientation classes is talon (Two segments) as admission process is too long . It runs for 4 to 5 months. Round wise. When more than 50 to 60 students talce admission Induction program is conducted followed by Orientation.

After complete admission (100) . Again Orientation is must so that student must understand the objective of B.Ed course.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

#### Response:

????Response :- The strategy followed by the college is quite specific and action oriented In order to achieve the goals the Prism School of Education has designed specific short term and long terms plans.

The time bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations.

1. The College maintains an IQAC that functions on the basis of MIS.
2. The college has good practice of meeting and deciding on issues.
3. The teacher in charges are under the obligation of reporting the matter to the head. It is well planned particularly various planned activities are in the hand of principal.
4. Syllabus coverage
5. Time – Table
6. Students Attendance Record



**7. Use of ICT & Educational technology.**

**8. Laboratory Work. ?**

**9. Internal Assessment.**

**10. Internship planning.**

**For various work teacher in charges are allotted.**

**For the holistic development of students various things/ domain are planned.**

**Response :-**

Sub - Domain	Development of plan	
<p><b>* Student centric teaching and learning.</b></p> <p><b>* Increasing co – curricular and Extra curricular engagement of students.</b></p> <p><b>* Focussing on Health and well-being</b></p> <p><b>* Increasing students employability</b></p> <p><b>* Project work</b></p> <p><b>* Social Responsibilities</b></p> <p><b>* Celebrating Indian culture and History</b></p>	<ul style="list-style-type: none"> <li>• <b>Holding Discussions,</b></li> <li>• <b>Emphasis on peer learning</b></li> <li>• <b>PPt presentation ( seminar )</b></li> <li>• <b>Regular tutorial classes.</b></li> <li>• <b>Strong feed back system</b></li> <li>• <b>Emphasis on curricular and co-curricular activities.</b></li> <li>• <b>Sessions on soft skills &amp; IT skills.</b></li> <li>• <b>Sports Facilities (indoor &amp; outdoor)</b></li> <li>• <b>Yoga / Meditation</b></li> <li>• <b>Cultural activities</b></li> <li>• <b>Counselling session</b></li> <li>• <b>Placement cell</b></li> <li>• <b>Preparation of TET, CTET, competitive value added course).</b></li> <li>• <b>Attach with schools 9 Internship program (govt. schools and private schools).</b></li> </ul> <p><b>= Learning Experience</b></p> <ul style="list-style-type: none"> <li>• <b>Projects related to subject and other topics.</b></li> </ul> <p><b>Presentation by the students.</b></p>	

- Visit to old age home.
- Orphanage
- Bal- Ashram
- Visit different other places for cleaning teaching ( near by village)
- Visit to temple
- Historic places of near by places (C.G)
- Talks on themes such as Hindustani music, Dance, Drama, Theater (Nukad Natak)
- Celebration of National Festivals
- Talk on National freedom struggle.
- Celebration of other Indian and Local Festivals (Ganesh utsav).
- Painting murals of Indian Art from mahabharata

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The above aspects are handled by the concerned committees headed by the head of the college.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

**Response:**

**Response :-Organizational structure of Prism School of Education is framed in which , The Principal is the academic and administrative head of the institution She is assisted by senior most teachers, Assistant professor and other staff.**

**They follow rules and regulations prescribed by NCTE/SCERT and state Govt. University.**

**Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as in charges or committee members. Students are also involved as active members of every committee. Every committee consists of committee chair person, coordinator, Faculty members, and student member. They together plan for the activities.**

**The function of every committee is well defined. All the committee member report directly to the principal and Principal monitors the effective functioning of these bodies.**

**Various Committee are formed for smooth functioning of various activities of the college like**

–

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

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### **Response:**

**Response :** The planning and implementation of all activities of various bodies and committee is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meeting are duly recorded to the guidelines of the state higher Education Department , and state university ( Hemchand Yadav University Durg ) and for each and every activities college follows the vision and mission of the college. It is also based on feedback and suggestions in meetings with stakeholders such as college students teacher and members of the parent Teacher Association ( PTA ) , alumni and IQAC . Efforts are always made by Management to implement and execute all plans and decisions effectively keeping in mind for 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 and cultural calendar is implemented in a timely manner. Decisions taken at various meeting are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

##### 1 The institution has effective welfare measure for teaching and non-teaching staff

**Response : - Management of ( Prism school of Education ) is cater their staff as family member and fully supportive in every way to improve their professional development of its teaching and non-teaching staff. In the present scenario. The college ensures the professional development of the staff by.**

- Encouraging faculty members for participating in seminar , workshops, Orientation and lecture series and other refresher courses.
- Encouraging the faculty to do PhD.
- Proper time and Guidance is provider by the management & principal for entrance Examination, course work etc.
- Special classes are being conducted for (NET) Preparation.
- Encouraging faculty to publish research paper in national journals.
- Internal training is provided to teaching staff /non teaching staff for developing their skills like computer skills, and related to their work. Library management training, Book-keeping accounting etc.
- Training in computer and software management is provided to the staff members as per requirement
- Seed money is provided to the facility for publishing paper and seminar.
- Study leave for research work with pay.
- Advance salary ( if need)
- Sick leave is provided.
- Tea and snakes is also provided to all the staff.
- Casual leaves, Earn leaves, child care leaves, Special leave (for all staff).
- Transport facility is provided to all the staff (those who require ).
- First aid kit, sick room is available in case of medical,
- Emergencies arrangements, with neighboring hospitals for the provision of immediate care reimbursement of medical bills.

- EPF scheme
- Quarter facility for 4th staff
- Uniform for 4th grade staff
- Loan on need.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 17.5

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Certificate of membership	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 13

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	2	2	4

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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



**Response: 3.75**

**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**1. The institution has a performance appraisal system for teaching and non-teaching staff**

College also follow self appraisal for teaching faculty. Every year teacher fills the self appraisal form it is just a mere information of teacher and about her strength and weakness through the appraisal form it is finally noted the academic qualification of the faculty and their upgradation regarding professional development and professional ethics.

**Response: - A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. An effective performance management system plays a crucial role in managing the organization in an efficient manner. Further, at the end of each semester, feedback forms are issued to the students for each of the courses attended by them. The feedback forms in the form of questionnaire collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Head of the Department and Senior teacher in the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. As such there is no formal performance**

appraisal system followed for non-teaching staff in the institute. But there is definitely an informal system of performance monitoring, appraisal and feedback system. Some of the elements of this system are as follows:

Key areas of performance are identified and explained to individuals and groups. Individuals and groups are constantly monitored and feedback is given on a regular basis for their key performance areas. Counselling and training is provided for improved performance. Rewards, appreciation and salary raise are linked to performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal or/and external financial audit regularly

**Response:**

**Response: -** Prism school of Education (B.Ed ) college has up a system for directing internal and External audits for ensuring proper accounting for receipts and payments of the management.

All vouchers are examined on half yearly basis by a qualified CA. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years/ each year.

**The mechanisms to monitor the effective and efficient use of financial Resources as follows: -**

The college budget includes, recurring expenses such as salaries electricity, internet charges, maintenance costs, stationary.

Other constrainable fees and non –recurring expenses such as book purchase lab construction, lab purchases, furniture and other development expenses.

The expenditure will be monitored by the accounting department as per the all rated budget.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 0.2

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

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

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

**Response:-**

**Budgeting and auditing procedures are regular and standardized**

**The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved produces of financial management. It budgets of all items of transparent. In the financial spheres it honors all the legal limits and maintains transparency in transactions.**

**The college is self financial and does not get any grant for the conduct of the programs. The only sources of revenues are the fee realized from the students as per names of the NCTE and the affiliating university and the donation it receives from the society members.**

**The details are reflected in the annual budget of the college. Resources as follows: -**

**The college budget includes recurring expenses such as salaries, electricity, and internet, Charges, maintenance costs, stationery,**

**Other consumable fees and non-recurring expenses such as lab book purchases furniture and other deployment expenses.**

**The expenditure will be monitored by the accounting department as per the all rated budget.**

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

## **6.5 Internal Quality Assurance System**

**6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies**

**Response:**

**Response:- IQAC**

**(A) Prism school of Education (B.Ed) college has adopted quality Management Strategies in academic and administrative aspects. It is geared to promote and ambiance of creativity, innovation**

and improving quality.

(B) The college formulated and establish a members Internal Quality Assurance cell (IQAC) in 2016 so as to respond to the changing educational , social and market demands.

(C) (IQAC) Under the guidance of the Principal monitoring plays important role in the internal quality of Institutional functioning with the support of the faculty, students.,alumna and other members of the society including college management.

The cell makes assessment of different aspects of the functioning of the college and monitors their functioning . IQAC of the college has established various other cells-women's cell, grievance cell and redressal, student council cell

Its Mazor activities include

- Development and application of quality benchmark/ parameters for the various academic and administrative activities of the college.
- Facilitating the creation of a learner – centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement of feedback responses from students, parents and other stakeholders on quality related institutional process.
- Organization of inter and intra program intuitionl work –shops quality enhancement seminars on quality related themes and promotion of quality cycles.
- Documentation of the various programmers/ activities of the college , leading to quality improvement.
- Development of Quality culture.
- Development and maintenance of Institutional data base through MIS for the purpose of maintaining/ landing the institutional quality.

*During the Out Break of pandemic some of the on-line events organized by the IQAC*

Webinar was conducted On 6 August 2020,

The Main Objective of the webinar was”Necessity is the mother of invention, so that the present education system is not only making us self retaint but also connecting us with new technologies and approach. Thus, technology can support transform in many ways.

Webinar very Relevant

Advisory Committee

Mr. Rupesh Kumar Gupta (Chairman)

Mrs. Khyati Sahu (Director)

Dr. Anjana (Principal)

**Key Speaker****Mrs. Rekha Namdeo(Asst. Professor)****Miss. Meenakshi Devi (Asst. Professor)****Mrs Sunita Kumari (Asst. Professor)****Mrs. Uma Devi (Asst. Professor)****Mr. Prakash Kashyap (Asst. Professor)****1. Webinar**

**Webinar was conducted On 1st May 2021,the theme of the webinar was related to the past and present condition of the labor**

**1. Webinar**

**Social,Political,Economical condition of society during pandemic**

*Online Competition were held during covid period*

- 1.Pastor making compaction**
- 2.Quiz Compaction**
- 3.Best talk**
- 4.Song, Poetry, Article and slogan**

- **Training and workshop during training period on teaching learning**

- 1.Training & work –shop**
- 2.How to crate Google class-room**

**IQAC also organized program on Mental and physical health**

**1.COVID Awareness and Post COVID (Webinar)**

**On 17th May 2021 comprehensive COVID Rehab Webinar was organized in collaboration with Prism School of Education with team of Doctors. The man objective webinar was, “ways to deal with post COVID complication “**

**Doctor Mansi Pattewar ,Doctor Tanushree Pitlawar,Dr. Shraddha Dwivedi where the expert doctors who dealed the webinar very failany Question and answer also session also done.**

**2. Breast cancer Day****1.2021 IQAC of prism school of Education**

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

**Response: - Prism school of Education (B.Ed ) college is sensitive to the quality of education as well as to changing educational, social and market demands.**

**The college has IQAC and Academic Advisory committees which assess the performance of the academic programmers approved by it**

**The quality is reflected in result.**

**Feedback and the previous year's results are the benchmark for further improvement.**

**The college makes all out efforts to-**

**\* Ensure adherence to academic calendar with the help of schedule for all activities.**

**Monitors attendance of students and also keeps the students informed (short attendance list)**

- **LCD Projectors have been installed for a better learning process**
- **Weekly test and Assignments are the part of the monitoring system**
- **Evaluating Teaching –learning methodology periodically through student feedback.**
- **Work-shop (Teaching Aid is being done )**
- **Seminar is conducted in each Semester**
- **Model Examination is conducted every semester**
- **Remedial classes are organized as per the requirement and feedback of the students.**
- **Project work is given.**
- **Internet facility Digitalize library.**
- **E-learning Resources has been introduced for B.Ed student (2021-22)**

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	4	4

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

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



File Description	Document
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

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

##### **Response:**

**Response:-**There are several incremental improvements done in the college during five years, The classrooms, seminar, laboratory, playground were increased. Building has been built up by the management reconstruction of canteen area, staircases

**CCTV** - The whole college campus has been wrapped by CCTV cameras, there are 32 CCTV cameras installed in the college during the last five years to ensure the safety and security of the students as well as the college.

**Sound System** – For any work shop, seminar , prayer , program, proper sound system has been installed .

**Canteen facility**-In order to provid proper good tea / coffee and type of program. When External cones college serves the food in hygienic way.

- Proper sick room facility is these
- Ramp & wheel chair facilities
- Play Ground – The college has done a lot of things during the last five years in developing the students play cricket, Handball football volleyball etc. Yoga /meditation room
- Provision of pure water all by installing securely water books and water purifier

**Increase in the computers :-** The number of computer including laptop and disk tap has increased

**Internet facility :** -The whole college campus including the principals room staff room library classroom and all college campus is enabled with wi-fi.

**New campus :-** During the last five years the college has introduced graduation courses B.SC math with computer science and B.SC Bio ,BA with geography poetical science Hindi Literature & sociology . Affiliated to Hemchand Yadav University Durg.

**Digitization on of library :-** Keeping in mind the core value of the library the college library has been changed and transformed from a manual into an automated one while recording the books and

journals KOHA software has been installed ,the version of which is

1. Just by one click any student can know the where about of the books.

Increase in number of books has been done during last five year.

Use of IT facilities in teaching learning process.

The teachers of all subject teach many classes with the help of PPT using different slides made the teachers

Apart from this teacher Principal in seminar /project work based on the syllabus for the understanding of students.

National Seminar: - College has organize national seminar on 23rd & 24th May 2022 on new education policy Topic “ the challenges it present and opportunity and offers

#### **Different other Awareness Programs-**

\* Savchata Abhiya

\* Literacy Program

\* HIV Awareness program

\* Poshan Maah

\* Homeopathic Anti dose (sefty Program )

\* Literacy Program

\* HIV Awareness program

\* Poshan Maah

\* Homeopathic Antidos (sefty Program )

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

**Response:**

**Response :-**

#### **Institution Energy Policy :-**

Keeping these in mind our institution has a stated energy policy streamlining ways of energy conservation. We make cost effective investment to improve the energy infrastructure of our campus.

- The college campus is situated in the mid village with lush green garden and fresh environment.
- The college has been designed to ensure natural light and proper ventilation with big it least require electric lights in day time.
- The college prefers LED light in our campus because LED's use less energy.
- The college encourages greenery by plantation of ever soo plants and maintaining them from last 2 years.
- The college also maintained free from campus, clean lawn which can also be used for plastic outdoor study (in winters).
- The premises have high ceilings & big ventilators which kept it cool in summers , this AC are not ac not preferred to cfc.
- Various plants like medicinal and ornamental plants are planted for promotion for green environment.
- In addition to this, all staff members and students are advised to utilize the natural light as much as possible. and also to switch off the lights, fans and computers when not in use.
- To ensure this, college staffs have been duly assigned the work to check all the rooms during break – time & after the Departure of the students.
- The college currently uses a 5kw generator as a power backup.
- Our college has an Annual Maintenance Contracts for Computers and Photocopier machines that help us obtain periodical services which in turn reduces unwanted wastage of energy.
- Performances of Electrical and electronic equipment are reviewed regularly. Energy consuming and old equipment are replaced as and when they become infeasible to operate. The electrical bills are monitored and surges are analysed and rectified.
- Awareness programmes on Energy conservation are conducted periodically for teaching staff, non-teaching staff and students to increase their responsibility and accountability towards conserving energy.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

#### Response :-

**Waste management policy adopted by the college policy statement -**

The college believes and take measures for clean, green and safe campus. Towards this end the college has developed a clear cut policy of waste management and its disposal. The college also believes in sensitizing and involving the students , teachers and staff in the process of waste management and its disposal.

#### Objectives:-

- 1) To ensure clean green and safe campus.
- 2) To minimize the generation of waste by reusing waste materials.
- 3) To make aware the stake holders regarding the gain of clean, green and safe campus.
- 4) To spread awareness towards clean, green and safe campus.
- 4) To organize the awareness campaign to know environment and how to protect it for sustaining life on earth.

#### Waste Management committee

The college has constituted a waste management committee to meet the objectives of its waste management policy.

Which is as follows :-

Mrs. Khyati Sahu	Director of College
Dr. Anjana	Principal
Dr. Durga Tripathi	IQAC Coordinator
Leena Vashnav	Astt. Prof(Member)
Sitaram	Supervisor
Krishna	Care Taker

**Steps taken by the college**

- 1) The whole campus is cleaned by the staff (4th staff) daily
- 2) The college is also involving students, teachers and staff in maintaining the campus clean, green and safe.
- 3) The waste generated by daily cleaning is dumped in a cover pit.
- 4) E – waste materials are collected separately and sorted for reuse.
- 5) The college adopted a code of conduct for waste management.
- 6) Waste garbage is dumped in a compost pit.
- 7) Dustbins have been installed in different points / corners / rooms of college.
- 8) The gardeners collect dry leaves and twigs that fall on the ground from every day and dump them in a dug pit at the backyard of our college and make them decompose to form fertilizer for the shrubs and plants in our campus.
- 9) The college campus have a Rainwater Harvesting System. Runoff rainwater from roofs and ground is channelized into rechargeable wells located in two locations. This avoids wastage of water and helps to use all purposes.
- 10) Awareness programmes are conducted to educate the student teachers in generating less waste by using ecological products and decreasing the usage of paper and plastic.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.3 Institution waste management practices include**

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

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

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:**

**Response :-**

**Response :-** By enforcing the Prime Minister's "Swachh Bharat Mission" Prism School of Education is always committed to maintaining a clean college environment and sets a good example to students, teachers & other staffs. It encourages learners to pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment.

For cleanliness incredibly work is done, campus is kept clean and neat, No plastic is allow in the campus. If anyone brings any plastic carry bag with lunch then, they are responsible to bring it back.

Pan Masala, gutka and other things are prohibitive in the campus.

Various awareness program is being conducted by the college like -

- Rally – ( To make pollution free environment )
  - Safai Abhiyan - ( By covering 2 to 3 villages )
  - Street play - ( Say No to polythenes )
  - Celebration of Green Day / Earth Day
  - No tobacco day.
  - Tree plantation Day.
- The college has committee both to maintain clean, green and safe campus.
  - All required toiletries have made available and replenished from time to time.
  - The library , which is the hub of knowledge acquisition and learning is kept clean and dust free .The book racks are dusted regularly.
  - Separate bins for disposable materials are available for the convenience of the students.
  - **Rain water harvesting** - In another step towards the preservation of the intricate water tab in the college . Building have been made compatible for rain water harvesting. We are putting positive effort that the rain water harvesting method employed by us will be the guiding light for others.
  - **Utilizing Natural light** - The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. Window glasses are of transparent glass.
  - **Soak pit :-** Soak pit is made for dumping garbage's. Separate Dustbin is used for dry & wet garbage.
  - **Decomposition of organic waste** - All the waste food items and dry leaves are treated in an organic manner, that convert into organic fertilizer & we use it for our gardening & to maintain greenery in our campus.
  - Use of Dustbin in each and every rooms and areas.
  - Use of dust proof chalks in classrooms.
  - Reusable use of water bottles and tea / coffee mugs



File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 3.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	.6	.5	.8	1.2

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

#### Response :-

#### (A). Name of the programme :- Swachchata Abhiyan

#### Category of the programme :- Awareness of cleanliness ( Mahtma Gandhi's vision of a clean India)

Swachchata Abhiyan is a one of the major ?????? of our India run on a National level and encompassed all the towns, rural and urban areas

Our college also put effort in this Abhiyan . Every academic year we choose one near by village for ?????? ????.

As our college is situated in the mid of village and near by many villages are. There we make groups and my teacher is attached with the group many work under this programme is conducted . 2 days our 1 week programme is done .

Our B.ED students with school students clean the school areas, all plastic bags and papers are collected and dumped in dumping areas. Rally is realated to cleanness , Nukkad Natak is also done for awareness.It provides trainee teachers to learn various social responsibility including environment cleanness , Hand wash program was also conducted . During Covid – 19 ( Pandemic) student it self were alert related to Health & hygiene . sanitary napkins / mask were distributed among the village women and children sanitizer and food items were also distributed during 1st Lock down.and 2nd lockdown

Student volunteers are always punctual to do such work.

#### (B) Name of the Program: - Bal Ashram Visit

Category of the Programme :- Socio – economic diversity – the programme was started in 2017 by the college in association with Swami Sujanand Vedic Gurukul Vidhyapeeth situated in 45 kms away from Prism school of Education Mahkakhurd utai.

Due to pandemic in 2020 & 2021 it was not possible to visit the place as area was restricted.

Every year planning is done for the visit. It is one of the major social responsibility. The students of the Bal Ashram belong to very poor families. The sanstha (organization) is run by Shri Ram Janki Ashram Sagni. All the students live in that Ashram and study. Food, lodging & Education is free. Many people help financially to run that Ashram properly. A group of B.ED students visit the Ashram with all the faculty including Principal, sports teacher and one college representative. Collection of some amount is done. Students, Alumni, teachers and management help to donate few things to the children like Books, Copy, Writing materials, Fruits, Biscuits and Sweets are also distributed to students. Small activity is also conducted, patriotic songs, drama is done by our B.ED students. Students of Ashram recite shlok in Sanskrit Language. They also perform Exercise which is taught to them (which is in practice) – Speech and General Knowledge activity is being done.

**(C) Blood Donation Camp :** - Our institution organized blood donation camp in college campus. Near about 25 to 30 donors blood.

The Students generally feel enthusiastic to donate Blood and not only Boys, girls also participate in noble mission Voluntarily. College staff and management Participate in such camps.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Response -**

Prism school of Education is basically a teacher training college running since 2013 . During all through this 9 years we have exhibited various best practices which adds value to human life and support the main cause of the institution. We are very close to village people, and various social activities are related to the village people, women and children.

Our B.Ed trainees including college faculty and management work for different Best Practices.

To showcase two (2) Best Practices which we successfully implemented in our institution.

**Title of the practice:-**

**1. Blood Donation Camp:-**Our institution has organized Blood Donation Camp in the year 2018 and in the year 2019 . Due to pandemic we have taken break and in future we will carry such noble camp as a regular feature'

In 2018 Blood Donation Camp was organized on 16th August (2018) in association with District Blood Bank Durg.

Nearly 25 to 30 dollars donated Blood The students generally feel enthusiastic to donate blood and not even boys but girls ( women ) also participated in this noble mission voluntarily. Besides this, the teachers , principal , management, village people, police officer, CISF Jawan Bank manager of BOI donate Blood.

**Second Blood donation camp was organized in association with HDFC Bank. ( under Blood Donation Drive ) our students, staff, and management donated Blood .**

### **Objectives of the Practice**

**Best practice :- women- Empowerment**

**(1) Title of the practice :-**

**• Women - Empowerment**

**Objectives of the practice :**

**Empowerment includes the action of raising the status of women through education , raising awareness , literacy and training. Women's empowerment is all about equipping and permitting women to make life - determining decisions through the different problems in society.**

**The main objective of this practice is to educate and train the girls in curricular and extracurricular activities coming from different rural areas adjacent to the college there by imparting knowledge and building leadership in them.**

**(2) The Context :-**

**In our college ( B.Ed ) we give preference to girl students of our village mahkakhurd and nearby villages . ( rural area ) as our college is in the mid area of the village. Some girls are socio-economically back-ward. Our management takes half fee from such needy students so that they can complete B.Ed ( teacher- training ) and can get proper placement in Govt. Schools and other schools.**

**Placement Camp is being Organized by our college and ample opportunity is being given to girl students and we send them to another college who organizes such placement drives . one of the main colleges ( Bhilai Maitri College ) provides such an opportunity to our students .**

<b>File Description</b>	<b>Document</b>
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

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

**Response:**

**Response :-**

The vision, mission and objectives of the institution clearly prints towards a value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes farmers, Labours, shop keepers other workers. College is also. Committed to other sections of the society SC/ST/OBC. Other financially poor students. Students from all over Chhattisgarh and other state take admission in our college. They all are from different social & regional back-ground. The college successfully implemented the semester system which was introduced by NCTE and our university (Hemchand Yadav University Durg C.G ) in 2015.

The Focus is on skill development, teaching skill development, Career oriented program, Personality development. Career oriented program is properly organized. Internal as well as External program is being conducted through value added courses.

Special attention is given to weak students ( language problem) students who, come from. Orissa, Jharkhand they have degree in their own medium, some time they fail to understand the content of Syllabus, writing answers and making of lesson plan . Special classes are being taken.

#### **Our college caters to the need of rural students also**

The number of girl students also remain good in college . As number of girl student is more then boys.

The main focus of the institution remain on the betterment and welfare of the girl students woman oriented programs – TEEJ are women day frequently organized, Girl Student itself arranges the program. International Women's Day is celebrated under women's cell. Seminar is being conducted like breast cancer Day , Health and Hygienic program .

The College administration always endeavors to provide girls a good platform to exhibit their talents in different activities in the college. Fine Art teacher looks after the program, various competitions like Rangoli Making mehendi design, craft and art , bridal make-up , Flower decoration , pot making Embroidery , Stitching, making ornaments jewellery, knitting , gardening certificate and prizes are given to them for the safety of the girls, college has appointed one security guard , proper rappa is maintained with the girls , girls common room is so big to make them self easy with proper toilet and bathroom, separate changing room is also provided to girls at the time of functions and all. For internship program.

Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that students are the most essential and

crucial stakeholders and all essential efforts are made to make them professionally and socially competent.

### **Modern teaching method is adopted.**

- Orientation classes by experts
- Well- equipped Laboratous
- Huge / Enrich library with good collection of books, magazines.
- WI-FI campus
- Computer lab with proper computer teacher.
- Opportunity to attend seminar/ to conduct seminar.
- Organizing cultural activity freely.
- Cultural program ( Annual fest ) shikhar is organized program goes for 2 to 3 days. Ample opportunity and good platform is given to the student.

### **They perform Dance , Drama Song , memikri.**

One very attractive and eye catching program that is Le – defile is organized for the whole college. In this personality and talent based program students are being given training by the expert . How to walk and present themselves infront of audience. Mr. & Mrs Prism is selected through this platform.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Additional Information: -

- The growth of the college is an on-going process. There is a constant effort to improve the educational services,for the betterment.
- College is looking forward to joining with other national and international agencies for applying research projects.
- Currently the college is seeking to extend more MOU's with other colleges and schools and special emphasis is given on collaboration with schools and B.Ed colleges.
- Principal focuses on the teaching – learning process and puts high effort to produce morale and good teachers for the society.
- The focus of the institution is to produce value based, professional and globally competent teachers.
- Highly qualified faculty with leadership quality. Some faculty members are pursuing their Ph.D from Hemchand Yadav University and cleared course-work. Three senior faculties are about to submit their PhD thesis. Four faculties are under statue (28) (UGC act) including Principal one faculty (IQAC) coordinator is Ph.D in Psychology and very active faculty, under her guidance other faculty learn many research work(Paper Publication),article writing and PPT presentation)
- Under the guidance of principal 3 candidates are pursuing Ph.D enrolled in Hemchand Yadav University.
- Some faculty members are also involved in setting question papers and valuation of answer sheets given by the university.
- Other faculty member are encouraged to apply for Ph.D(entrance Exam)
- Teachers are the key to implementation of NEP 2020 keeping this in mind; all efforts are being made to prepare students teachers for the successful implementation of NEP 2020 by giving them training in combination of conceptual, practical, personal and social skills that will be needed by the teachers for Transforming ,India, Bharat and re-emerge as Vishwa Guru.
- Regarding the same national seminar““The challenges it presents and opportunities it offers” was organized on the month of 23rd and 24th May 2022.
- Review of the seminar was good. Before that, internal webinars and seminars were conducted in the college.



- Recently project work is given to the B.Ed (Sem II/IV) students related to NEP2020
- The institution is continuously striving to prepare the teacher and student to be more technological friendly.
- Students are taking on-line classes through Swayam and other on-line platforms with the help of experts
- Library is auto-generated (KOHA) more advancement is required for updating of library

## **Concluding Remarks :**

### **Concluding Remarks:**

Prism School of Education (B.Ed) college is renowned as the best teacher education college of Chhattisgarh state, situated in Mahkakhurd, Utai, Bhilai. Affiliated to Hemchand Yadav University Durg. Hemchand Yadav University was established in the year 2015. It is one of the best and leading universities of C.G.

Its main vision is to emerge as a student centric institution of academic excellence providing quality education. Its vision is to serve the people of the state and nation as a major center for preservation, advancement and transmission of Knowledge, College follows.

The college comprises well-furnished buildings, having academic, administrative infrastructure managed by an efficient staff. The premise eloquently supports the quality of its B.Ed programme.

The college takes pride in being a place where students and faculty can pursue knowledge without boundaries.

It is a matter of pride to mention that our students score good marks in all the semesters. Our college is a result oriented college.

The Results of some students are outstanding. They have scored highest marks and one student has bagged 7th position in university merit list (Session 2020-2022)

In recent years, the college has focused on use of ICT in teaching -learning, enhancement of IT facilities.

Activities of Alumni association etc. Placement drive is one of the important activity of our college.

Prism School of Education focused on development of its students not only by imparting equal education in teacher training but also in instilling a sense of self-work and discipline.

The college strives to fulfill its vision and mission by imparting transformative education for the

**whole society.**

**An increasing number of parents admit their daughters in the college basically for equality Education as well as a safe and protective environment for the young girls.**

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li><b>1. Faculty of the institution</b></li> <li><b>2. Head/Principal of the institution</b></li> <li><b>3. Schools including Practice teaching schools</b></li> <li><b>4. Employers</b></li> <li><b>5. Experts</b></li> <li><b>6. Students</b></li> <li><b>7. Alumni</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above            Answer After DVV Verification: D. Any 2 of the above            Remark : Data updated as per supporting documents.</p>
1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Website of the Institution</b></li> <li><b>2. Prospectus</b></li> <li><b>3. Student induction programme</b></li> <li><b>4. Orientation programme for teachers</b></li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: B. Any 3 of the above            Remark : Data updated as per supporting documents.</p>
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p><b>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b></p>

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
70	60	60	50	40

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
70	60	60	50	40

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

- 1. Provision in the Time Table**
- 2. Facilities in the Library**
- 3. Computer lab facilities**

**4. Academic Advice/Guidance**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
177	154	115	78	54

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
177	154	115	78	54

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : Data updated as per supporting documents.

**2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..****2.1.2.1. Number of students enrolled from the reserved categories during last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
77	82	67	50	60

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	39	25	25	27

Remark : Data updated as per supporting documents.

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

	<p>Answer before DVV Verification : As an institutionalized activity in accordance with learner needs</p> <p>Answer After DVV Verification: No Special effort put forth in accordance with learner needs</p>																				
2.3.2	<p><b>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</b></p> <p><b>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>16</td><td>16</td><td>10</td><td>9</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>16</td><td>16</td><td>10</td><td>9</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	16	16	16	10	9	2021-22	2020-21	2019-20	2018-19	2017-18	16	16	16	10	9
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	16	16	10	9																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	16	16	10	9																	
2.3.3	<p><b>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</b></p> <p><b>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</b></p> <p>Answer before DVV Verification : 200</p> <p>Answer after DVV Verification: 200</p>																				
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <p>1. <b>Understanding theory courses</b></p> <p>2. <b>Practice teaching</b></p> <p>3. <b>Internship</b></p> <p>4. <b>Out of class room activities</b></p> <p>5. <b>Biomechanical and Kinesiological activities</b></p> <p>6. <b>Field sports</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : Data updated as per supporting documents.</p>																				
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <p>1. <b>Special lectures by experts</b></p> <p>2. <b>‘Book reading’ &amp; discussion on it</b></p>																				

	<p><b>3. Discussion on recent policies &amp; regulations</b></p> <p><b>4. Teacher presented seminars for benefit of teachers &amp; students</b></p> <p><b>5. Use of media for various aspects of education</b></p> <p><b>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b></p> <p>Answer before DVV Verification : A. Any 5 or more of the above  Answer After DVV Verification: C. Any 3 of the above  Remark : Data updated as per supporting documents</p>
2.4.1	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li><b>1. Organizing Learning (lesson plan)</b></li> <li><b>2. Developing Teaching Competencies</b></li> <li><b>3. Assessment of Learning</b></li> <li><b>4. Technology Use and Integration</b></li> <li><b>5. Organizing Field Visits</b></li> <li><b>6. Conducting Outreach/ Out of Classroom Activities</b></li> <li><b>7. Community Engagement</b></li> <li><b>8. Facilitating Inclusive Education</b></li> <li><b>9. Preparing Individualized Educational Plan(IEP)</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above  Answer After DVV Verification: C. Any 4 or 5 of the above  Remark : Data updated as per supporting documents.</p>
2.4.2	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Formulating learning objectives</b></li> <li><b>2. Content mapping</b></li> <li><b>3. Lesson planning/ Individualized Education Plans (IEP)</b></li> <li><b>4. Identifying varied student abilities</b></li> <li><b>5. Dealing with student diversity in classrooms</b></li> <li><b>6. Visualising differential learning activities according to student needs</b></li> <li><b>7. Addressing inclusiveness</b></li> </ol>

	<p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above  Answer After DVV Verification: C. Any 4 or 5 of the above  Remark : Data updated as per supporting documents.</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li><b>1. Workshop sessions for effective communication</b></li> <li><b>2. Simulated sessions for practicing communication in different situations</b></li> <li><b>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li><b>4. Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: C. Any 2 of the above</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Teacher made written tests essentially based on subject content</b></li> <li><b>2. Observation modes for individual and group activities</b></li> <li><b>3. Performance tests</b></li> <li><b>4. Oral assessment</b></li> <li><b>5. Rating Scales</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any 3 or 4 of the above  Remark : Data updated as per supporting documents.</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li><b>1. Preparation of lesson plans</b></li> <li><b>2. Developing assessment tools for both online and offline learning</b></li> <li><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></li> <li><b>4. Identifying and selecting/ developing online learning resources</b></li> <li><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></li> </ol>



	<p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: D. Any 2 of the above</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. Planning and scheduling academic, cultural and sports events in school</li> <li>2. Planning and execution of community related events</li> <li>3. Building teams and helping them to participate</li> <li>4. Involvement in preparatory arrangements</li> <li>5. Executing/conducting the event</li> </ol> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: D. Any 1 or 2 of the above</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. Library work</li> <li>2. Field exploration</li> <li>3. Hands-on activity</li> <li>4. Preparation of term paper</li> <li>5. Identifying and using the different sources for study</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : Data updated as per supporting documents.</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Mentoring</li> <li>3. Time-table preparation</li> <li>4. Student counseling</li> <li>5. PTA meetings</li> <li>6. Assessment of student learning – home assignments &amp; tests</li> <li>7. Organizing academic and cultural events</li> <li>8. Maintaining documents</li> <li>9. Administrative responsibilities- experience/exposure</li> <li>10. Preparation of progress reports</li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above</p> <p>Answer After DVV Verification: C. Any 4 or 5 of the above</p> <p>Remark : Data updated as per supporting documents.</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. Self</li> <li>2. Peers (fellow interns)</li> <li>3. Teachers / School* Teachers</li> </ol>

	<p>4. Principal / School* Principal</p> <p>5. B.Ed Students / School* Students</p> <p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. Any 2 or 3 of the above</p>
2.4.13	<p><b>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li>1. Effectiveness in class room teaching</li> <li>2. Competency acquired in evaluation process in schools</li> <li>3. Involvement in various activities of schools</li> <li>4. Regularity, initiative and commitment</li> <li>5. Extent of job readiness</li> </ol> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. Any 3 of the above</p> <p>Remark : Data updated as per supporting documents</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Answer before DVV Verification : 169</p> <p>Answer after DVV Verification: 169</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. Display of internal assessment marks before the term end examination</li> <li>2. Timely feedback on individual/group performance</li> <li>3. Provision of improvement opportunities</li> <li>4. Access to tutorial/remedial support</li> <li>5. Provision of answering bilingually</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: A. Any 4 or more of the above</p>
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</p> <p>Answer before DVV Verification : 100</p> <p>Answer after DVV Verification: 100</p>
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p>

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

**3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	8	4	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	8	4	2	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	6	8	16	11

Answer After DVV Verification :

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

Remark : Data updated as per documents provided by the HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
171	183	157	160	123

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
75	75	75	75	75

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	150	100	200	200

Answer After DVV Verification :

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

Remark : HEI has not provided the reports or list of students to verify the data

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	7	5	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	7	5	3

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

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

Answer before DVV Verification : A. All of the above

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

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

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

Answer before DVV Verification : 05

Answer after DVV Verification: 01

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

	Answer before DVV Verification : 16																				
4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p>4.1.3.1. <b>Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>12.23</td><td>24.07</td><td>12.03</td><td>14.36</td><td>36.72</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>12.2</td><td>24</td><td>12</td><td>14.3</td><td>36.7</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	12.23	24.07	12.03	14.36	36.72	2021-22	2020-21	2019-20	2018-19	2017-18	12.2	24	12	14.3	36.7
2021-22	2020-21	2019-20	2018-19	2017-18																	
12.23	24.07	12.03	14.36	36.72																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
12.2	24	12	14.3	36.7																	
4.2.3	<p><b>Institution has subscription for e-resources and has membership/ registration for the following</b></p> <p>1. <b>e-journals</b> 2. <b>e-Shodh Sindhu</b> 3. <b>Shodhganga</b> 4. <b>e-books</b> 5. <b>Databases</b></p> <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
4.2.4	<p><b>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</b></p> <p>4.2.3.1. <b>Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.03250</td><td>0.15140</td><td>0.05928</td><td>2.44859</td><td>1.07410</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.03</td><td>0.1</td><td>0.05</td><td>2.4</td><td>1</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	0.03250	0.15140	0.05928	2.44859	1.07410	2021-22	2020-21	2019-20	2018-19	2017-18	0.03	0.1	0.05	2.4	1
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.03250	0.15140	0.05928	2.44859	1.07410																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.03	0.1	0.05	2.4	1																	
4.2.5	<p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p> <p>4.2.5.1. <b>Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year</b></p>																				

	<p>Answer before DVV Verification : 657 Answer after DVV Verification: 120</p> <p><b>4.2.5.2. Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year</b> Answer before DVV Verification : 623 Answer after DVV Verification: 125</p> <p><b>4.2.5.3. Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year</b> Answer before DVV Verification : 594 Answer after DVV Verification: 114</p> <p><b>4.2.5.4. Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.</b> Answer before DVV Verification : 1151 Answer after DVV Verification: 115</p> <p><b>4.2.5.5. Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.</b> Answer before DVV Verification : 1209 Answer after DVV Verification: 120</p>										
4.2.6	<p><b>Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways</b></p> <p>1. <b>Relevant educational documents are obtained on a regular basis</b> 2. <b>Documents are made available from other libraries on loan</b> 3. <b>Documents are obtained as and when teachers recommend</b> 4. <b>Documents are obtained as gifts to College</b></p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p>										
4.3.4	<p><b>Facilities for e-content development are available in the institution such as</b></p> <p>1. <b>Studio / Live studio</b> 2. <b>Content distribution system</b> 3. <b>Lecture Capturing System (LCS)</b> 4. <b>Teleprompter</b> 5. <b>Editing and graphic unit</b></p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p>										
4.4.1	<p><b>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</b></p> <p>4.4.1.1. <b>Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</b> Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18							

0.48	1.11	2.17	10.41	0.22
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.4	1.1	2.1	10.4	0.2

5.1.1	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. Career and Personal Counseling</li> <li>2. Skill enhancement in academic, technical and organizational aspects</li> <li>3. Communicating with persons of different disabilities: Braille, Sign language and Speech training</li> <li>4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</li> <li>5. E-content development</li> <li>6. Online assessment of learning</li> </ol> <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p>
5.1.2	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li>1. Vehicle Parking</li> <li>2. Common rooms separately for boys and girls</li> <li>3. Recreational facility</li> <li>4. First aid and medical aid</li> <li>5. Transport</li> <li>6. Book bank</li> <li>7. Safe drinking water</li> <li>8. Hostel</li> <li>9. Canteen</li> <li>10. Toilets for girls</li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above</p>
5.1.3	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</li> <li>2. Details of members of grievance redressal committees are available on the institutional website</li> <li>3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</li> <li>4. Provision for students to submit grievances online/offline</li> <li>5. Grievance redressal committee meets on a regular basis</li> </ol>



**6. Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : A. All of the above

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

5.1.4	<p><b>Institution provides additional support to needy students in several ways such as:</b></p> <p><b>1. Monetary help from external sources such as banks</b></p> <p><b>2. Outside accommodation on reasonable rent on shared or individual basis</b></p> <p><b>3. Dean student welfare is appointed and takes care of student welfare</b></p> <p><b>4. Placement Officer is appointed and takes care of the Placement Cell</b></p> <p><b>5. Concession in tuition fees/hostel fees</b></p> <p><b>6. Group insurance (Health/Accident)</b></p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : Data updated as per supporting documents</p>																				
5.2.1	<p><b>Percentage of placement of students as teachers/teacher educators</b></p> <p><b>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>45</td><td>70</td><td>65</td><td>75</td><td>60</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>8</td><td>5</td><td>6</td><td>8</td><td>5</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	45	70	65	75	60	2021-22	2020-21	2019-20	2018-19	2017-18	8	5	6	8	5
2021-22	2020-21	2019-20	2018-19	2017-18																	
45	70	65	75	60																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
8	5	6	8	5																	
5.2.2	<p><b>Percentage of student progression to higher education during the last completed academic year</b></p> <p><b>5.2.2.1. Number of outgoing students progressing from Bachelor to PG.</b> Answer before DVV Verification : 53 Answer after DVV Verification: 4</p> <p><b>5.2.2.2. Number of outgoing students progressing from PG to M.Phil.</b> Answer before DVV Verification : 0</p> <p><b>5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.</b> Answer before DVV Verification : 4 Answer after DVV Verification: 1</p>																				

5.3.2	<p><b>Average number of sports and cultural events organized at the institution during the last five years</b></p> <p><b>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>13</td><td>14</td><td>14</td><td>12</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>13</td><td>14</td><td>14</td><td>12</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	15	13	14	14	12	2021-22	2020-21	2019-20	2018-19	2017-18	15	13	14	14	12
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	13	14	14	12																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	13	14	14	12																	
5.4.2	<p><b>Alumni has an active role in the regular institutional functioning such as</b></p> <ol style="list-style-type: none"><li><b>Motivating the freshly enrolled students</b></li><li><b>Involvement in the in-house curriculum development</b></li><li><b>Organization of various activities other than class room activities</b></li><li><b>Support to curriculum delivery</b></li><li><b>Student mentoring</b></li><li><b>Financial contribution</b></li><li><b>Placement advice and support</b></li></ol> <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Data updated as per supporting documents</p>																				
5.4.3	<p><b>Number of meetings of Alumni Association held during the last five years</b></p> <p><b>5.4.3.1. Number of meetings of Alumni Association held during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5</td><td>4</td><td>4</td><td>3</td><td>6</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5</td><td>4</td><td>4</td><td>3</td><td>6</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	5	4	4	3	6	2021-22	2020-21	2019-20	2018-19	2017-18	5	4	4	3	6
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	4	4	3	6																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	4	4	3	6																	

6.2.3	<p><b>Implementation of e-governance are in the following areas of operation</b></p> <p>1. <b>Planning and Development</b> 2. <b>Administration</b> 3. <b>Finance and Accounts</b> 4. <b>Student Admission and Support</b> 5. <b>Examination System</b> 6. <b>Biometric / digital attendance for staff</b> 7. <b>Biometric / digital attendance for students</b></p> <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Data updated as per supporting documents.</p>																				
6.3.2	<p><b>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</b></p> <p><b>6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>15</td><td>12</td><td>10</td><td>6</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>6</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	15	15	12	10	6	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	2	2	6
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	15	12	10	6																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	2	2	6																	
6.3.3	<p><b>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.</b></p> <p><b>6.3.3.1. Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>11</td><td>10</td><td>10</td><td>16</td><td>13</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2</td><td>3</td><td>2</td><td>2</td><td>4</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	11	10	10	16	13	2021-22	2020-21	2019-20	2018-19	2017-18	2	3	2	2	4
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	10	10	16	13																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	3	2	2	4																	
6.3.4	<p><b>Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term</b></p>																				

**Course and any other similar programmes**

**6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	5	2	4

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	15	14	17	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	4	4

**6.5.4 Institution engages in several quality initiatives such as**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

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

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

Remark : Data updated as per supporting documents.

7.1.6

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Answer before DVV Verification : A. All of the above

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

Remark : Data updated as per supporting documents.

7.1.7

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.09	.61	.56	.88	1.29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	.6	.5	.8	1.2

7.1.9	<p><b>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</b></p> <ol style="list-style-type: none"> <li>1. Code of Conduct is displayed on the institution's website</li> <li>2. Students and teachers are oriented about the Code of Conduct</li> <li>3. There is a committee to monitor adherence to the Code of Conduct</li> <li>4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically</li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : Data updated as per supporting documents.</p>
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## 2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>200</td><td>199</td><td>198</td><td>177</td><td>148</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>200</td><td>199</td><td>198</td><td>177</td><td>148</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	200	199	198	177	148	2021-22	2020-21	2019-20	2018-19	2017-18	200	199	198	177	148
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	199	198	177	148																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	199	198	177	148																	
1.2	<p><b>Number of seats sanctioned year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	100	100	100	100	100	2021-22	2020-21	2019-20	2018-19	2017-18	100	100	100	100	100
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	100	100	100	100																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	100	100	100	100																	
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>56</td><td>56</td><td>56</td><td>56</td><td>56</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	56	56	56	56	56										
2021-22	2020-21	2019-20	2018-19	2017-18																	
56	56	56	56	56																	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	46	46	46	46

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69.57	49.39	31.30	47.44	1.97

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12.6	25.1	14.1	24.7	36.9