



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

PRISM SCHOOL OF EDUCATION

- Name of the Head of the institution

DR. ANJANA

- Designation

PRINCIPAL

- Does the institution function from its own campus?

Yes

- Alternate phone No.

6263856665

- Mobile No:

7000047549

- Registered e-mail ID (Principal)

psebhilai@gmail.com

- Alternate Email ID

admpsbe@gmail.com

- Address

PRISM SCHOOL OF EDUCATION, KHASRA
NO.207,211 MAHKAKHURD, UTAI,
GANIYARI ROAD, UTAI, BHILAI

- City/Town

BHILAI

- State/UT

CHHATTISGARH

- Pin Code

491107

2. Institutional status

- Teacher Education/ Special Education/Physical Education:

Teacher Education

- Type of Institution

Co-education

- Location **Rural**
- Financial Status **Self-financing**
- Name of the Affiliating University **HEMCHAND YADAV UNIVERSITY, DURG**
- Name of the IQAC Co-ordinator/Director **DR. DURGA TRIPATHI**
- Phone No. **9516967556**
- Alternate phone No.(IQAC) **9617896123**
- Mobile (IQAC) **7000047549**
- IQAC e-mail address **prismiqac@gmail.com**
- Alternate e-mail address (IQAC) **psebhilai@gmail.com**

3.Website address

<http://www.prismschoolofeducation.ac.in/>

- Web-link of the AQAR: (Previous Academic Year)

[nil](#)

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.prismschoolofeducation.ac.in/https://www.prismschoolofeducation.ac.in/admin/disclosuredocuments/AOAR--academic-calendar-1702537581.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.57	2023	12/10/2023	11/10/2028

6.Date of Establishment of IQAC

16/08/2016

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	Nil	00

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

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

9. No. of IQAC meetings held during the year **5**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

1) ARRANGED STUDENT DEVELOPMENT PROGRAM AS WELL AS FACULTY DEVELOPMENT PROGRAM. 2) PREPARATION OF NAAC VISIT. 3) DOCUMENTATIONS. 4) VALUE ADDED COURSES 5) SELF STUDY COURSES. 6) SOCIAL ACTIVITIES.

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

Plan of Action	Achievements/Outcomes
Workshop was conducted for students and faculties to prepare E-content materials.	Excellent work was done by the students and teachers. They prepared E-content materials related to seminar, projects and for micro-teaching.
State level open placement campus were organised by the college.	Number of aspirants from various parts of Chhattisgarh and near by college attended the campus interview and many of them were selected.
National Seminar with the topic	Brilliant paper presentations were done by the delegates, panel discussions and feedback sessions were conducted.
Strong Mentor- Mentee process were done.	Complete feedback process was done in each and every aspect of academic and non-academic part.
SSR as well as DVV was uploaded in the NAAC portal and NAAC peer team visit preparation was done,	Preparation was fully energetic, proper documentations were done and other relevant and necessary preparations were done by the college under IQAC.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
GOVERNING BODY (NOMINATED MEMBERS BY UNIVERSITY)	14/10/2023

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	PRISM SCHOOL OF EDUCATION
• Name of the Head of the institution	DR. ANJANA
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	6263856665
• Mobile No:	7000047549
• Registered e-mail ID (Principal)	psebhilai@gmail.com
• Alternate Email ID	admpsbe@gmail.com
• Address	PRISM SCHOOL OF EDUCATION, KHASRA NO.207,211 MAHKAKHURD, UTAI, GANIYARI ROAD, UTAI, BHILAI
• City/Town	BHILAI
• State/UT	CHHATTISGARH
• Pin Code	491107
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Self-financing

• Name of the Affiliating University	HEMCHAND YADAV UNIVERSITY, DURG				
• Name of the IQAC Co-ordinator/Director	DR. DURGA TRIPATHI				
• Phone No.	9516967556				
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• Mobile (IQAC)	7000047549				
• IQAC e-mail address	prismiqac@gmail.com				
• Alternate e-mail address (IQAC)	psebhilai@gmail.com				
3.Website address	http://www.prismschoolofeducation.ac.in/				
• Web-link of the AQAR: (Previous Academic Year)	nil				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.prismschoolofeducation.ac.in/https://www.prismschoolofeducation.ac.in/admin/disclosure_documents/AQAR--academic-calendar-1702537581.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.57	2023	12/10/2023	11/10/2028
6.Date of Establishment of IQAC			16/08/2016		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	Nil	00	
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Strong Mentor- Mentee process were done.	Complete feed-back process were done in each and every aspect of academic and non- academic part.
SSR as well as DVV was uploaded in the NAAC portal and NAAC peer team visit preparation was done,	Preparation was fully energetic proper documentations were done and other relevant and necessary preparation were done by the college under IQAC.
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
GOVERNING BODY (NOMINATED MEMBERS BY UNIVERSITY)	14/10/2023
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2023	16/01/2023

15.Multidisciplinary / interdisciplinary

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. The BEd curriculum is framed integrating humanities and services. The practicum component- m Experimental Psychology has experiments that are done by students of both humanities and science groups with the help of tools and test papers practical are done. For evaluation and assessment students are also made to prepare achievement test when they are in Internship program is the excellent approaches for the B.Ed students to meet with real class-room situation. School observation and making Reflective Diary changes various perception of teaching- learning method value added as well as self study courses gives them to learn many such specific things which is useful for teaching profession. There are also projects in the areas of community engagement and services like best out of waste. health and hygiene program is conducted survey-rally are the main and relevant part of the B.Ed course. By such activities students are being evaluated and assessed social work with the near by village "Indu" program is conducted for the literate and neo-literate women's of the village to enhance their skill and energy. Guidance and counseling are also given toward attainment of a holistic and multidisciplinary education .our institute conducts work-shop, for perspective teachers in-service teachers to find solutions to society's most pressing issues and challenges. as we have understood the importance of giving multidisciplinary groups in the year 2017 We have enough space for Arts and Science college which is established in 2020 and we are looking forward to an integrated B.Ed course.

16.Academic bank of credits (ABC):

Prism School of Education is a B.Ed college affiliated to Hemchand Yadav University. The entire syllabus and exam pattern is designed by the university itself. There was no provision of (ABC) during all previous session. From 2023 onwards new students are setting enrolled through digital locker for (ABC).

17.Skill development:

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 gives training to 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 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

18.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. Appropriate integration of Indian Knowledge System (teaching in Indian language, culture using online course. Our students are taken for field trips and Educational Tours to places of historical importance which helps our students to understand our culture, religious places, dam, temples, different schools to know work culture, Indian culture in their teaching-learning process.

19.Focus on Outcome based education (OBE):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 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 200 skillful teachers are prepared every year .It has maintained the legacy of strong commitment. The monitoring system in our college is useful to analyze the attainment level and take steps to increase the attainment. The Outcome Based Education approach is an affective instrument to sustain quality in academic activities.

20.Distance education/online education:

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 where 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. The college organized much online training for the faculty of colleges to equip them with necessary skills required for handling on-line classes. It also extended such virtual training for school teachers. The college has set-up a video recording studio (Room) in 2021 to provide hands on-training for student teachers on creating video- lessons for both blended learning and on-line learning.

Extended Profile

1.Student

2.1

Number of students on roll during the year

200

File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	46
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	100
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	98
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	100
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	49.19
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	50
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	19
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	17
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Response</p> <p>The college is affiliated to Hemchand Yadav University and follows the university's curriculum. It is recognized as a premier institute of learning, emphasizing academic excellence. The college prepares an academic schedule for each session based on the university's calendar. An active plan is formulated to effectively implement the curriculum, overseen by an Academic Advisory Committee chaired by the Principal.</p> <ul style="list-style-type: none"> • This committee develops policies and strategies for successful curriculum implementation. • The prospectus provides details on specific courses, evaluation procedures, and class timetables. Faculty members are assigned papers/subjects based on their qualifications, specializations, experience, and performance. • They are encouraged to prepare a plan for each semester in advance to ensure timely completion of courses. 	

- Continuous evaluation is conducted through tests and internal assessments. Model exams are held to practice important questions and improve performance.
- Additional classes are provided for students with poor academic performance. Laboratories are replenished annually to meet curriculum requirements.
- Classroom teaching is supplemented with seminars, workshops, guest lectures, and field trips.
- ICT-based training, including YouTube-assisted learning and interactive methods, are incorporated for effective communication and learner-centric teaching.
- The college organizes inter-house competitions, exhibitions, and participation in inter-college events.
- Attendance records, awards, and student progress are maintained by teachers, and defaulters are warned through letters sent to their parents.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://sites.google.com/view/pseagar/criterion-1/1-1-curricular-aspects/1-1-3
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

12

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://sites.google.com/view/pseagar/criterion-1/1-2-academic-flexibility/1-2-1

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

5

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

5

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

200

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

221	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File
1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
95	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
95	

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

1.3 - Curriculum Enrichment

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

Prism School of Education is a teacher training college established in 2013, with an intake capacity of 100 students. Located in Mahakakhurd village, the college provides a conducive learning environment and offers various opportunities for students to acquire and demonstrate knowledge throughout the syllabus. The college follows a semester-wise plan.

Subjects and co-curricular events are organized according to the University academic calendar. Regular classroom teaching is supplemented with curriculum enrichment activities, and the teaching and learning process is continuously monitored by the academic head and other staff members. Weekly tests are conducted, with questions displayed in advance. The evaluation done by college examination. Micro teaching and skill development instructions are used as advanced pedagogical methods. The college maintains records and assigns questions for assignments twice per semester. Student performance is evaluated during counseling and orientation. Seminars, workshops, and important day celebrations are conducted to enhance students' ethical and moral values. The college also organizes an annual sports day, along with regular yoga, meditation, and physical training sessions. Internal competitions are held on campus, and students participate in inter-college quiz and science competitions. Morning assemblies are

conducted. Daily attendance is taken, and attendance registers are maintained on a semester-wise basis.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Prism School of Education, a B.Ed college, which provide education course We aim to empower our society and the next generation with strength, new ideas, and effective development strategies. Our curriculum includes value-based education awareness programs, celebrations of important days, and co-curricular activities aligned with the syllabus provided by Hemchand Yadav University Durg for each semester (I, II, III, IV). We firmly believe that education is a powerful tool for changing the world, and our institution endeavors to provide students with valuable information and foster their familiarity with school and work environments.. They establish strong communication and relationships with students, ensuring their holistic development. Our morning assemblies incorporate prayers, talks, news reading. We covers theoretical aspect. Students gain knowledge of psychology, through pedagogy and related subjects. They are also exposed to different educational syllabi, such as those of State boards, CBSE, and ISC, enabling them to evaluate students' learning through diverse art education approaches. Students are encouraged to create their own Lesson plans and project work based on their knowledge. Internship programs provide practical training in micro-teaching, classroom teaching, and peer group teaching, equipping student teachers with essential skills. Our curriculum aligns with NCERT and CG board syllabi.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Prism School of Education (B.Ed) college offers a comprehensive curriculum aimed at developing students' understanding in various aspects of education. This includes an overview of prevalent learning disabilities, guidance and counseling, instructional objectives, teaching methods and techniques, evaluation procedures, test planning, action research, diagnostic tests, enrichment programs for gifted students, and remedial programs for slow learners. The college organizes assembly and quiz programs, sports activities, celebrations of important days, and other events to provide a holistic education experience. The morning assembly focuses on spiritual, social, cultural, and patriotic aspects, while theoretical and practical aspects are given equal importance. The syllabus is designed to meet the expectations of teaching and learning development. In addition to core subjects and pedagogy, elective papers are offered for self-development and professionalism. Students engage in various activities such as writing articles, maintaining self-reflective diaries, designing innovative lesson plans, organizing programs, attending seminars, and presenting seminars. They also gain practical experience by teaching in allotted schools and undergoing weekly tests and model exams to enhance their writing capacity. Completing the B.Ed course equips students with the necessary qualifications to become teachers and appear in government teacher competitive exams. The course prepare them for successful careers.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

200

2.1.1.1 - Number of students enrolled during the year

200

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

46

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

46

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

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

5

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

5

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

In the B.Ed. program, students' knowledge, needs, and skills are assessed before the teaching program begins. To qualify for admission, students must pass the C.G. B.Ed. combined exam conducted by vyapam C.G. govt. The college releases a merit list based on the entrance exam results, and students approach the college for admission. The college verifies documents, conducts counseling, and takes necessary steps for the admission process. This includes providing sitting arrangements, counseling on fee payment, and conducting induction programs and orientation sessions. Evaluations like weekly tests, assignments, and project mentoring are conducted to assess subject-wise performance and professional skill development. Special attention is given to intellectual engagement, academic performance, and overall outcomes. Different approaches are adopted for students with different backgrounds, including additional support for those facing language challenges. English medium instruction is chosen, with support provided to improve English proficiency. The institute focuses on developing teaching skills, communication skills, ICT skills, and digital tool usage. Computer literacy training, including PowerPoint creation and internet research, is provided. The institute promotes a democratic environment, encourages co-curricular activities, and offers value-added courses. Bright students are given additional projects, seminars, and leadership opportunities. Sports, yoga, and meditation are integrated into the syllabus. Teaching skills are assessed through observation, and additional training and support are provided as needed.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	All of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

16

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

In Prism School of Education, the teaching-learning process follows a student-centric approach. Each class has duration of one hour, during which teachers have the freedom to effectively manage and conduct the classes. The students are encouraged to actively participate in the learning process and interact with their teachers, creating a fruitful and engaging learning environment. The teachers employ various methods such as experiential learning, participative learning, and problem-solving methodologies.

Experiential learning is utilized by providing real-life examples

and practical experiences to explain the topics being taught. This approach captures the students' attention and generates interest in the subject matter. Participative learning involves the active involvement of all students and their teachers. Before delving into the main topic, questions are posed to encourage individual opinions, further engaging the students.

Problem-solving methodologies are also employed, where teachers assess students' understanding through short questions and provide sample question papers similar to those in university exams. Students are encouraged to ask questions to clarify their doubts. In the current online mode of teaching due to the COVID-19 pandemic, teachers are utilizing platforms like Google Classroom, Google Meet, and Zoom to conduct classes and create discussion groups for students to communicate their concerns with teachers.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

16

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/MjM5NzU0Nzk4MzA0
Any other relevant information	View File

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

200

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.youtube.com/watch?v=Iq1o0XBGbQ Q
Any other relevant information	View File

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

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.

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.

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.

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

<p>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p>	<p>Five/Six of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

The institution wholeheartedly creates a teaching-learning environment that nurtures creativity, innovation, intellectual skills, critical thinking, empathy, and life skills to fulfill students' needs.

Every year, students participate in a 3-day village camp where they engage in academic, sports, and cultural activities, as well as service-oriented tasks like cleaning, counseling, and organizing awareness rallies. This experience exposes them to rural life, fosters independence, and enhances problem-solving skills in a resource-limited environment.

Some of our faculty members are pursuing P.hD. Our senior faculty organizes activities every Saturday, including research presentations, discussions, and involving B Ed students in research tasks, fostering a research attitude among students. The college also offers induction programs, morning assemblies, field trips, social activities, competitions, an e-library, and Wi-Fi access for academic enrichment.

The college organizes various co-curricular activities throughout the year, including orientation, competitions, celebrations, sports events, and cultural activities. These activities play a crucial role in shaping the students' personality and engaging them in active learning.

Extension activities such as pottery, art, paper work, mask making, and computer work (creating presentations) are offered to students. These activities provide benefits like a broader outlook on society, active participation, teamwork, time management,

personality development, and teaching competence through practice teaching.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP)

Eight /Nine of the above

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

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning

Four of the above

suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

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

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

Four of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and

Four of the above

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

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Our college recognizes the significance of internship programs for student teachers in their training. Following the guidelines set by the NCTE, our students participate in a 16-week teaching program in schools, along with a 28-day observation program during

the second semester, with permission from the District Education Officer .

The process begins with our college sending request letters to the DEO, seeking permission and school allotments for the internship programs. The internship consists of observation and teaching components, carried out in allocated schools. This period allows them to develop their teaching skills through micro-teaching, pedagogical analysis, and mini teaching works within their peer group. The school experience or internship phase involves delivering lesson plans in different schools. They actively participate in organizing co-curricular activities and are treated as regular teachers during their stay.

The procedural steps for school allotment include discussions between the principal, school heads, and student teachers to consider preferences. An allotment list is sent to the school heads through the group leader, allowing for prior discussions and adjustments to the timetable. Before commencing their internships, interactive sessions are held with the principal and faculty members to provide further guidance and support.

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

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

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments &

Three/Four of the above

tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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

Prism School of Education (B.Ed College) implements effective monitoring mechanisms during practice teaching sessions conducted in various government schools and one public school. Prior to the internship, trainees receive proper training and are allocated to different schools for their training stages. During practice teaching, two to three lessons per day are delivered, with teacher educators from the college, preferably subject experts, checking and approving the lesson plans beforehand. The student-teachers then deliver the approved lesson plans, with 60 to 80 percent of the lessons being observed by faculty members. On-the-spot feedback is provided to the student-teachers through remarks in the lesson plan book and subsequent discussions. The observation and feedback process is comprehensive and continuous, adhering to the guidelines of the N.C.T.E and Hemchand Yadav University. Each pupil teacher gives a total of 60-80 lessons during the entire practice teaching course, with a maximum of two lessons per day. Monitoring is conducted by teacher educators, who also observe lessons during simulation and field teaching. Feedback is provided through evaluation forms, immediate feedback to the pupil teachers, and peer observation. The details of practice teaching are recorded, including lesson plans, mentor feedback, and

signatures from college supervisors.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	Two of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Three of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality**2.5.1 - Number of fulltime teachers against sanctioned posts during the year****19**

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**2**

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

2.5.3 - Number of teaching experience of full time teachers for the during the year**126****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****126**

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.

In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Teachers play a vital role in the success of any educational institution, and Prism Institution recognizes this importance. The institution prioritizes the professional development of its teachers, with several faculty members currently enrolled in the Ph.D. program at Hemchand Yadav University Durg. These teachers actively contribute to the academic community by writing theses and articles for seminars and webinars, with many of them having successfully published papers in reputable platforms. Prism Institution also supports the academic growth of its teachers by organizing seminars, workshops, webinars, and special lectures. The principal, has pursued further academic qualifications and encourages faculty members to do the same. Teachers engage in discussions on educational topics in the staff room and are granted study leave to further their knowledge and skills. Teachers at Prism Institution focus on personal, professional, and social development. They participate in certificate courses, national and international seminars, and webinars to enhance their skills.

The institution ensures transparency by providing access to information on academic and administrative performance through notice boards, registers, interactions with the managing committee, teaching and non-teaching staff, and personal meetings with the principal. The library serves as a valuable resource for teachers to update themselves and enrich their knowledge.

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

2.6 - Evaluation Process

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

Prism School of Education follows the academic schedule provided by Hemchand Yadav University for Continuous Internal Evaluation System. The schedule includes syllabus completion dates, internal exam timetables, and various tests and assignments conducted by teachers. Students face university exams twice a year, along with weekly tests and surprise tests. The university curriculum covers

project work and relevant topics. Theory exams contribute 80% to the final marks, while the remaining 20% is based on assessments such as weekly tests, assignments, seminars, and projects. Model exams and previous year question papers are provided for practice. The evaluation marks are recorded and displayed in the department. The time-tables for external exams are communicated to students in advance. Preparatory exams are conducted before university exams, and remedial classes are offered for students struggling with English. Assignments are given regularly, and teachers provide guidance on writing appropriate answers. The college academic committee ensures regular monitoring of the process.

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

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

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

The B.Ed course at the college includes university examinations, model examinations, and weekly class tests. It consists of four semesters with 12 theory papers worth 1200 marks, practical papers for internal assessment, and a 28-day internship program in the second semester.

The college conducts model examinations with set question papers, following a prepared timetable. Students who miss the exam are given a second chance, and checked answer copies are provided for verification. Class tests, or weekly tests, assess students' day-to-day performance, including regularity, performance, viva, and record submission. Evaluation is done by appointed teachers/mentors/supervisors.

The college has a transparent grievance redressal system for both university and internal exams. Students can apply for answer script review or re-evaluation at Hemchand Yadav University, while the internal assessment process follows transparent criteria directed by the principal.

At the start of each semester, an induction/orientation program informs students about assessment components. Internal assessment test schedules follow university guidelines and are communicated in advance. Model tests include question paper setting, timely exams, answer copy checking, and marking. Unsatisfied students can approach the principal with a written application for evaluation concerns.

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

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

The institution follows an academic calendar for the conduct of internal evaluation. This calendar is prepared by the academic monitoring cell to ensure better engagement of students and faculty members. Throughout the session, we strictly adhere to the academic calendar for all activities both inside and outside the campus. Faculty members are responsible for managing the academic calendar to ensure the completion of the course. The calendar

covers major activities of the academic year, such as the start of the course, induction classes, regular classes, cultural and sports activities, social camps, internships, model exams, and final exams. Emphasis is given to induction programs and orientation classes in each semester. We engage all students according to the schedule provided by the academic calendar, dividing classes into sections for common theory papers, and arranging only one class for pedagogy and other elective subjects. The syllabus is provided by the university, and teachers prepare their own diaries accordingly. The management plays a prominent role, providing valuable suggestions for academic planning and other activities. Hemchand Yadav University, also releases an academic calendar each year, which we implement for internal and final exams. Continuous internal evaluations are conducted in accordance with the academic calendar.

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

2.7 - Student Performance and Learning Outcomes

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

The B.Ed course aims to develop content competency in students, including knowledge of foundation and methodology, teaching practices, and teaching methods. Students also gain an understanding of the paradigm shift in school curriculum and acquire competencies for organizing learning experiences. Project work helps them apply practical skills. Feedback from students and stakeholders is collected to assess resource quality. After graduation, students pursue careers in government and private schools, higher education, and successfully qualify for exams like NET, SET, TET, and CTET.

The institution employs various methods to evaluate program outcomes, program-specific outcomes (PLOs), and course outcomes (CLOs). Continuous evaluations include weekly tests and model exams to assess immediate understanding. Tutorials and assignments are conducted by specialized teachers to enhance learning. Interviews, counseling sessions, seminars, and feedback sessions are also organized.

The college uses seminars, extra-curricular activities, paper presentations, and determination interviews to measure the attainment of PLOs and CLOs. Project work and a mix of teaching methods are used to deliver the university curriculum effectively. The college aims to create capable teachers who can serve society and earn a decent living, develop aptitude and personality for teaching, and provide a culture of self-learning and overall learning.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

The college offers a well-structured B.Ed program with clearly defined outcomes that align with the course learning outcomes. Data on program and course learning outcomes are collected and evaluated systematically to identify barriers to learning and drive improvements. Various assessment methods such as seminars, group discussions, and assignments are used to measure students' learning outcomes and address learning obstacles. Feedback from students is collected to assess faculty performance and identify areas for improvement. The college employs several strategies to ensure students and staff are aware of the learning outcomes. Teachers incorporate learning activities that encourage students to analyze their own learning outcomes. The principal, along with teachers and management, thoroughly analyzes the results of each academic year. Meritorious students are recognized and their

achievements are prominently displayed to motivate other learners. Cultural and other event winners are rewarded, and the importance of developing an all-round personality is communicated to students. Assessment approaches include summative assessments, which measure student performance at the end of a unit or course and contribute to individual grades. Formative assessments provide feedback to students on their performance, helping them improve. This feedback can be given face-to-face during office hours or through written comments on assignments.

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

2.7.4 - Performance of outgoing students in internal assessment

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

79

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

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

In our B.Ed training programme, we admit students from various disciplines, which poses a challenge for faculty members in assessing them. Our college follows the assessment mechanism regulated by NCTE and Hemchand Yadav University Durg C.G. The programme is divided into theory (1200 marks) and practical (500

marks), with internal assessment contributing 220 marks to theory papers.

Throughout the session, we assess trainee teachers through monthly tasks, including activities like speeches, poetry, drama, art and craft, teaching aid creation, presentations, seminars, projects, weekly tests, and assignments. We also organize outreach activities such as picnics, tours, visits to Bal Ashram, and village surveys to develop leadership qualities, personality, time management, teamwork, and participation.

Sports events, annual functions, seminars, national seminars, placement work, and school attachments are conducted to enhance these qualities. Students follow the academic calendar and experience significant changes in behavior, personality development, teaching proficiency, multitasking abilities, communication skills, and learning capabilities upon completing the B.Ed programme.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://sites.google.com/view/pseaqr/criterion-2/2-8>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

2

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming,

All of the above

think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

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

3.2 - Research Publications

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

1

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

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

16

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

3.3 - Outreach Activities

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

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

15

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

170

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

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

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

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

5

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

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

All of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

1. **Classrooms and Teaching - Learning Facilities :-** 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 18classrooms. The college gives top most priority in teaching learning evaluation. Two seminar hall one big enough (multipurpose hall) for every activites 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. **Psychology Lab :-** The Psychology lab is well equipped with materials (Psychology Practical materials) which is essential for B.Ed. students. .

3. **Computer and Internet Faculties: --** The college is a wi-fi enabled campus. The campus lab has 40 computers. computer in 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 haring e-learning facilities. There are 2 classrooms where projectors are installed. In this classrooms. PowerPoint presentation can be made.

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://sites.google.com/view/pseagar/criterion-4/4-1-physical-facilities/4-1-2
Any other relevant information	View File

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

4,863,237.99

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

4.2 - Library as a Learning Resource

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

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 then 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	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://sites.google.com/view/pseagar/criterion-4/4-2-library-as-a-learning-resource/4-2-1
Any other relevant information	View File

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

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.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

4,06,030

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

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

348

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://sites.google.com/view/pseagar/criterion-4/4-2-library-as-a-learning-resource/4-2-5
Any other relevant information	View File

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

Three of the above

as gifts to College	
File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File
4.3 - ICT Infrastructure	
4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words	
(Institution updates its ICT facilities including Wi-Fi)	
<ul style="list-style-type: none"> • 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 Page 87/159 27-07-2023 01:45:48 Self Study Report of PRISM SCHOOL OF EDUCATION having 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. • Computer lab is well equipped with branded PC's ad 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. 	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year**5:1**

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

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

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=Vu7Nwsna9eM
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=dk6oqUCGNy0
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

7,62,086

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

1.CAMPUS -The college is plastic free campus. Campus cleaning and maintaining the available green cover is a part of education and training. Other supportive staff plays a major role in maintaining the campus environment friendly.

2.LABORATORY- Stock register is maintained Broken and used items are dumped in dustbin required items are purchased.

3.CLASS-ROOMS- New table benches are purchased and broken chairs are

repaired.

4.LIBRARY- New books are purchased as per the requirement. Time to time insecticides are spread to control the library from pests and insects. Daily Book shelves are kept tidy and book issue register is maintained. Updation of stock verification process is done.

5.SPORTS-ROOM- All the sports items are kept properly. Issued and used balls and other kits are kept clean in Rack-proper maintenance and new items are purchased, stock register is checked fortnight.

6.COMPUTER- Computer Room maintained properly. Daily dusting is done. Users, cable data and internet connectivity is checked. Antivirus soft ware is installed.

7.ANNUAL MAINTENANCE- Maintenance is done properly of each items of lab, library and other resources printer, UPS inverter, generator, CCTV, Biometric durces are maintend.

8.UTILIZATION- Students and staffs are made aware of all the facilities of the college and encouraged to utilized team properly with precautions.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.prismschoolofeducation.ac.in/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

assessment of learning	
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
31	18

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

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

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

33

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

35

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

Response:

Prism School of Education is a B Ed college Course duration is 2 years Various Cells and committee work for the student welfare. Student welfare council is one of the prime Cell of the college. It is well-Organized and work democratically. Members of the council is the Principal, senior teachers , sports teacher and students including Management. Belated Students from each Semester posts are events CR of the Class and other office bearers works effectively Council member look after the grievance and redressal Cell ,Anti-Ragging cell. Women's cell placement Cell, each member not only looks the matter of grievances ,they actually guide and mentor the other students in academic part , competitive Examination (preparation) Resolves many problems of the junior they become the volunteers within in many events like sport and cultural, seminar act. Disciplinary action may be taken by the CR and one is found .meeting is conducted and recorded.

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

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

25

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

5.4 - Alumni Engagement

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

The alumni members of prism school of education are very active. The alumni role is very prominent in each and every activity of the college. They are invited on all functions. The alumni members provide training and mentoring to our fresher's students. Financial support is provided by the Alumni, time to time. Dancing social services (community activity), they donate writing materials and gifts for winners. Some Amount is collected by Alumni Representative from other Alumni Members and the collected amount is need for donation (BAL Ashram). They contribute for the needy B Ed Students when they are in a financial crisis. Many Alumni are placed in good private school, whenever any advertisement regarding recruitment occur they send it immediately in our Alumni groups. one of the Alumni Mr. Sabyasachi Sarkar working as a vice principal at Indus public school Bilaspur offers good position to science students with handsome salary, many are recruited there. Mr. Kamal Narayan(alumni) is a professional folk dancer ,every fort-night he come and trained the students for dance performance ,and not only he prepares the students he also without any hesitation performs his dance during national seminar. Parvati Sahu a leading and Experience school teacher and a very active alumni sher comes to mentor and guide our students in various aspect she is also a good, yoga trainer and helps in taking yoga & meditation classes.

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

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

07

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

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 organized 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 helps them in being responsible. The alumni association also takes 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	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Top management of PRISM is comprising of the principal and the management of the governing society. The top management believes in egalitarian structure were in they work hand in hand with the senior teachers and staff of the institute for the development of the institute. Bottoms up approach is followed in formulation of the strategy of institute. One of the main themes of the strategy formation is to decentralize the power and the responsibilities. Top management lead by example and works more like a coach and mentor. When senior faculties and other members of institute are part of decision making and implementation, they feel involvement and achievement. Risk taking is encouraged in the institute and failures are never punished, rather they are analysed jointly for

improvement. Students are integral part of formulating strategy at lower level and are given key responsibilities in various activities of the institute by forming committees.

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

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

The whole organisation is structured according to various functions like academics, administration, finance and accounts and IQAC, i.e. quality function. Further all these departments are subdivided according to various activities like academics again is subdivided in Curriculum planning and implementation, Training and placement, Admissions and University Coordination, Faculty development and research, Students counselling and Grievance handling, Students curricular and co- curricular activities. Similarly, the administration department is sub divided into HR and recruitment, institute up keep and maintenance, logistics and transport department. Finance and account department looks after the regular free collection bank related work internal and external audit and all requirements of regulation from income tax department, registrar of firms and society and various other regulatory bodies. All these departments headed by their respective heads, who further divide the activities between different members of the group. All departments / committees and their members are given necessary freedom, power and are responsible for desired outcome.

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

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

All the major functions at prism like finance, academic and administration structured in such a manner that they function through various committees and responsible heads of these committees. All the functional / committee heads work in their specified area and meet on regular basis for understanding and suggesting, what is happening in other areas. With these practices, we ensure that all the key members in organisation are abreast of all the happenings in institute and it is ensured that there are no gaps and overlapping in functions. We also practice rotation of work like Placement Cell, Admission Cell, Academic Planning, University work among members to ensure cross specialization and motivation. These practices lead to better team work and better coordination between various departments. politely in first attempt and after that disciplinary actions are taken. This ensures that individual gets sufficient hearing. This also boosts confidence among other members. We practice transparency in all the work to the extent that we ensure trust and confidence among members but it does not mean everyone knows everything. Financial information in organisation is shared selectively and with some purpose. Even in administrative function, to maintain discipline in institute, rules and regulations are clearly told in written form and notices. Any deviance is handled

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

6.2 - Strategy Development and Deployment

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

When it comes to the strategic plan of the institute it is multidimensional one of the important dimensions of strategy is to increase number of courses and the number of students in these courses with quality intake. Another dimension of strategy at prism is to develop the core strength of institute, that is faculties and for faculty development we encourage them to pursue higher education, conduct regular training programs for them and encourage them to go for research and academic activities. For this purpose, we regularly do activities like, workshops and national seminars, send our faculties for attending the seminars at other colleges. These activities are done on a regular basis and the proof of this is, we organised a two-day national seminar at institute. With these activities, many experts and academicians come to institute, connect with faculties and students. We also develop network with other institutes and University. Marketing and coverage by media of these activities create brand of institute. Every year we try to increase the quality of such activities and in fact try to start come innovative practices at such event. For example, we started the practice of Panel discussion of experts in national seminar. We also have plan to make the institute multidisciplinary and add courses like BA BSc BCom PGDCA BBA and BCA. With these multiple courses institute aims to increase the number of student and also give them variety so that institute becomes ready for NEP implementation.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://sites.google.com/view/pseagar/criterion-6/6-2-strategy-development-and-deployment/6-2-1
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Various institutional bodies like academics, administration, finance & account, and quality cell work in tandem with each other. They are structured in such a way, that they work independently as well as there is a regular interaction between these bodies for the smooth and effective functioning of the whole organisation. As per the organisation chart, in various

departments different committees are formed around different task and these committees meet on regular basis, record their minutes, and take all the decisions and implement them

Appointment of faculties and other staff is done with proper planning between the management of the institute and the management of the society and capable individuals are invited through various advertisement in newspaper and other channels. They are interviewed and they are recruited after proper process. Service rules and other conditions of their employment are designed in such a way that they align their personal goal with the organisational goals. Risk taking and innovation is preferred and encouraged in the organisation and individuals are suitably awarded for their extra and more efficient work

File Description	Documents
Link to organogram on the institutional website	https://sites.google.com/view/pseagar/criterion-6/6-2-strategy-development-and-deployment/6-2-2?authuser=0
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of

the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

In institute there are various bodies, cells and committees to perform regular work of the institute But apart from regular work there also committee is for activities like training and placement, conducting regular faculty development programmes, seminars and workshops, career counselling camps, health checkup camps, educational trip of the students, annual function and sports. To name one such activity, where planning was done and implemented then placement camp, which was organised in 2022 We organised this camp in association with 12 other institutes with which we have sign MOU for collaboration. In the camp various companies and colleges and schools were called to participate and recruit fresh students. In this camp we attracted more than 25 organisations and almost 1000 student participated in this placement camp. The details of these camp and activities are well recorded in various records and minutes of the meeting

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

6.3 - Faculty Empowerment Strategies

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

At Prism, we believe that our soul strength lies in the development of our faculties and staff. If we take care of our people well then only they will serve the institute and the student in a better manner. So apart from the salary, rewards and recognition institute also take measures to give them benefits as much as possible. Some of the welfare measures prism takes is we offer free school and transport facility for the wards of our staff and teachers because we also run a parallel CBSE school in our campus. Apart from this we give them transport daily from their homes to the institute, we give them uniform, teachers and fourth staff is given separate uniform for the institute. We also sponsor our faculties for various seminars and conferences.

Advance and financial support is also given to the staff and faculties in case of medical emergencies and in case of demise of any of their family members. We believe in a family culture, so in case anyone requires any help or guidance in their personal matters, we offer them counselling and support. Apart from this we celebrate birthdays of all the employees and make their day special, we also organise picnic and celebration of festivals like Holi and Deepavali. All these welfare measures keep the employees happy and motivated.

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

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

8

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

6.3.3 - Number of professional development /administrative training programmes organized

by the institution for teaching and non-teaching staff during the year.

51

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

17

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

Performance of institute depends on the performance of the individuals in performing their duties so we have a proper performance appraisal system in place for teachers and even for non-teaching staff. We have developed system and formats where in individual fills task and targets and the key performance areas in a format. They also mention their achievements, talents, training needs in this performance appraisal form. After filling the form individual sits with their reporting officer or the immediate person to whom they report and discuss this form and after discussion they finalize the performance targets and sign and submit the same to the management. Then on a regular basis, twice in a year, we sit with these employees and discuss what they have decided and achieved. In this way we create a culture of performance. Based on these appraisal reports only we decide their increments, promotion and expanding their work domain.

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

6.4 - Financial Management and Resource Mobilization

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

Financial health and planning is the key to the success of any organisation. We conduct regular financial audit of all accounting activities monthly; senior management sits with the key person of account department and analyse all the accounting entries and financial health of the institute. Cost control measures are taken, depending upon where we feel that cost is going over runs, even income and other financial data is analysed during regular audit monthly which is internal audit. Whatever discrepancies are find out, new systems are established or existing systems are refined for better control of financial performance. Every year at the end of the financial year, external audit is conducted by the chartered accountant and signed audit report of the chartered accountant is submitted to various legal and regulatory bodies. Whatever audit objections or suggestions are given by the CA, they are implemented and accordingly the system is refined

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

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

2.5

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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

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 products of financial management. It budgets all items transparently. In the financial spheres it honors all the legal limits and maintains transparency in transactions. The college is self-financed 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 norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college. 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 is monitored by the accounting department as per the allotted budget.

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

6.5 - Internal Quality Assurance System

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

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 an ambiance of creativity, innovation and improving quality Education.

(B) The college formulated and established 15 members for the Internal Quality Assurance cell (IQAC). The IQAC established in 2016.

(C) (IQAC) Under the guidance of the Principal, plays an important role in monitoring the internal quality of Institutional functioning with the support of the faculty, students, alumna and other members of the society including college management.(D) The cell makes assessments 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 major 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 processes.
- Organization of inter and intra program intuitional work -shops quality enhancement ,seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmers/ activities of the college , leading to quality improvement.
- Development of Quality culture.
- Development and maintenance of Institutional database through MIS for the purpose of maintaining/ landing the intuitional quality.

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

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

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 the result.

Feedback and the previous year's results are the benchmark for

further improvement.

The college makes all out efforts to? 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 students (2021-22).

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

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

30

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and

Three of the above

initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://sites.google.com/view/pseagar/criterion-6/6-5-internal-quality-assurance-system/6-5-4
Link to Annual Quality Assurance Reports (AQAR) of IQAC	nil
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

Response:-There are several incremental improvements done in the college during five years, The classrooms, seminar. Constantine's hall 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 workshop, seminar , prayer , program, a

proper sound system has been installed .

Canteen facility-In order to provide proper good tea / coffee and type of program. When External cones college serves the food in hygienic way.

- Proper sick room facility is there.
- Ramp & wheel chair facilities
- PlayGround - 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

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our institution has a well-defined energy policy focused on energy conservation. We prioritize cost-effective investments to enhance the energy infrastructure on our campus. By strategically designing our college campus, we ensure ample natural light and proper ventilation, reducing the need for electric lighting during the day. LED lights are preferred throughout the campus due to their energy efficiency. We actively promote greenery by planting and maintaining various types of plants for a healthier environment. Additionally, we maintain clean outdoor spaces that can be utilized for outdoor study during winter months. The

premises are designed with high ceilings and large ventilators to naturally keep the campus cool in summers, minimizing the need for air conditioning. Regular checks are conducted by assigned staff members to ensure compliance. We currently utilize a 5kw generator as a power backup and have annual maintenance contracts for computers and photocopier machines to reduce energy wastage. We regularly review the performance of electrical and electronic equipment, replacing outdated and energy-consuming devices. Our institution also conducts awareness programs on energy conservation for teaching and non-teaching staff, as well as students, to foster a sense of responsibility and accountability towards energy conservation.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

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.

Steps taken by the college -

- The whole campus is cleaned by the staff (4th staff) daily
- The college is also involving students, teachers and staff in maintaining the campus clean, green and safe.
- The waste generated by daily cleaning is dumped in a cover pit
- E - waste materials are collected separately and sorted for reuse.
- The college adopted a code of conduct for waste management.
- Waste garbage is dumped in a compost pit.
- 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.

- The college campus have a Rainwater Harvesting System.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Four of the above

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

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

All of the above

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

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

than 100 - 200 words

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 takeit back.Pan Masala,gutka and other things are prohibitive in the campus.

Various awareness program is being conducted by the college.

- 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.

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

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

10

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

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

(A)Awareness of cleanliness (Mahtma Gandhi's vision of a clean India) Swachchata Abhiyan is a one of the major abhiyan 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.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 cleanliness.

(B) Name of the Program: - Bal Ashram Visit the programme was started in 2017.

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.

(C) Blood Donation Camp: - Our institution organized a blood donation camp in college campus. Near about 25 to 30 donated 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	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

Our B.Ed trainees including college faculty and management work for different Best Practices.

Two Best Practices which we successfully implemented in our institution.

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.

2. Women - Empowerment- 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.

3. 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.

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

7.3 - Institutional Distinctiveness

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

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.

The main force of the institution remain on the betterment and welfare of the girl students woman oriented programs - TEEJ and international women day is 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 Hygenic program .

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.

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