



# **SELF STUDY REPORT**

**FOR**

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

**PRATIBHA COLLEGE OF EDUCATION**

**VILLAGE - BALSU, POST - KENDUDHAR, TEHSIL - SARAIPALI DISTRICT -  
MAHASAMUND**

**493558**

**[www.pratibhacollegesaraipali.com](http://www.pratibhacollegesaraipali.com)**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Pratibha College of Education Was Incepted in The Year 2011 and is affiliated to Pt. Ravishankar Shukla University, Raipur, Chhattishgarh and approved by the National Council for Teachers' Education (NCTE), New Delhi. Needless to add to this the fact that the Institute has best credentials necessary to conduct courses related to teacher education.

Pratibha College of Education, B.Ed. was established in 2011 for the promotion and propagation of education in Phuljhar area. The foundation of Saraipali was laid by the establishment of the Training College, which, while moving forward on the path of continuous progress, in the year 2017, we started D.El.Ed. The course has been approved.

The logo, designed to enhance students' knowledge, self-confidence and values, shows the committee's full commitment towards education. Pratibha College of Education will definitely prove to be a completely guided model with the participation of professors towards creativity and building the knowledge of the students. With this hope and confidence, we expect cooperation from the students and residents of Fuljhar area.

Education, Business and Computers Are Subjects of Importance. Today Information of Knowledge Is Influenced by Latest Technology and Accordingly Those Institutions That Have Such Technology and Medium of Information and Understanding Can Nurture the Young Talents and Thus Help Our Nation to Progress.

PRATIBHA COLLEGE OF EDUCATION is one of the such Institute whose objectives are to provide technical knowledge along with our tradition and culture. Accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the Vision and Mission of the College.

### **Vision**

To be a center of excellence to create teachers of tomorrow empowered to innovate, research, creativity, with values to enable the children for holistic development in a changing global society with social, cultural and constitutional values of our country.

### **Mission**

- Effective delivery of broad, balanced and challenging curriculum.
- Providing a rich program of variety of educational and social experiences for our student teachers through a wide range of extra-curricular activities, trips visits and special events
- Creating a stimulating, active and well resourced learning environment.
- Working collaboratively towards common goals.
- Providing a variety of teaching and learning pedagogies styles to stimulate all.
- Offering an ethos of challenge, support and encouragement to succeed.
- Meeting the differing needs and abilities of individuals.

- Promoting creative and purposeful use of ICT and other relevant technologies.
- Providing opportunities which enhance the continuing professional development of staff and takes account of current educational issues.

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

### Institutional Strength

Trained teacher Educators with acceptability to change. Good coordination with SCERT and other colleges. Training centre for Professional development of Secondary and Senior secondary school teachers of the entire state. All faculty members visit Other College and schools for monitoring so always in touch with reality. Availability of tools and materials for training. Have a functional library with more than five thousand books. Efforts to enhance community skills add value to students' behavioral learning. System of institutional quality assessment is in place. The college caters to the needs of disadvantaged groups of students by providing scholarship. The college campus is enriched with Wi-Fi facility, well equipped laboratories and library for students. Various awareness programs and outreach programs like rural tours, rallies, surveys, etc. are run by the college for the parents and people of the society. The college has mechanism in place for performance assessment and using the evaluation to improve teaching research and service of the staff.

The following strengths are noticed:

1. Successful implementation of Out-come based Educational process. with an aptitude for higher education thereby ensuring Emphasis on empowerment and enlightenment of students through value added courses and skill development activities.
2. A policy for Code of Conduct maintaining discipline not in letters but in spirit.
3. Green and clean campus.
4. Safe environment for the students.
5. Faculties participate in national and international seminars, workshops, and conferences.
6. Active participation in Village Survey, Activity, Awareness Programme and sports.
7. There is no case of ragging in our college.
8. Scholarships to SC/ST/OBC and economically weaker students.
9. The college campus is secured with a CCTV camera surveillance system.
10. Building and land available.
11. Proper water facilities with water coolers and RO.
12. Good team work.
13. Good student teacher relationship.

### Institutional Weakness

Lack of interest in research work

Shortage of regular teaching Ph. D faculty in B.Ed. course.

Lack of solar system.

Lack of smart classroom.

### **Institutional Opportunity**

1. Effective implementation of curriculum to achieve quality and excellence.
2. Opportunity to provide the student green in the clean environment by building garden in the college campus.
3. Conduction of various sports activities Social awareness among students through socio-cultural and Village Survey programmes.
4. The potential for faculty and student exchange programmes to collaborate and develop multidisciplinary academic collaborations.
5. College provides ample scope to promote and create a more harmonious and peaceful world through its students.
6. faculty members who are highly qualified, efficient, and committed to organizing and conducting high quality seminars and workshops. This will provide the scope to create more teaching-learning-materials and contribute to the various fields of education.
7. With the new education policy, the college can initiate more skill development courses to train the students to meet the current needs of society.
8. Strengthening interaction with Alumni to facilitate better connectivity with the other institution.

### **Institutional Challenge**

- Preparing teachers to meet the challenges of society and aspiration of the state.
- Creating output based system in place of examination based system.
- Adopting new techniques in Education.
- Creating an environment to work with full efficiency and liberty or creating a sense of ownership.
- National & International Collaborations
- To strengthen the institution's effort in career counseling and placement of students.
- To organize more cultural and sports activities for inculcating cultural and sports values into students.

- Use of ICT.
- Encourage faculty member for Research and innovation.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Pratibha College of Education Balsi, Saraipali college is Recognized by NCTE and Affiliated to Pt. Ravishankar Shukla University, Raipur. The Institution follows syllabus as prescribed by Pt. Ravishankar Shukla University for teaching delivery. The elective courses offered to the students are as per the syllabus designed by the university. However, the college innovates within these established academic structures, committed to providing holistic development for its student teachers. The institution has a clearly stated and communicated purpose, vision, mission and values. The college adopts the calendar designed by the affiliating university and implements the same in its functioning.

The internal examinations, sports activities, and holidays are observed as per the annual academic calendar. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development. Experiential learning through internships program and community participation is specially facilitated. Pratibha College of Education incorporates an empathetic approach, endeavoring to familiarize the student teachers about how gender-based inequalities, neglect of environment concerns and lack of ethics hamper individual's and societal growth.

### **Teaching-learning and Evaluation**

Pratibha College of Education, Balsi, Saraipali focuses on holistic intellectual, social, emotional, cultural and aesthetic development of the student teachers. We try to work conscientiously to reflect upon and enhance our pedagogic methods. The admissions are given to the students as per the reservation policy. of Chhattisgarh. With the intention to develop critical and innovative thinking, student centered pedagogies are promoted. Student teachers are assessed on a continuous basis through innovative and reformed. The teachers are engaged in the activity of mentoring the students both in formal and informal way as desired by IQAC. Remedial courses, peer-learning, students exchange through MoU and elaborate tutorial sessions are aimed at supporting learners in small groups so that teachers can provide individual support. Student teachers with advanced needs are encouraged and given more challenging tasks. They are encouraged to deliver seminars. All the student teachers are encouraged to consult reference books available in the college library. The teaching learning process in the college is carried out using the blended mode. The use of ICT tools along with the black-board techniques, group discussion, assignment, project methods are essentially promoted. During the COVID-19 Pandemic the classes were organized using Google meet, Zoom and CISCO WebEx platforms. This ensured the continuity of learning experience. The college has a mechanism to redress the grievances.

### **Infrastructure and Learning Resources**

The college has sufficient physical infrastructure facilities for smoothly teaching learning process. Pratibha College of Education, Balsi, Saraipali has aesthetically designed building. Ventilated & Spacious Class Rooms with Boards & Projector, Conference & Seminar Hall, Dedicated Music Rooms, Digital Library, Latest Configured Desktop Computers, Software's with Printers and well equipped up to mark laboratories.

College has

1. Spacious and airy classrooms, well equipped laboratories with latest equipments.
2. Language lab for the development of communication skills and pronunciation drills.
3. One Multipurpose Hall fitted with sound system with seating capacity of 200.
4. Washrooms for males and females.
5. Well Equipped Computer Lab with internet facility.
6. Well Equipped Biological Lab.
7. Psychology lab equipped with psychological testing equipments.
8. Art & Craft Lab.
9. Parking facility in the campus.
- 10 Indoor game facilities such as carrom, chess, table tennis and for outdoor games facilities like volleyball, badminton, cricket, Football, shot put, disc throw, Long Jump etc.
11. Internal and external surveillance system (CCTV) cameras. Security and smooth administration.
12. Wi-Fi enabled campus
13. Hostel accommodation is available in the college.
14. The Greenery of Campus.
15. Fire Extinguishers.
16. Inverter for power backup.
17. Running Canteen/Mess with a seating capacity of fifty students.
18. Water Coolers for regular water supply.
19. Sanitary napkin for girls in the wash rooms.

20. Separate Common Room for Girls & Boys.

21. Staff Room with ICT facility.

22. Well-furnished with about 5000 books and magazine/journals.

Computerized Access to Institutional ERP Software Delplus 2.0.

### **Student Support and Progression**

Pratibha College of Education, Balsi, Saraipali extensively supports. The student is committed to its priority for equitable access and student welfare and to achieve this provide student support services to the students coming from diverse backgrounds. The College provides post metric, National and BPL scholarships to SC/ST/OBC students which are provided by the government. Remedial, faculty exchange, students exchange, Yoga activities have given an extended support or capability enhancement. The college organizes Seminar/Workshop and guest lecture for capability enhancement and development of our students. In order overcome the dispute grievance we have Grievance Redressal cell, Anti-Ragging cell, Sexual harassment Cell, Leadership is promoted through students Union and various associations constituted at Departmental level. Cultural Programs, Sports, Teacher's day, welcome party for new students, Annual day celebration, farewell party, Alumni meet are an intrinsic path of learning. Conducting such activities regularly in the institution provides opportunities to the young people to develop important life skills viz. creativity, self confidence, effective communication and to work collectively. Our students are involved in committees. College has played an outstanding role in extension, social outreach and cultural activity. Student has undertaken several initiatives of National significance viz. "SWACHH BHARAT ABHIYAN" and SVEEP activity.

The education and further progression in the careers of its students. The student teachers are encouraged to participate in programs that are meant for enhancing their soft skills, computer proficiency, ICT expertise Training. College facilitates student teacher's representation and engagement in various administrative, and co-curricular activities through a formal student council body. The institution has various co - curricular, cultural and sports activities to ensure the holistic development of the student teachers. Student teachers actively participate in extension activities. There is a student support mechanism for preparation of student teachers for competitive exams. Students are provided guidance for preparation for TET (Teacher Eligibility Test) And CTET.

### **Governance, Leadership and Management**

College has a transparent and multi layered governance system. The Governing Body of the college meets on aregular basis to discuss issues related to the overall development of the institution. Meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues. The college administration keeps proper documentation and maintenance of records.

Pratibha College of Education, Balsi, Saraipali practices decentralization and participatory management in its functioning. College has formed committee/cells for smooth functioning of all the activities. The committee/cell members are staff members with a convener. They are responsible to coordinate, manage and organize different activities. College has 10 committees/cells.

The complete details about the cells are:

1. College Management Committee
2. Internal Quality Assurance cell
3. Anti-Ragging Cell
4. Student Council Cell
5. Grievance redressal Cell
6. Alumni Association Cell
7. Right to Information Cell
8. ABC/NAD Cell
9. Sexual Harassment Cell
10. Library Committee

Syllabus, course content, academic calendar, time table, sports, co curricular activities, extra curricular activities and the guidelines for further improvement be carried out in the functioning of the college. Meeting are held for monitoring the progress of the coverage of the course, to which extent the objectives and goals are achieved and an open discussion on the outcomes of the various activities. To ensure effective pedagogical practices and experience enriched curriculum implementation and to control barriers in the way of total academic management, the college has constituted IQAC cell. Workload policies and practices for encouraging faculty to be engaged in professional and administrative activities are followed. The Principal ensures proper distribution of work keeping in view the skills of capability and potential every teacher educator and workload policy is grounded in the principles of equity and judiciousness. In this democratic approach is practiced. Responsibilities are also changed time to time so as each one may acquire grounding in all the teacher educators take active part to accomplish their task and the college has the policy of rotation for undertaking these activities.

### **Institutional Values and Best Practices**



The institution is committed to facilitate safety and security of the students. For this the college building is under CCTV surveillance.

Following the government of India's resolution to ban all single-use plastics, the college administration is campaigning for a plastic-free campus. The institution hosts a number of local and national events for students. The first best practise of the institution is 'The Greenery of Campus' towards developing a sustainable and clean college, which aims to create a campus that is free of plastic, generates little waste, uses energy tree plantation, plastic free campus, recycling of biodegradable waste through Vermi-composting etc. energy and water conservation facilities on campus, such as LED bulbs, and rainwater harvesting. There is proper management of degradable and non-degradable wastes. "Harihar Chhattisgarh" concept is taken by the college administration. A small Herbal garden is also developed in the college building which contains some decorative plants and other plants of medicinal importance. The institute maintains transparency in financial, academic and administrative records we have opted some of our activities as best practices are.

1. 'The Greenery of Campus' towards developing a sustainable and clean college
2. 'Vermi-Composting'
3. 'Dhanvantari Herbal Garden and its importance'

### **Research and Outreach Activities**

Pratibha College of Education aims to create a vibrant culture for research and development in the institution. The college administration encourages all the teachers to take part in seminars, conferences and workshop. The faculty members and research scholars are encouraged to publish their work and to write books/ chapters. The College promotes Creativity, Collaboration, Cooperation and Critical Thinking Innovative ideas are encouraged amongst the students by organizing teaching exhibitions and Seminars. The focus is mainly on Eco sustainability. The aim behind is to initiate efforts for the mobilization of resources. This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices. The institution supports professional development activities that engage its teachers in research in education. The institute encourages faculty to publish in educational forums.

The institution encourages its students and faculty to learn continuously. The institute encourages faculty outreach activities in research. The College continuously strives to sensitize students and faculty on Institutional, Social Responsibility, adoption of National Schemes viz. Cleanliness drive, Health Camps, Covid-19 awareness, AIDS Awareness, Voter's awareness, Blood donation camp, "Swachh Bharat Abhiyaan", An awareness programme to safeguard our environment, Guidance related to traffic rules and regulations, Celebration of various important days and dates etc. among the many initiatives taken by the Institution. Such initiatives make the students aware of the issues

Prevailing in the vicinity and to need to address them collectively.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRATIBHA COLLEGE OF EDUCATION
Address	Village - Balsi, Post - Kendudhar, Tehsil - Saraipali District - Mahasamund
City	SARAIPALI
State	Chhattisgarh
Pin	493558
Website	<a href="http://www.pratibhacollegesaraipali.com">www.pratibhacollegesaraipali.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	RAJENDRA KUMAR CH OUDHARY	8120-206000	9111107325	-	pratibhacollege1@gmail.com
IQAC / CIQA coordinator	RUPANAND BARIK	8120-806000	9754964004	-	rupanandbarik1@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Chhattisgarh	Pt. Ravishankar Shukla University	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	31-05-2015	600	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Village - Balsi, Post - Kendudhar, Tehsil - Saraipali District - Mahasamund	Rural	3.45	4182.5

## 2.2 ACADEMIC INFORMATION

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

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				15			
Recruited	0	0	0	0	0	0	0	0	5	6	0	11
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	3	1	0	4
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	6	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	47	9	0	0	56
	Female	40	4	0	0	44
	Others	0	0	0	0	0
Diploma	Male	52	0	0	0	52
	Female	48	0	0	0	48
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	6	3	6	6
	Female	4	10	5	5
	Others	0	0	0	0
ST	Male	14	10	7	9
	Female	10	11	15	5
	Others	0	0	0	0
OBC	Male	31	30	13	14
	Female	19	22	29	31
	Others	0	0	0	0
General	Male	3	0	3	2
	Female	3	4	1	7
	Others	0	0	0	10
Others	Male	3	5	2	11
	Female	7	5	19	0
	Others	0	0	0	0
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>As per the NEP guidelines, curriculum structure has been designed incorporating multidisciplinary education, optimal learning environment and learner centric approach. To this effect, wider consultations were held through a number of workshops and conferences to create awareness and sensitization about NEP-2020 implementation. A detailed strategic plan for NEP implementation has been chalked out and phase wise implementation has resulted in to multidisciplinary ecosystem. Open electives are offered in all students with a view to impart quality 21st century skills to students. Extra-Curricular activities including Yoga, sports, cultural activities, Village Tour and performing arts are brought into</p>
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	<p>Curriculum. The College offers credits for extension activities. Value added courses are organized to develop computer knowledge and communication skills. University Restructured its Ph. D. Regulations in Aligning with NEP-2020 and Making Ph.D. Programs Interdisciplinary and Flexible. Efforts are being made to shift the teaching-learning process to blended mode with up to 40% online courses. The College understands that today the focus is on addressing a problem of social, economic, business, climate, or industrial relevance and the challenge is to assimilate knowledge and skill sets from different domains of knowledge.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The National Education Policy (NEP) 2020 and the Academic Bank of Credits (ABC) share the objective of transforming higher education in India. NEP 2020 aims to bring comprehensive reforms, emphasizing multidisciplinary learning, skill development, and flexibility in curricula. ABC is a credit storing and transferring system that allows students to accumulate and transfer credits earned from different institutions/platforms, enabling interdisciplinary learning and multiple entry-exit points. NEP 2020 acknowledges the importance of such credit-based systems and the integration of ABC aligns with its vision of promoting lifelong learning and digital education. Together, NEP 2020 and ABC offer a promising approach to modernizing higher education, empowering students, and fostering a dynamic learning environment. It is a student-centric platform that facilitates seamless curriculum framework flexibility and encourages interdisciplinary or multidisciplinary academic mobility among Higher Education Institutions (HEIs). With an efficient credit transfer mechanism, it empowers students to design their learning path, achieve degrees, diplomas, or postgraduate qualifications through multiple entryexit points, and embrace anytime, anywhere, and anylevel learning. The University's commitment to fostering academic flexibility and student-centric learning opportunities is evident through its adoption of the Academic Bank of Credits (ABC) concept. The College has proactively encouraged registration through various means, including notifications, emails, and ABC posters, resulting in 100% student registration on ABC portal. Compulsory internships/seminars and other forms of experiential</p>

	<p>learning methods are included in all programs. NPTEL and ABC Several Value Added Courses (VAC) have been started to supplement students' interest beyond curriculum. UGC regulation for ABC and multiple entry / exit systems are adopted and Necessary restructuring of relevant ordinances has been done for credit transfer under ABC, Course registration, etc. University got registered in ABC and all students were made aware and motivated to get registered on ABC portal, examination forms are also redesigned to accommodate ABC registration id. Necessary statutory provisions for the implementations have been incorporated. The College proactive approach and commitment to enhancing the learning experience through the ABC demonstrate its dedication to providing students with greater flexibility and opportunities for a well-rounded education.</p>
3. Skill development:	<p>The National Education Policy (NEP) 2020 places significant emphasis on skill development as a core aspect of its comprehensive reforms. The policy envisions equipping students with practical skills and competencies that are essential for thriving in the modern world. By focusing on skill development, NEP 2020 aims to create a workforce that is well prepared to tackle the challenges of the 21st century and contribute effectively to the nation's development. In alignment with the vision of Aatmanirbhar Bharat, India seeks to become a global manufacturing hub and achieve a USD 5 trillion economy. To realize this goal, sustained double-digit growth in the manufacturing sector is crucial. This necessitates manufacturing companies to be an integral part of global supply chains, possess core competencies, and embrace cutting-edge technology. Program through a collaborative approach involving all stakeholders. This initiative seeks to provide earning opportunities to students right from their entry into the College, facilitating real-life experiences, and offering skill and capacity-building opportunities. The College dedication to skill development is evident through its major and successful initiatives, designed to empower students with practical knowledge and hands-on experience. Few of such initiative involve the production of various valuable products, including compost, Herbal Garden. These activities not only provide students</p>

	<p>with valuable insights into sustainable practices but also foster an entrepreneurial spirit as they learn to create marketable products. To further enhance skill development opportunities, Through these skill development initiatives, the University not only equips its students with practical expertise but also fosters an environment of experiential learning and innovation. By providing opportunities for hands-on application of knowledge, students gain a deeper understanding of theoretical concepts and are better prepared for real-world scenarios. Overall, the College commitment to skill development is commendable, as it strives to produce graduates who are not only academically competent but also skilled, adaptable, and ready to contribute positively to society. By embracing a proactive approach to skill development and continuous improvement, the College sets a precedent for other institutions, showcasing the transformative impact of integrating practical learning experiences into the educational journey of its students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The National Education Policy (NEP- 2020) recognizes India's traditional knowledge's richness and diversity, aiming to preserve and promote it at all education levels. It seeks to revitalize various aspects of Indian knowledge fostering a deeper understanding of India's cultural roots and contributions. The policy encourages incorporating local and indigenous knowledge in teaching, promoting a holistic and inclusive approach to education. NEP 2020 advocates for institutions and centers focused on traditional Indian knowledge, serving as repositories and promoting research. By integrating Indian knowledge systems into the education system, NEP 2020 aims to instill a sense of pride and appreciation for India's cultural heritage among learners. This integration also serves as a means to promote innovation, creativity, and critical thinking, drawing inspiration from traditional knowledge to address contemporary challenges. The College has taken Computer knowledge the programs by introducing several value-added courses. Integrating the Indian knowledge system into the curriculum is a pivotal aspect of the College vision. Through this p cultural heritage, equipped with relevant skills, and poised to contribute to the nation's growth and development.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The National Education Policy (NEP) 2020 is a</p>

transformative reform in India's education system, centered around outcome-based education (OBE). OBE shifts the focus from rote learning to a student centric approach, emphasizing clear and measurable learning outcomes at all educational levels. This learner-driven approach promotes continuous evaluation and fosters 21st-century skills like critical thinking and problem-solving. To implement OBE successfully, the College has undertaken a comprehensive redesign of the curriculum. Accordingly, the program outcomes and course outcomes are designed. By defining clear learning outcomes, the curriculum becomes more focused and aligned with the desired educational objectives. These training programs go beyond traditional pedagogical approaches, delving into the core principles of OBE and its application in the classroom. Educators are introduced to various instructional strategies and assessment techniques that facilitate the achievement of specific learning outcomes. Faculty members are encouraged to incorporate real-world applications and problem-solving exercises into their teaching, providing students with opportunities to apply their knowledge in authentic contexts. Moreover, the training equips educators with tools to promote active learning and collaboration among students. They learn how to facilitate group discussions, debates, and project-based activities that encourage students to take ownership of their learning journey. This learner centered approach nurtures a sense of responsibility and curiosity, driving students to explore topics in-depth and develop a deeper understanding of the subject matter. Faculty members are encouraged to design assessments that directly measure students' achievement of the desired competencies. This shift in assessment practices promotes a more holistic evaluation of learners' progress, moving away from rote memorization to a focus on practical application and critical thinking. The link between assessments and learning outcomes also enables educators to provide timely and constructive feedback to students. This feedback serves as a valuable tool for both students and teachers, facilitating a deeper understanding of strengths and areas for improvement. Consequently, students are better equipped to monitor their own progress and make informed decisions about their learning strategies.

	<p>This learner-centered approach reflects the College commitment to providing a transformative educational experience that prepares students for the complexities of the modern world and fosters lifelong learning and personal growth.</p>
<p>6. Distance education/online education:</p>	<p>Online Education: The institute has ODL mode Adopted by the college due to the Covid pandemic and The college is connected to broadband and all the work is going on. Done by broadband WiFi and mobile internet. College conducts online classes using mobile Internet, especially during the COVID-19 pandemic Through situations and teaching-learning process Various online modes like Google meet, Zoom, Cisco Webex, WhatsApp etc. The College has wholeheartedly embraced online education as a transformative tool to enhance learning experiences for its students. Through platforms like Google Classroom, the institution has seamlessly transitioned to a digital environment, creating a dynamic and interactive virtual classroom. To enrich the online learning process high-quality video contents are being developed. These instructional videos cater to various subjects and topics, making complex concepts more accessible to students. The integration of multimedia elements further enhances the effectiveness of virtual learning. Strong Wi-Fi connectivity ensures uninterrupted access to online resources, students can attend classroom classes and engage in independent research without connectivity barriers for students. The College commitment to facilitating extensive digital resources is evident through its digital library. Students can access a vast array of e-books, research papers, journals, and other online academic materials, fostering self-directed learning and exploration beyond the traditional classroom. Through collaborative online platforms, students can share study materials, collaborate on group assignments, and engage in productive discussions, breaking the barriers of physical proximity and creating a vibrant online learning community. Students are encouraged to explore digital tools, analyze information critically, and develop a discerning approach towards online resources. It provides adequate technology. In conclusion, the College embrace of online education, through Google Classroom, video content development, multimedia integration, and robust</p>

support infrastructure, reflects its dedication to providing a cutting-edge and inclusive learning environment. By leveraging online resources, virtual sharing, and study groups, the institution creates an engaging and collaborative learning community. Furthermore, the University's emphasis on enabling digital competence equips students with essential skills to navigate the digital landscape with confidence and adaptability.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club (ELC) has been set up in the institution. The Principal is the Chairperson of the Club with Assistant Professor as the Faculty Coordinator. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. The ELC is functioning with the following Objectives. • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the targeted populations about voter registration, electoral process and related matters. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. ELC Club imbibe the commitment and character in every member of the institution.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. - Right to Vote - Pledge - Right to Vote - Awareness in the institution and in nearby villages. - Right to Vote - Poster Competition to College students. - Special Camp for Voter inclusion and correction. - Promotion of Voting among Senior Citizens. Our student teacher Ms. Dimple Dadsena got first place in the divisional level speech competition Mahasamund organized by the Election Commission of India and first place in the state level speech competition dated 07.02.2023 Rajiv Gandhi Government Post Graduate College Ambikapur District - Surguja (Chhattisgarh) Name of</p>

	the college illuminated
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The students of our college are encouraged to increase the voting percentage by participating in the awareness program organized under the SVEEP programme organized by the Election Commission. Our student teacher Ms. Dimple Dadsena was appointed District Mahasamund Youth Icon by the Office Collector and District Election Commission Officer (Sweep) Mahasamund (Chhattisgarh) to increase the voting percentage.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge.



## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	66	66	66	66
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

**1.4**

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	99	99	98	99
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	99	99	98	99
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	11	11	11
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Copy of the appointment orders issued to the tea		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

**3 Institution****3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2022-23	2021-22	2020-21	2019-20	2018-19
48.17	48.53	41.67	26.31	30.24
File Description		Document		
Audited Income Expenditure statement year wise d		<a href="#">View Document</a>		

**3.2****Number of Computers in the institution for academic purposes..****Response: 20**

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

The Institute deploys the following action plans for the smooth implementation of curriculum:

***Course File***

1. Day-wise teaching plan for the whole course curriculum to be covered in the semester.
2. Planning of assignments to be given to the students.
3. Study Material.
4. Academic Calendar showing the schedule of academic support activities of the semester. Department-wise timetable is prepared well before the start of the classes and is followed throughout the semester.
5. Curriculum is divided into three parts.
6. Students are given assignments as per the plan contained in the course file(s).

***Outcome Based Education***

1. The programme educational objectives, programme specific objectives and course outcomes have been defined for all the programmes and courses.
2. The mapping of vision, Mission, programme Learning outcomes (PLO) and course Learning outcomes (CLO) is done.
3. Seminars/Expert lectures by the faculty from other reputed institutes are arranged for the students and faculty members.
4. To provide the students with hands on experience minimum 01 Educational tour visit per Year is made mandatory for all the students.
5. The continuous evaluation of the students is done through 03 mid semester tests (MSTs) every semester.

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

**1.1.2**

**At the institution level, the curriculum planning and adoption are a collaborative effort;**

**Indicate the persons involved in the curriculum planning process during the last completed academic year**

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

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

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

### 1.1.3

**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through**

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

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

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

## 1.2 Academic Flexibility

### 1.2.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

### 1.2.2

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	1

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

### 1.2.3

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

**Response:** 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	0	25	25

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

### 1.2.4

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

- 1.Provision in the Time Table**
- 2.Facilities in the Library**



**3. Computer lab facilities****4. Academic Advice/Guidance****Response:** E. None of the above

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

**1.2.5**

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

**1.3 Curriculum Enrichment****1.3.1**

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

**Response:**

To be able to realize such expectations, College of Pratibha College of Education (PCE), Saraipali attempts to develop capacities in student teachers through a range of activities for enabling them on:

- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.

- Possible ways of creating conducive conditions for learning,
- Analyze the curricular framework, policy implications and texts.
- Increase research practices reflectively and analytically Understanding the exclusion prevalent in schools; one is the exclusion of the child with disabilities and the second is the social exclusion of children.
- Have a sound knowledge base and basic proficiency in language.
- Be receptive and constantly learning In context of this, the students of the college are engaged by providing varied opportunities to them through practice and reflection (for example: Practicing Teaching Skills through ‘Micro Teaching’) which leads the students to able to apply procedural knowledge skill. in new contexts and recognize their own critical thinking abilities.
- Procedural Knowledge includes opportunities for students to participate in thought provoking activities. The B.Ed.& D.El.Ed. students of the college are being allowed to participate in curricular transaction through various interventions:

1. Includes thought-provoking activity towards using innovative pedagogy by the teacher educators.
2. Allowing students to assess their level of understanding at different level of curricular delivery.
3. Encouraging students to work in small groups during classroom transaction.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. Meaning and Nature of Teacher Education.

- Assessment is an integral part of instruction, as it determines whether or not the goals of education are met in scholastic as well as co-scholastic areas. Techniques to assess co-curricular and extracurricular activities: Assessment techniques taught at B.Ed. / D.El.Ed. courses focus on assessment of scholastic areas and not co-scholastic areas. NCF 2005, NCF TE 2009, recognizes the importance of co-curricular and extra-curricular activities as critical to a child’s overall development. Training teachers on assessment of co-curricular and extra-curricular areas will indeed help in assessing students’ holistic development and enable teachers to adapt their teaching styles accordingly.
- The capabilities to extrapolate from what B.Ed. & D.El.Ed. trainee teachers have learnt and up to what

extent they apply the acquired competencies, are continuously observed through the conduct of range of activities and assessment techniques used at B.Ed. / D.El.Ed. courses in the span of 2 Year. The same reflection of learnt knowledge and skills are also observed time to time during the activities of alumni association of Pratibha College of Education Balsi, Saraipali.

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

### 1.3.2

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

#### **Response:**

1. The Trainees are acuminated with the draft Action Plan of the Institute for the next two year and they are told about their role in executing the Action Plan. A close watch is kept on the trainees whether there are performing their roles in accordance with the draft proposal of action plan.

2. As a matter of fact examinations are part and parcel of the teaching learning process. Different boards function in different ways in keeping with their needs and requirements they are supposed to catered to.

3. Even the functioning o various boards of school education varies distinctly, the trainees are acquainted with them.

Assessment systems are the real tool with the help of which education standards can be effective upgraded.

4. As far as international and comparative perspective are concerned with the limited resources institute utilizes expertise of local resources persons to give presentation enlightening students.

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

### 1.3.3

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

##### **Response:**

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 are:

1. Teacher Educators during their teaching-learning process abstain from being biased and practice democracy among the student teachers among the student teachers.

2. Day starts with Morning prayers, followed by narration of a value based instance or story by student teachers values like social justice, equality of opportunity. This also develops the democratic freedom, tolerance and Communication skills of Student teachers & respect to all religions are inculcated in student teachers.

3. For the student teachers belonging to diverse background cultural activities with special emphasis on tribal and folk culture, debate, village camps are organized.

4. Group discussion encourages the Student teachers to think critically and also develops their reasoning ability.

5. Student teachers are encouraged to use library for extensive learning.

6. College has Wi-Fi campus Student teachers can use internet for updation of their knowledge regarding latest trends and researches in Education.

7. Website – The institution has its own website. [www.pratibhacollegesaraipali.com](http://www.pratibhacollegesaraipali.com) Required information is updated

from time to time which gives complete information about different training programs in B.Ed & D.El.Ed course and qualification and experience of faculty members and highlight the important program.

8.ICT – The student teachers use computer laboratory and prepare their lessons & take online classes power point presentation and transparencies for their practice teaching lessons.

9.Individual projects/group projects are assigned to the students to facilitate learning while doing.

10.Student teachers go to different schools for School internship & School observation program,where they deliver 40 lessons.

11.During School Internship Program Practice teaching Student teachers participate in all school activities and learn about them.

12.Psychology practical develops an understanding of student teachers regarding the behavior of children, their abilities and their individual differences.

13. Active learning methods are used by teacher educators for active participation of student teachers.

14. ICT integration - Teacher educator use ICT in classroom teaching learning process to increase its effectiveness. This reinforces and strengthens the student teachers interest and readiness.

15. Seminars are organized to ensure effectiveness of learning Questions are invited from student teachers after presentation and presentation turns into an open forum for raising questions and sharing views.

16. Microteaching technique is used for developing teaching skills in student teachers. seminar on microteaching is organized to acquaint the student teachers with the concept of micro teaching.

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

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

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

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

#### 1.4.2

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

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Average Enrollment percentage of students during the last five years..**

**Response:** 100

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

#### 2.1.2

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

**Response:** 80.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	51	62	52	46

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

### 2.1.3

#### Percentage of students enrolled from EWS and Divyangjan categories during last five years

**Response:** 0

##### 2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

## 2.2 Honoring Student Diversity

### 2.2.1

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

**Response:**

The college distinguishes the moderate students and progressed students at the time of admission. Our College's admission committee members investigate the talent level on the behalf of previous education Accordingly, and classified them into moderate students and the high level learners. The high level learner's students are urged to join different scholastic clubs and gatherings for Youth Festivals exercises. They are likewise propelled to take up subjects in which they have performed well. The



moderate students, then again, are guided alongside their folks to take up subjects and courses most appropriate for them.

### **System adopted for moderate students:**

Moderate students are identified on the behalf of Graduation & Higher Secondary level percentage. The Students is isolated into different groups and given separate topics for attempt the questions. The topic is distinguished and they are asked to step through exams that are exceptionally detailed by their needs. University questions are given to them to be tackled. Them mindful of the students' academic performance and how they should be regulated to achieve great results. Directing meetings for both the students and guardians are coordinated at customary intervals. In a few cases, the healing and instructional classes were additionally led for the students. Students are given assignments on the achievement basis so that they can start exploring and creating.

### **Progressed students:**

Progressed students are also identified by the marks obtained in school and college / university examinations. Includes, Computer, Child development, Psychology, Teacher Aptitude Assessment in learning. Understanding level of trainees regarding pedagogy as the subject is evaluated, through question papers which comprise multiple choice questions. They are motivated to join skilled courses and are guided in a legitimate way to seek after different Vocation Choice. Surveys to enhance their research skills. They are given additional lab work and additional scholastic tasks to use their abilities and clean them.

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

### **2.2.2**

**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**

3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

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

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

### 2.2.3

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

**Response:** As an institutionalized activity in accordance with learner needs

File Description	Document
Photographs with caption and date	<a href="#">View Document</a>

### 2.2.4

**Student-Mentor ratio for the last completed academic year**

**Response:** 8.33

#### 2.2.4.1 Number of mentors in the Institution

Response: 12

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

## 2.3 Teaching- Learning Process

### 2.3.1

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

#### **Response:**

Experiential Learning- During the teaching in the classroom, the teacher and the student are face to face and the learning difficulties of the students are removed through the interaction and the teacher uses Various methods to give the best knowledge to his students. He tries his best so that the student can Understand the topic. Various approaches are adopted by the college teachers for teaching-learning in Which problem on translation its solution, village teaching, brainstorming online mode etc. is prominent.

Experiential learning is defined as a process in which knowledge is created through the transfer

Of experience. Knowledge arises as a result of the assimilation of experiences and their transformation. This theory emphasizes the central role of experience in the learning process. Experiential learning is well used in the college. Co-curricular Learning- It plays an important role in making learning interesting and enjoyable.

**Problem solving methods-** The use of this method develops thinking, contemplating and decision making Power as well as develops scientific attitude. The use of this method develops the ability to solve problems. Therefore, problem solving method is used by college teachers in various teaching methods. New ideas and original ideas come through the upheaval in the mind.

**Online mode of Education-** Even in the time of COVID-19 Pandemic, the college continued its classes of B. Ed & D.El.Ed. Through online mode of Education. We completed the course. Students from different places Connected with their class, changing this challenging time into an opportunity. Learning is an all time and universally occurring process which occurs not only psychologically but also socially. Due to this Covid-19 Pandemic the teaching-learning process of our institution was conducted online mode for the academic year 2020-21. Hence, the faculty members of the institution had accomplished experiential learning, participative learning, problem solving, methodologies, and brain storming, focused group discussion etc. in online mode itself.

Our institution even adopted internship programme of B.Ed. 3rd semester through online mode [virtual Internship] successfully. Nearly all teachers are using Google Classroom Application to teach their

respective subjects. What's App Group is created for all students to discuss their issues with teachers about various subjects. It instilled techno-pedagogical skills among student-teachers.

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

### 2.3.2

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

**Response:** 57.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	11	5	5

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

### 2.3.3

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

**Response:** 99

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

**Response:** 99

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.3.4

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

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

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

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

#### 2.3.5

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

**Response:**

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and Mentoring of students.

- The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.
- Mentor teachers are chosen for their ability to model quality teaching practices that honor diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring.
- The principal of the college encouraged them to work in this direction for the all-round

development of student teachers and direct contact with each student teachers. After this meeting with all the faculty members discussed various aspect of this mentoring process. Teachers can also contact the mentor either directly through mobile in special circumstances.

- Student teachers openly share their problems before their mentor and look forward to meeting their expectation. Effort has been made by mentees with the help of mentors to remove their vulnerabilities. Teacher student has started work on communication skills and fear of stage with the help of their mentors. Student teachers were seen expressing their thoughts independently without any fear, it seems to be the great effect of mentoring process.
- They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success.
- Faculty members have been provided with the Audio-Visual aids, the LCD projector etc. Through which learning is made effective & efficient.
- The college strives to enhance the facilities and equipment's so that the faculty does not face any difficulty in the Performance of its assigned tasks.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 2.3.6

**Institution provides exposure to students about recent developments in the field of education through**

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

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

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

### 2.3.7

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

#### **Response:**

Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills.

Creativity, innovation and learning

Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn.

learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: ‘One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge’

For creative thinking to deepen and extend learning, rather than be an enjoyable but superficial activity, it must be grounded in understanding of the content being investigated. It is vital that learners have

sufficient understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills – not be a substitute for it.

An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. It might be thought that remembering factual information does not involve creative processes. Creative approaches can be very helpful in remembering information. The processes used by champions at the World Memory Championships are highly creative as they use the mind's capacity to recognize and remember chunks or patterns that have meaning to the individual much more effectively than isolated facts.

In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

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

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

**Response:** B. Any 6 or 7 of the above



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

#### **2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

**Response:** B. Any 6 or 7 of the above

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

### 2.4.3

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

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

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

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

### 2.4.4

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

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

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

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

#### 2.4.5

**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

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

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

#### 2.4.6

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

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

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

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

#### 2.4.7

**A variety of assignments given and assessed for theory courses through**

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

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

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

#### **Other Upload Files**

1

[View Document](#)

#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

In our esteemed institution, this internship program provides an opportunity to our pupil teachers to link. Internship of students is arranged in various private and government aided schools every year. A meeting is usually held in Staff room for each year's school internship program. In the meeting, schools are selected and lesson plans and micro teaching are discussed. The educational theory and pedagogical

concepts with their practice in lab-schools, on the one hand, and on the other to test the validity of the theoretical propositions in actual school settings. College professors are appointed as supervisors for each school who bears the responsibilities of smooth conduction of internship. During the internship pupilteacher interact with mentors and get inspired for pedagogical transaction and brush-up there teaching skills. They Wright their experience in a reflective diary and get rich experiences of entire school activities.

- The student teachers involve themselves in all school activities like conducting the assembly, arranging Sports events, school day, Festivals, evaluation, etc.
- They develop files, prepare models and charts.

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

#### 2.4.9

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

**Response:** 9

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

Response: 11

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

#### 2.4.10

**Nature of internee engagement during internship consists of**

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling

- 5.PTA meetings
- 6.Assessment of student learning – home assignments & tests
- 7.Organizing academic and cultural events
- 8.Maintaining documents
- 9.Administrative responsibilities- experience/exposure
- 10.Preparation of progress reports

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

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

Our institution adopts effective monitoring mechanisms during internship program. All the faculty members of the college are assigned with the responsibility of supervising the interns. The role of supervisor is threefold: to advise the Trainee-Teachers, monitor their academic progress and act as a mentor.

They not only provide guidance, instructions and encouragement in the teaching activities of pupil-teachers but also take part in the evaluation of Trainee-Teachers' progress, performance and navigation through the requirements of their academic's program with the goal to ensure that our pupil-teachers are successful.

Every year, after appointment as supervisor, each faculty goes to the assigned school's observer's classroom transactions convenes meetings with pupil- teachers along with their mentor and discusses in detail various aspects of the classroom transaction. Later on, he/she submits his/her feedback in a format developed by the college, to the Head, of the deaprtment. B.Ed. This includes the following aspects: -

1. The relationship between mentor and student - teachers.

2. Setting arrangements for student - teachers.
3. Brief description of the day's activities during the inspection date
4. Brief tip of discussion with the mentor.
5. Suggestions given to the student - teachers.
6. Details if there, of the obstacles at the local level in the conduct of the internship program.
7. What steps can be taken by the college/lab school to remove the obstacles.

As far as, the role of mentors is concerned they provide guidance, advice, feedback and support to the pupilteachers serving variously as role model, counselor, advisor depending on the specific goal and objectives negotiated with the mentee. The role of mentors includes the following aspects: -

1. Under the internship program after discussing with supervisor mentors help the trainees for keen observation and teaching program with responsibilities.
2. To explain the lesson's concepts of teaching to the trainees which they have to deliver in the Classroom situation.
3. To provide feedback on the teaching method employed and the teaching materials used.
4. To encourage to the trainee for innovation in various units and help in the selection of new scheme and suitable course materials.
5. To assist in understanding what activities are to be done with children in which part of the Curriculum.
6. Continuous discussion with the supervisor on the progress of the trainee and other topics.
7. To provide opportunities to the trainee to participate in all the curricular and co - curricular Activities of the school from morning assembly till the end.

Finally, the role of principals of the lab schools in internship is quite significant. The role is defined as under: -

1. To allow and motivate the trainees to participate and contribute in all the activities of the school Like

morning assembly, cultural activities, PTA meetings, sports, inter school competitions etc.

2. To provide quick solution to the problem and difficulties of the student's teachers.
3. To participate in the assessment of teacher performance.
4. To organize meetings with mentors and other subject teachers so that all the teachers of the school are ready for the internship program.

This monitoring mechanism ensures optimal impact of internship.

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

#### 2.4.12

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

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

(\* 'Schools' to be read as "TEIs" for PG programmes)

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

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

#### 2.4.13

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



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

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

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 76

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

### 2.5.2

**Percentage of fulltime teachers with Ph. D. degree during the last five years**

**Response:** 8.77

**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

**Response:** 1

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

**2.5.3**

**Average teaching experience of full time teachers for the last completed academic year.**

**Response:** 8

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

Response: 96

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

**2.5.4**

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

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

**Response:**

The teaching learning process is aligned with PLOs and CLOs. The teaching learning process develops skills and competencies in teachers. Understanding of concepts of education pedagogical knowledge, curriculum knowledge and professional development of student teachers is given priority during teaching learning process. Various philosophical perspectives are developed in the student teachers. Inclusiveness and ability to innovate is cultivated among the student's teachers and understanding of socio cultural environment and overall environment of students to meet the challenges in education is developed. Skills to incorporate ICT in teaching learning process are developed through rigorous ICT trainings. Thus the college aims at holistic development of student teachers.

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

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

Pratibha College of Education Balsi, Saraipali, sticks to academic schedule which is being given by the Pt. Ravishankar Shukla University for Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth it set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the Pt. Ravishankar Shukla University. The time table of external examinations fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance. Every teacher conducts regular class tests on the related topic. Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular and extracurricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

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

### 2.6.2

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

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

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

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.3

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

##### **Response:**

Till date we have not received any complaint related to the examination form the B.Ed. Students. try to solve the problem related to the student and examination. If there any problems occur instantly. The examination in-charge of this college personally take care of the various problem of the student. And immediately take necessary and adequate action for solving the Problem. For solving the, existed problem we personally used to go to the university and meet with the concerning authorities and try to solve the problems related to the examination. Therefore, we have not received any grievance letter from the student till date. Generally, we face the following problem related to the student an examination.

1. Allotment of enrollment number from university.
2. Online submission of semester examination form.
3. To register the detailed description of a student in the university portal.
4. Correction of the worksheet.
5. To work proper Arrangements for the. A.T.K.T. Hold student to get into next exams.

All the above mentioned problems are being resolved by us in very quick manner.

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

#### 2.6.4

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

##### **Response:**

The academic calendar is prepared by the college according to the guidelines of the Pt. Ravishankar Shukla University and according to the temporary date sheet of the university examinations. In the semester system, practical are prescribed in terms of planning of departments, time table, attendance review, mid-term tests and science subjects.

Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations.

Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board.

The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through staff meetings.

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

## 2.7 Student Performance and Learning Outcomes

#### 2.7.1

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

##### **Response:**

The teaching learning process is aligned with PLOs and CLOs. The teaching learning process develops skills and competencies in teachers. Understanding of concepts of education pedagogical knowledge,

curriculum knowledge and professional development of student teachers is given priority during teaching learning process. Various philosophical perspectives are developed in the student teachers. Inclusiveness and ability to innovate is cultivated among the student's teachers and understanding of socio cultural environment and overall environment of students to meet the challenges in education is developed. Thus the college aims at holistic development of student teachers.

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

### 2.7.2

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

**Response:** 99.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	99	99	98	99

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

### 2.7.3

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

**Response:**

The most appropriate assessments to improve guidance in student learning are tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the

results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn. Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments they form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

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

#### 2.7.4

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

**Response:** 100

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

Response: 99

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

#### 2.7.5

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

**Response:**

Constant assessment of the learners is an integral part of teaching learning phenomenon. Since teaching is an uninterrupted process it has to be monitored very closely and needs to be shaped in accordance with the need of the students. For this a framed calendar with time schedule is prepared and is periodically reviewed.

When announced that remedial class would be conducted. Enrolled students in the class expressed their desire to be part of the proposed remedial classes. After having conducted the entire test it was observed that all the candidates responded very well and their performance report marked by a gradual increase. To sum up this was the strategy and the outcome was very useful. In addressing weakness of the students in their relative subjects. Know how to prepare themselves for the assessment. Perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment. Improve their motivation.

Follow the assessment process:

- understand exactly what is expected from them
- have a clearer understanding of the assessment criteria
- understand what they have to do
- know how to prepare themselves for the assessment
- perform to the best of their ability (when they are fully informed about the assessment)
- have a greater confidence in the assessment method and the teacher's/assessor's judgment
- improve their motivation
- take ownership of their assessment
- Prepare for the assessment (ensuring they have all relevant equipment available)

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

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**



**Response:**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.4**

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

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

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

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

**3.2 Research Publications****3.2.1**

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

**Response:** 0.44**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	5	0	0

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

**3.2.2****Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 0.09**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3 Outreach Activities

#### 3.3.1

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

**Response:** 2.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	3	3

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

#### 3.3.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

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

### 3.3.3

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

**Response:** 97

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	95	96	97	98

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

### 3.3.4

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

**Response:**

Our esteemed institution has innovated and adopted a very successful programme involving communities, local resources entitled-"Gramin-Bhraman". Every year we select one Village for the purpose. All the students of B.Ed & D.El.Ed take rallies and Awareness programme efforts to eradicate all kinds of evils like literacy, education, medicine, population, superstition, drug addiction, dowry system, child marriage and many more. Our main goal is to build personality with positive thinking and to improve the quality of life of the children there.

1. Ensuring community ownership.
2. To motivate the teachers and the community to sensitize them towards the concerned schools and bring educational quality.
3. The achievement level of each student can be increased. To inculcate this Belief in all the stakeholders of the school.
4. Connecting the community to all school activities.

**Objectives of the program:**

1. To understand the local priorities and possibilities in a short time. 2.Ensuring active participation of women.
- 3.To bring about positive change in the community's attitude towards school and governance.
- 4.To promote girl education in schools.
- 5.Ensure the stay of children in schools.
- 6.School is the integral part of community, hence to generate Awareness of duty of the community.

**Execution of the program:**

1. A 2 day programme is planned in the college. In order to give practical shape to the community participation, a Village is selected.
2. Some groups of five to eight members are formed of student teachers of B.Ed & D.El.Ed.

3. A leader is chosen for each team.
4. Each team is sent to different Ward.
5. The team is entrusted with the task of identifying the strengths, achievements and shortcomings of the village.
6. In this way, the situation of each village is clarified by the group of student teachers and each problem is identified on the basis of checklist on each aspect.
7. Conducting surveys related to literacy, population, drinking water, toilets, medical facilities and other systems in villages.
8. These problems are divided into- immediate, short term and long term on the basis of periodization.

Outcome of the program: “Gramin Bhraman“-is a learning experience in which the teacher or social worker interacts with the community and learns through their knowledge and experience in a systematic manner. Efforts are being made to bring quality of education through Village Survey and to connect the community with the school. The villagers have to be made aware on the subjects related to education like ensuring 100% enrollment of children in the school ensuring the stay of enrolled children, ensuring community participation in education etc.

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

### 3.3.5

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

**Response: 1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0



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

### 3.4 Collaboration and Linkages

#### 3.4.1

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

**Response: 1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	0

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

#### 3.4.2

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

**Response: 4**

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

**Response: 4**

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

### 3.4.3

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

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

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

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

#### **Teaching, Learning & Infra Facilities**

- Ventilated & Spacious Class Rooms with Boards & Projector, Conference & Seminar Hall, Dedicated Music Rooms, Digital Library, Latest Configured Desktop Computers, Software's with Printers and well equipped up to mark laboratories.
- Big playground for playing Kabaddi, Volley Ball, Badminton, Football, Cricket, Kho - Kho, Long Jump etc. Staff Quarter, Separate Common Room for Girls & Boys.
- Fire Extinguishers.
- Inverter for power backup.
- Running Canteen/Mess with a seating capacity of fifty students.
- Water Coolers for regular water supply.
- Sanitary napkin for girls in the wash rooms.

#### **IT Infrastructure:**

- Wi-Fi enabled campus
- Language Lab for developing communication and interpersonal skills of the students.
- ICT lab
- Staff Room with ICT facility
- Audio system
- Public Address system for the ease of communicating important information to the students.
- Internal and external surveillance system (CCTV) cameras. security and smooth administration.

**Library as a Learning Resource :**

- Well-furnished with about 5000 books and magazine/journals.
- Computerized Access to Institutional ERP Software.

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

**4.1.2**

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

**Response:** 18.75

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

Response: 3

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

Response: 16

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.1.3**

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

**Response:** 7.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.68	8.69	1.40	2.09	2.65

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

A system has been installed since 2023 which provides the facility of location searching system, book issue with fixed dates, issuing of library cards and barcodes of books can also be found.

The books are issued with the help of barcode and also within a fixed period they are being returned to the library. With the help of this system, the number of books being issued to a student of a particular time is also scheduled.

This software has prepared by DEL PLUS 2.0, with this software, the previous details of a student can also be found by using the barcode reader. The barcode reader is used for reading the library card of each student, also the details of the book are displayed with the help of barcode reader therefore all the details of books and students are easily discovered which it easier for issuing the book.

The library working is computerized; Software is being used for issuing books and maintaining records. The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system. Frequency of use: the library is used almost on each working day.

- a. By Teaching staff: on as and when required basis.
- b. By students: on as and when required basis.

Computer and internet services are used by staff and the students alike.

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

#### 4.2.2

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

#### **Response:**

To avail the faculty members and students for read more and more online books at any given time and place, the college has taken the membership of DEL PLUS 2.0.

The faculty members and students have been provided personal login id and passwords so that they can login to the app anywhere from their mobile, laptop or computers

No. of Books – 5000+

No. of Journals – 70000+

With the help of this software, the students and faculty members become capable of learning topics of their interest on their phones or personal computers, this facility can't be obtained from manually. With this technology, the problems occur in the maintenance of the books are resolved. It also provides the facility to read books from different universities of the world.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

### 4.2.3

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

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

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

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

### 4.2.4

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

**Response:** 0.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.1720	0.43080	0.21865	0.14398	0.53900

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

**4.2.5**

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

**Response:** 34.88

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

**Response:** 815

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

**Response:** 813

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

**Response:** 819

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

**Response:** 601

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

**Response:** 859



File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 4.2.6

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

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

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

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

### 4.3 ICT Infrastructure

#### 4.3.1

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

**Response:**

College is continuously updating its ICT facilities. College purchased computer system desktop system, printers, projectors etc. The facilities regarding online classes like projectors, sound system etc. Management has also provided 27 computer systems to the college. In addition to that internet connectivity and Wi-Fi facilities. The ICT facilities are being used extensively by both faculty and students for enhanced teaching-learning process in both B.Ed and D.El.Ed. courses. The social media is also being used for teaching and learning purpose. College has also scheme of computer course introduced for the students of both B.Ed and D.El.Ed. College offers knowledge and skills related to ICT under zero periods are described below.

The areas like fundamentals of computers, operating system, word processing, presenting software MS Power point and computational software MS Excel are covered under ICT course in zero periods. The computer communication like basic of computer, introduction to internet and its applications are also included. Students are asked to use any search engine and download the relevant academic materials, using email id and related activities.

Facilitated hands on in computer lab, and given practical and assignment for mastering in operating computer for academic purposes.

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

### 4.3.2

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

**Response: 5**

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

### 4.3.3

#### **Internet bandwidth available in the institution**

**Response: 20**

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

Response: 20

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

#### 4.3.4

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

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

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

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

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 14.41

**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.079	9.358	1.644	3.961	11.05

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

#### 4.4.2

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

#### **Response:**

The college has maintenance committee that oversees the maintenance of buildings classrooms and laboratories. Adequate house staff is employed to meticulously maintain hygiene cleanliness and infrastructure on the campus so as to provide congenial learning environment classrooms, staff rooms, seminar halls and laboratories, etc are cleaned and maintained regularly by Non-teaching staff assigned for each floor. Washroom are well maintained. Dustbins are placed in every floor. The green corner of the campus is well maintained by the staff. Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance of CCTV cameras & water purifiers. Apart from the college called upon the electrician and plumber, according to their need. Parking facility is well organized. The campus maintenance is monitored through surveillance cameras.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** E. None of the above

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

#### 5.1.2

Available student support facilities in the institution are:

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

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

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>

#### 5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including

**sexual harassment and ragging cases such as**

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>

#### **5.1.4**

**Institution provides additional support to needy students in several ways such as:**

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

## **5.2 Student Progression**

### **5.2.1**

**Percentage of placement of students as teachers/teacher educators****Response:** 5.27**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	8	0	3	2

**File Description****Document**

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 25.51**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 23

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

Response: 2

**File Description****Document**

Documentary evidence in support of the claim

[View Document](#)

Details of graduating students and their progression to higher education with seal and signature of the principal

[View Document](#)

Data as per Data Template

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

**Response:** 29.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	19	20	9	1

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

### 5.3 Student Participation and Activities

#### 5.3.1

**Student council is active and plays a proactive role in the institutional functioning**

**Response:**

The college has a student council. The council has specified the election/selection for different posts. The posts are:-

1. President
2. Vice President
3. Secretary
4. Assistant Secretary
6. Two class representative for B.Ed. (one for male and one for female Student teacher)
7. Two class representative for D.El.Ed. (one for male and one for female Student teacher)

Two class representatives for B.Ed. and D.El.Ed. one for male student teachers and one for female student teachers.

The committee in which student teacher's representation has been provided are:



1. Maintenance of College discipline.
2. Beautification of college campus.
3. Helps in organization of cultural program, games, sports and prize distribution ceremony.
4. Student Council looks after the matters related to Sports.
5. Student Council committee makes sure that routine activities are running in proper way and students are in discipline.
6. Student Council members of this committee look after literary activities of the college.

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

### 5.3.2

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

**Response:** 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	0	6	5

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The Alumni Association has been formed by the former students of this college to motivate the students and provide a wonderful environment and opportunity for growth. This association is active in maintaining the needs of both ends, i.e., academics and professionals, by providing guidance. We have a registered alumni association. The registration number is 122202243698. Their meetings are held on a regular basis. A WhatsApp group of alumni has been formed for connectivity, and this proved to be a boon in disguise, as they didn't have any communication gaps. The alumni share their experiences and struggles with the current students and explain how to overcome those struggles. Our alumni have brought laurels to the institution by having remarkable achievements in the fields of education, journalism, politics, business, etc., and thus have paved the way for existing students to walk in their footprints. The alumni association is composed of the president, vice president, secretary, and treasurer, and the posts are filled through election. The alma mater association of the college is composed of:

Designation	Name	Mobile No.
President	Ms. Geetanjali Pradhan	9399761909
Vice-President	Mr. Prakash Patel	9399893129
Secretary	Mr. Subhash Patel	7897881873
Treasurer	Ms. Hemlata Banjare	7987106700

There is a nominal fee for membership in the alumni association, and life-time membership is also provided by availing of the latter. The Alumni Association is constantly working for the development of the college. The Alumni Association plays a vital role in the development of college students by providing examples through thoughts, words, and deeds.

- To provide academic support to trainees of Pratibha College of Education.
- To conduct various activities for encouraging educational innovations.
- To conduct seminars and invite experts related to educational field for finding solution to the educational problems.
- Essential support is provided to encourage educational quality.
- To make educational training program interesting and to prepare good master trainees.
- To develop better educational environment by making core team of efficient trainees.
- To encourage educational researches. To conduct new experimental educational activities.
- Contribution of Alumni to the Growth and Development of the College.

- The Alumni helps in establishing Networking with all students.
- It furnishes information about job opportunities in schools.
- It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity Alumni network has a real life benefit for current students.
- Alumni also donate their valuable time to offer carrier support to current students.
- Talented Alumni will likely have a wealth of experience and skill to share with current students via talks and meets.
- Alumni network has a real life benefit for current students.
- Alumni also donate their valuable time to offer carrier support to current students.

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>

#### 5.4.2

**Alumni has an active role in the regular institutional functioning such as**

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

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

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

### 5.4.3

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

**Response:** 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

### 5.4.4

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

**Response:**

Alumni Association is an association of more broadly of former students. The purpose of alumni of alumni association is to foster a spirit of loyalty and to promote the general welfare of the students & the institute. Thus, Alumni Association support the parent institution goals and strengthen the ties between the alumni. The communities and the parent institute.

In recent years' colleges and institutions have become more cognizant of the tremendous advantages associated with the orienting and integrating academic affairs, students' affairs and alumni service towards common goals and objectives. Indeed, numerous opportunities exist for students' affairs, professionals to form partnerships with their colleagues in alumni affairs. Both areas are concerned with enhancing the image of the institution and the experience of those who have contact with it. They strive to accomplish these objectives by working with essentially the same population but at different point in their association in the campus where this kind of synergistic cooperation has been fostered and maintained, the benefits for both students and alumni affairs have been considerable. Today's students and alumni affairs professionals are actively engaged in a number of mutually beneficial activities on behalf of students. These collaborative efforts include programmes designed to improve the overall qualities of the student's life, strategies designed to orient and welcome new students to the campus and, initiatives designed to attract students to and subsequently retain them within the institution.

Some of the various important roles and goals of the association can be briefly described as under:

- **Curriculum Evaluation**

The association provide important real insights into the students learning experience and preparation for the future work and life and therefore important for curriculum development.

- **Social & Professional Developments**

The association generally promote the interests of the institute, profession and the students in various social and professional activities. In such activities, mentoring programmes are common

- **Sports & Recreational Activities**

The association also promote and coach students and the stakeholders in various sports events and recreational activities by hosting sports events and carrying out recreational tours and travels

- **Teaching Learning Activities**

Association generally conducts various learning activities by workshop, Activity, Competition and promote and encourage students for the active participation in such activities by their personal contacts. They can also share their various important learning experience through such activities.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

College has formed committee/cells for smooth functioning of all the activities. The committee/cell members are staff members with a convener. They are responsible to coordinate, manage and organize different activities. College has 10 committees/cells.

The complete details about the cells are

1. College Management Committee
2. Internal Quality Assurance cell
3. Anti-Ragging Cell
4. Student Council Cell
5. Grievance redressal Cell
6. Alumni Association Cell
7. Right to Information Cell
8. ABC/NAD Cell
9. Sexual Harassment Cell
10. Library Committee

Academic Management is done by principal and senior faculty members. These have discussion on syllabus, course content, academic calendar, time table, sports, co-curricular activities, extra-curricular activities and the guidelines for further improvement be carried out in the functioning of the college. Meeting are held for monitoring the progress of the coverage of the course, to which extent the objectives and goals are achieved and an open discussion on the outcomes of the various activities. To ensure effective pedagogical practices and experience enriched curriculum implementation and to control barriers in the way of total academic management, the college has constituted IQAC cell. Workload

policies and practices for encouraging faculty to be engaged in professional and administrative activities is followed. The Principal ensures proper distribution of work keeping in view the skills of capability and potential every teacher educator and workload policy is grounded in the principles of equity and judiciousness. In this democratic approach is practiced. Responsibilities are also changed time to time so as each one may acquire grounding in all the teacher educators take active part to accomplish their task and the college has the policy of rotation for undertaking these activities.

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

## 6.1.2

### Institution practices decentralization and participative management

#### Response:

College has formed committee/cells for smooth functioning of all the activities. The committee/cell members are staff members with a convener. They are responsible to coordinate, manage and organize different activities. College has 10 committees/cells. The complete details about the cells are:-

1. College Management Committee
2. Internal Quality Assurance cell
3. Anti-Ragging Cell
4. Student Council Cell
5. Grievance redressal Cell
6. Alumni Association Cell
7. Right to Information Cell
8. ABC/NAD Cell
9. Sexual Harassment Cell
10. Library Committee



The Principal of the college has a key role to play in the governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students for this: -

- 1.The Principal along with faculty members plans the academic calendar in the beginning of the session.
- 2.Under the qualified leadership of Principal work distribution into various committees and cells is done.
- 3.Principal and cell in-charges ensures optimum utilization of available resources, both material and non-material for total quality management.
- 4.Principal upgrades the labs, library facilities for creating an enlightened learning community with in the campus.
- 5.Principal invites suggestion and feedback from all stake holders with regard to allocation and optimum utilization of resources.
- 6.The Principal encourages, guides and motivates the faculty for achieving the goals of the institution.
- 7.He is always available for discussion of any issue rising in the institution.
- 8.Principal takes meetings regularly and monitor the progress of the work and ensures that all the activities are executed properly.

\* The Principal encourages and supports the involvement of the staff for the improvement of the institutional processes in the following ways: -

1. By providing Teacher Educators democratic environment to express their views and apply innovations.
2. Encouraging them to participate in various international, national and State level workshops, seminars and conferences.
3. Ensuring active participation of Teacher Educators in all the committees of college.
4. By assigning tasks of responsibilities and ensuring their involvement in the planning and execution of various plans.
5. By providing constant motivation for use of latest technologies in teaching learning process.

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

**6.1.3****The institution maintains transparency in its financial, academic, administrative and other functions****Response:**

College has formed committees/cells for smooth functioning of all the activities. The committee/cell members are staff members with a convener. They are responsible to co-ordinate, manage and organize different activities. College has 10 Committees/cells. Academic Management is done by principal and senior faculty members. These have discussion on syllabus, course content, academic calendar, timetable, sports, co-curricular activities, extracurricular activities and the guidelines for further improvement be carried out in the functioning of the college.

Meetings are held for monitoring the progress of the coverage of the course, to which extent the objectives and goals are achieved and an open discussion on the outcomes of the various activities. To ensure effective pedagogical practices and experience enriched curriculum implementation and to control barriers in the way of total academic management, the college has constituted IQAC cell.

**Infrastructure –**

Committee takes decision to update the infrastructure and bring it at par according to the norms of NCTE. Academic and non-academic staff given suggestions for the maintenance of the infrastructure. These suggestions are duly channelized according to the need. College has ICT lab, Psychology lab, Science lab, Music Room, Art & Craft lab, Computer lab etc for performing the different activities.

**Faculty –**

College organizes workshops/trainings for quality improvement of the Teacher Educators. Workshop on Research Methodology and Action Research is organized every year. They are encouraged to undertake research work. All faculty members are encouraged to participate in workshops, conferences, national and international events, refresher courses etc. thereby motivating the faculty for their professional development. ICT workshops is organized for Student Teachers as well as Teacher Educators.

**Extension and Linkages–**

Our College has felt to undertake extension programs and establish linkages in community.

develop the sense of social responsibilities.

**Examination–**

The entire process of the evaluation made by the Ravishankar University in all , its detail which mainly comprises internal and external examinations is made known to all student teachers in the beginning of the session.

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

**6.2 Strategy Development and Deployment****6.2.1****The institutional Strategic plan is effectively deployed****Response:**

Being a Private institution college is headed by principal. Principal provides guidance and direction for development of college and its day to day working.

He ensures coverage of the course, content, quality, discipline, attendance and other curricular and extra-curricular activities. For smooth functioning of the college and ensuring and encouraging democratic 10 cells. All the activities of the college are divided to various cells. Each cell has their allotted functions to be performed. Cell in-charge and other members are responsible for the activities and monitoring. For the smooth functioning of college, the Principal ensures that responsibilities are well defined and communicated among the faculty members. Principal take decisions regarding the structuring of the B.Ed. Faculty meetings are organized and principal assigns important responsibilities and duties to the faculty members keeping in view their potentialities, aptitude, personality and their work load etc. Minutes of meeting are recorded and circulated to the faculty member's responsibilities are assigned to the different committees according to the occasion and functions to be held communication with faculty members is established by issuing circular, notices, orders.

Principal, being head of the institution keenly observes functioning and performance of different committees, checks various records and register. Faculty meetings are regularly held and feedback is taken from the teacher educators. The Principal considers the views of faculty members and takes decisions accordingly, for qualitative improvement of the programs.

Feedback on college activities is also obtained through: -

- 1.Through feedback forms
- 2.Through use of CCTV Cameras
- 3.Direct supervision of class-work
- 4.Suggestion box

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

### 6.2.2

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

#### **Response:**

Organizational structure of the Pratibha College is framed, in which, the organizational structure starts with Principal followed by Teaching Staff, and non-teaching staff. College ha systematic organization of cells/committees which helps in imparting quality education and make teaching process effective.

The Principal is the academic head of the institution. He is assisted by senior most teachers like, Professor in charge and other professors. They all follow rules and regulations as prescribed by UGC/NCTE/State Government for the constituent colleges. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, Chairperson or members of various committees. Students are involved as active members of the committee. For the complete functioning of college activities, more than 10 committees are identified. Every committee consists of committee chairperson, staff and student members. They together plan for the activities. The function of every committee in the Institution is well defined. All Chairperson report to Principal and Principal monitors the effective functioning of these bodies. Apart various committees are formed for smooth functioning of various activities of the college.

### **ORGANISATIONAL STRUCTURE OF COLLEGE**

Principal

Teaching Staff

Non-Teaching Staff

Committee/cells

Technical support

1. College Management Committee

Staff (Computer Operator)

2. Internal Quality Assurance cell

Support staff

3. Anti-Ragging Cell

4. Student Council Cell

5. Grievance redressal Cell

6. Alumni Association Cell

7. Right to Information Cell

8. ABC/NAD Cell

9. Sexual Harassment Cell

10. Library Committee

File Description	Document
Link to Organogram of the Institution website	<a href="#">View Document</a>

**6.2.3**

**Implementation of e-governance are in the following areas of operation**

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

**7. Biometric / digital attendance for students****Response:** B. Any 5 of the above

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

**6.2.4**

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

**Response:**

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well-organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the State Higher Education Department, Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

#### Response:

The Principal encourages and supports the involvement of the staff for the improvement of the institutional processes in the following ways: -

- 1.By providing Teacher Educators democratic environment to express their views and apply innovations.
- 2.By providing Teacher Educators opportunities for professional growth by organizing various workshops/training program.
- 3.Encouraging them to participate in various international, national and State level workshops, seminars and conferences.
- 4.Ensuring active participation of Teacher Educators in all the committees of college.
- 5.By assigning tasks of responsibilities and ensuring their involvement in the planning and execution of various plans.
- 6.By providing constant motivation for use of latest technologies in teaching learning process.

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

#### 6.3.2

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

Response: 8.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

### 6.3.4

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

**Response:** 24.56

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



2022-23	2021-22	2020-21	2019-20	2018-19
5	5	4	0	0

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

### 6.3.5

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

##### **Response:**

Pratibha College of Education has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well.

The relevant committees, Teacher-in-charges, event managers and the principal present their overall assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionary's workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

## **6.4 Financial Management and Resource Mobilization**

**6.4.1****Institution conducts internal or/and external financial audit regularly****Response:**

The role of auditing is quite significant for any institution. It is a method for assessing the internal operations of an institution and its effectiveness.

The prime purpose of the audit is to maintain transparency in financial transactions. Objectives:

1. To ensure the effective operations of our institution.
2. To review compliance with the Govt. rules and regulations.
3. To instill a sense of confidence in management that the financial transactions is functioning well.
4. To maintain/enhance the reputation of our college in the society.

The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses.

We receive funds from college fees. One of our officers is entrusted with the management of this fund. Cashbook, ledgers in Tally Software etc are duly maintained. Every year we pursue audit by a chartered accountant of repute. Hence, audit increases the value and credibility of financial transactions of this esteemed institution. It facilitates culture of good economic behavior and assists in the prospective planning of coming years. More so, it helps the college management in detection of errors. It indubitably builds up our esteem.

<b>File Description</b>	<b>Document</b>
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>

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

**Response:** 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

**6.4.3**

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

**Response:**

Budgeting and auditing procedures are regular and standardized.

The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere 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 programme. 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.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>

**6.5 Internal Quality Assurance System****6.5.1**

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

**Response:**

The IQAC Cell of the College works towards improving and maintaining the quality of education,

Identifying and suggesting new ways of using teaching aids, and developing suitable infrastructure. IQAC is an effective and efficient internal coordination and monitoring mechanism. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC strives to spread a quality culture through quality teaching, enhancement initiatives, and best practices. Significant improvements in quality have been made by institutionalizing the following IQAC initiatives:

Strategic planning of key areas and assigning responsibilities

1. Academic results
2. Augmentation of laboratories
3. Promoting students' and teachers' participation in seminars, conferences, etc.

Monitoring and mentoring of academic and administrative activities Academic inspections are carried out periodically to assess the quality of academic programmes.

The inspections involve:

1. Mechanisms to identify and reform academic practices.
2. Review of Departmental Facilities.
3. Facilitate the implementation of innovative methods in the departments.
4. Self-development of faculty members.

It has been one of the primary concerns of IQAC to adopt practices that will provide quality education to the students through an effective and meaningful teaching-learning process. This plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the college in keeping with its vision and mission.

The following are two examples:

1. A feedback system for launching teaching and learning processes, structures, and methodologies.

Collecting feedback from stakeholders like students, parents and staff to facilitate teaching and learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional

performance, especially in academics. Student feedback on teachers is conducted regularly. A careful analysis of the feedback received is done and communicated to the teachers to enable them to enhance their teaching skills and their relationship with the students.

2. Making use of ICT to enhance the teaching-learning process. At first, our faculty members used to instruct through the customary technique of talk and chalk. Yet, before certain years, they will be using a green board and projector for troublesome illustrations especially for the Lesson Plan & Micro Teaching. In the pandemic and post-pandemic times, our faculties are leading online classes through Google Meet, Zoom, and Webex.

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

### 6.5.2

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

#### **Response:**

Pratibha College of Education is sensitive to the quality of education as well as to changing educational, social and market demands. The quality is reflected in the implementation of the academic programmes and quantum of target achieved. The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

Teaching learning Process is reviewed through IQAC meetings. IQAC organizes meeting where all teacher Educators participate in discussion about their teaching learning process. Teacher Educators are motivated to use innovative methods of teachings Ex. ICT integrated Teaching Learning, Group discussion, Project method, Assignment method etc. After completion of each unit Teacher Educators take Unit test and give assignments. process is taken from students for each Teacher Educators and analysis is done and steps are taken for improvement.

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

### 6.5.3

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

**Response: 2.6**

**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	0	3	2

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 6.5.4

**Institution engages in several quality initiatives such as**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

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

<b>File Description</b>	<b>Document</b>
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

### 6.5.5

#### **Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**

##### **Response:**

Pratibha College of Education reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar. All newly admitted students are compulsorily involved in Induction programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process. The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

This helps them to incorporate ICT in their teaching learning process and make their teaching effective. During COVID-19 Pandemic capacity building program was organized for faculty members to enable them to take online classes. B.Ed and D.El.Ed. classes were organized using Google meet and CISCO WebEx. platforms. This ensured the continuity of learning experiences. Training was providing for effective use of Social media learning App for Teaching Learning Process. This enabled student teacher to use social media like Whatsapp, Telegram for enhancing learning.

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



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements**

**Response:**

The college currently uses a 5.7 KV inverter as an alternative source to meet its power requirements. In the college there is a 10 Kilowatt inverter which belongs to the Microtek company. Where it contains 10 numbers of batteries of 160 Ah. Its capacity is 10 Kilowatt. Out of which around 70 percent of electricity is being used. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include environmental concerns in planning and decision making.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

**Institution has a stated policy and procedure for implementation of waste management**

**Response:**

Solid Waste Management – A lot of solid waste in the form of discarded papers, pens, threads, metal pins, torn out envelopes files, folders from office and departments and food and disposable paper plates waste are generated in the day-to-day functioning of the college. The college administration ensures that these solid wastes are duly collected within stipulated span of time. The solid waste is then segregated and deposited in the specified dustbins. For disposal of excreta the college has a well maintained system of underground septic tanks. Liquid Waste Management – The liquid waste of sewage, laboratory, etc. generated in the campus is managed by the college drainage system which is connected with the main drainage.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

**7.1.3****Institution waste management practices include**

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

**7.1.4****Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**7.1.5****Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a**

**pollution free healthy environment****Response:**

By enforcing the Prime Minister's "Swachh Bharat Mission", Pratibha College of Education is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take 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. cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

**Cleanness in Campus:**

1. Provide door mats in each class.
2. Keep trash bins in each working station and class.
3. Start recycling practices in the college
4. Encourage students and teachers to keep things away immediately after use.
5. Organize cleaning day events like Swachh Bharat.
6. Clean the campus facilities frequently.
7. Hire a professional cleaning team.

**Sanitation:**

1. Personal hygiene
2. Safe drinking water
3. Toilet/human excreta disposal
4. Disposal of waste water
5. Solid waste management
6. Environmental sanitation

**Green Cover**

We are endorsing and enforcing measures to make the College a carbon negative campus using.

**1. Rainwater Harvesting**

In another step towards the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others.

**2. Utilizing Natural Light**

The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms. Pollution Free Healthy Environment

1. Recycle and Compost.
2. Use of LED bulbs in college
3. Conducting energy audit
4. Dustbins on the Premises
5. Waste control in entire campus
6. No use of plastic in campus

7. Use of dust proof chalks in classrooms  
8. Minimum use of Photocopy/Printing

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

### 7.1.6

**Institution is committed to encourage green practices that include:**

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

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

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.7

**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

**Response:** 0.93

**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.025	0.16300	0.16	0.29	1.18

<b>File Description</b>	<b>Document</b>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.8**

**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**

**Response:**

Our esteemed institution has innovated and adopted a very successful programme involving communities, local resources entitled-"Gramin-Bhraman". Every year we select one Village for the purpose. All the students of B.Ed & D.El.Ed take rallies and Awareness programme efforts to eradicate all kinds of evils like literacy, education, medicine, population, superstition, drug addiction, dowry system, child marriage and many more. Our main goal is to build personality with positive thinking and to improve the quality of life of the children there.

1. Ensuring community ownership.
2. To motivate the teachers and the community to sensitize them towards the concerned schools and bring educational quality.
3. The achievement level of each student can be increased. To inculcate this Belief in all the stakeholders of the school.
4. Connecting the community to all school activities.

**Objectives of the program:**

1. To understand the local priorities and possibilities in a short time. 2.Ensuring active participation of women.
- 3.To bring about positive change in the community's attitude towards school and governance.
- 4.To promote girl education in schools.
- 5.Ensure the stay of children in schools.
- 6.School is the integral part of community, hence to generate Awareness of duty of the community.

**Execution of the program:**

1. Two days programme is planned in the college. In order to give practical shape to the community participation, a Village is selected.
2. Some groups of five to eight members are formed of student teachers of B.Ed & D.El.Ed.
3. A leader is chosen for each team.
4. Each team is sent to different Ward.
5. The team is entrusted with the task of identifying the strengths, achievements and shortcomings of the village.
6. In this way, the situation of each village is clarified by the group of student teachers and each problem is identified on the basis of checklist on each aspect.
7. Conducting surveys related to literacy, population, drinking water, toilets, medical facilities and other systems in villages.
8. These problems are divided into- immediate, short term and long term on the basis of periodization.

Outcome of the program: "Gramin Bhraman"-is a learning experience in which the teacher or social worker interacts with the community and learns through their knowledge and experience in a systematic manner. Efforts are being made to bring quality of education through Village Survey and to connect the community with the school. The villagers have to be made aware on the subjects related to education like ensuring 100% enrollment of children in the school ensuring the stay of enrolled children, ensuring

community participation in education etc.

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

### 7.1.9

**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

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

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe at least two institutional best practices (as per NAAC format given on its website)**

**Response:**

**1. Title of the Practice:**

**"The Greenery of Campus": Towards developing a Sustainable and Clean College**

**Objectives of Practice**

Pratibha College of Education, Saraipali, is working to develop an education system that is built on kindness and responsible living. inspired by Mahatma Gandhi. Our college has initiated the green campus programme in order to support a sustainable and climate-friendly environment. The college's aim is to build a campus that is plastic free, protects biodiversity, and practices self-sustainability in areas of water and cleanliness.

### **The Situation**

The connection between College and nature is a long and enduring one. Students and teaching staff at the college are aware of protecting the environment by reducing single-use plastics and participating in environmental programmes. This Green Campus program's main objective is to ensure the sustainability of enough water and other resources for future generations. But the main challenge is the proper translation of education for sustainable development into practice in order to increase its effectiveness. Any new development should consider and maintain the proper balance of economic, social, and environmental conditions. The participation of all the staff members and students is very important to maintain the green practice.

### **The application**

Our college has promoted various efforts to help protect the environment and maintain its natural resources. Our college has a partially plastic-free campus and is environmentally friendly. The college has addressed its waste disposal problem by vermicomposting.

### **Notes**

Some suggestions for future green initiatives as deliberated upon in the IQAC to become genuine agents of change, committed to treasuring the campus environment and the neighborhood. initiatives within the campus include: creating eco-friendly interior spaces; setting up botanical gardens; creating a student gardeners' team; and organizing healthy competitions between departments based on green practices.

## **2. Title of the Practice:**

### **Vermi - Composting**

Objective of the practice:

Composting is an aerobic method of decomposing organic solid wastes. It can therefore be used to recycle organic material. Compost returns valuable nutrients to the soil to help maintain soil quality and fertility.

The objective of this activity was to inculcate a healthy practice among the students towards waste management on the Campus.

The practice:

This practice is not applied in nearly institute so it will be learning and practice for all. Here are some of the ways our students have been benefitted from this healthy practice:

This best practice has helped the students to understand how composting enriches soil, helping to retain



moisture and suppress plant diseases and pests.

It has also enabled them understand how composting reduces the need for chemical fertilizer.

This best practice has created an awareness regarding how composting has encouraged the production of beneficial bacteria and fungi that breaks down organic matter to create humus, a rich nutrient filled material.

Evidence of Success:

The College employees were imparted information to carry out effective 'Solid Waste Management'.

This activity has encouraged the students to make use of the compost to grow seasonal fruits and Trees in the backyard.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

**Response:**

The Vision, Mission and Objectives of the institution clearly points towards a value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. The college targets making bring forth ground for the students to foster their everything round abilities and to teach values throughout everyday life. The CAPACITY BUILDING INITIATIVE of students is a stage towards working with the students with the necessary information, experience and openness to seek after their fantasies for better work. With the abilities acquired, the student turns out to still up in the air and sure to confront future objectives. For this different measures were directed to make student confident and free masterminds in arranging our different issues. The College as an advanced education institution is committed in bestowing quality training to engage the young/students and endeavor to encourage necessary improvement by empowering them to be mentally ready, genuinely adjusted, ethically sound, socially committed, socially advanced and profoundly situated. Institution has ICT facility like projectors, Computers, which is utilized in showing educational experiences. The cooperation of students in the study hall conversation likewise illuminates their learning capacities. The

College has capable staff, great infrastructural offices, well equipped laboratories, library and co-curricular/extracurricular facilities. The institution is resolved to give a climate of innovativeness, advancement and great growth opportunities. Co-curricular, extra-curricular and sports exercises and competitions are coordinated to sustain the abilities of the students notwithstanding the customary scholastic timetables. The College has its unsurpassed readiness to embrace new things whether in scholastic as well as non-scholarly regions to instill values among employees, staff furthermore, students to improve them residents. Consequently, all employees, staff and Students of our college are invigorated to take an interest in friendly exercises to improve society.

The main focus of the institution remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. The college administration always endeavors to provide such girls a good platform to exhibit their talents in different activities in the college. A sanitary vending machine has been installed in the college. For the safety of the girls, the college has appointed one security guard. 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.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Pratibha College of Education Balsi, Saraipali college is Recognized by NCTE and Affiliated to Pt. Ravishankar Shukla University, Raipur. The Institution follows syllabus as prescribed by Pt. Ravishankar Shukla University for teaching delivery. The elective courses offered to the students are as per the syllabus designed by the university. However, the college innovates within these established academic structures, committed to providing holistic development for its student teachers. The institution has a clearly stated and communicated purpose, vision, mission and values. The college adopts the calendar designed by the affiliating university and implements the same in its functioning.

The internal examinations, sports activities, and holidays are observed as per the annual academic calendar. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development. Experiential learning through internships program and community participation is specially facilitated. Pratibha College of Education incorporates an empathetic approach, endeavoring to familiarize the student teachers about how gender-based inequalities, neglect of environment concerns and lack of ethics hamper individual's and societal growth.

### **Concluding Remarks :**

Pratibha College of Education, Balsi, Saraipali has scaled rapid growth in terms of quality and quantity. The institution, with its defined vision leading to objectives, has played an important role in the holistic growth of students. The extension and outreach programmes by the institution have promoted culture and the establishment of good rapport with the community. In pursuit of excellence, our college looks forward to achieving greater heights in the times ahead. The thrust on academic excellence and the holistic growth of the students remains the prime focus of the institution. The faculty members join hands in the institution's zeal to enhance and sustain quality education, paving the way for the attainment of its vision, mission, and values. The institution's societal commitment provides an opportunity for faculty members and students alike to render services to society. The institution today can boast of activities and accomplishments with regard to social responsibility and academic excellence. The Institution promises itself that it will do everything possible to quench its thirst for academic excellence.