



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**PRASHANTI COLLEGE OF PROFESSIONAL STUDIES,
UJJAIN**

GRAM GANGEDI NEAR MAHAVEER TAPOBHUMI, POST LEKODA, INDORE
ROAD, UJJAIN (M.P.)

456010

www.pcpsujjain.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Prashanti College of Professional Studies, Ujjain is established by the Prashanti Educational and welfare society, Ujjain in the year 2007 and dedicatory efforts of the Trust member under the bold charismatic leadership of Sri. Lakhanlal Gupta provides inspiration to the foundation of the College. His vision and love for education made Sri. Lakhanlal Gupta to work hard with the co-operation of the local residents towards the establishment of this institution. The institution on the way to be recognized by the NCTE and affiliated by the Vikram university, Ujjain Madhya Pradesh (M.P.).

The college is partly dedicated to utilize to run educational Institutes and to conduct various kind of in services training programme to strengthen class room teaching of 21st century B.Ed. course comprises of theoretical aspect as well as practical aspect. College provides a platform to enhance and enrich innate capabilities lying in the trainers by organizing various co-curricular activities.

It is serving the educational needs of the most spiritual, cultural and industrially developed city Ujjain on one hand, and on the other hand it is catering to need of socially and economically deprived dominated distinct of the state. College is providing education development is thus a challenging task as it requires integrating the needs of the industrially developed urban economy along with the needs of underdeveloped rural economy.

Vision

Emerge as a higher learning institute by creating advancing and disseminating knowledge with collective wisdom through value imbued holistic education for peaceful sustainable and human society. Quality contribution through teaching learning process for the empowerment of the nation.

Mission

Educating and empowering the learners to realize their potential. Through the righteous blending of knowledge skills and values for serving society highly ethical teacher through rigorous training for comprehensive development of the nation.

The College strives to realize its vision and mission and Mission
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- Facilitating Learner- Centric multidisciplinary course curriculum. Pedagogy and resources through Technology- enabled Joyful and diverse Learning environment.
- Achieving excellence for world-class competencies in Teaching research and extension.
- Providing demand driven educational programme for enhancing skills and employ of ability.
- Emphasizing value guided competencies among learners for developing socially responsible professionals and leaders.

- Promoting self-accountability through participatory transport. Transparent and value based governance.
- Adapting eco-friendly and energy efficient best practice for sustainable development.
- Addressing issues and priorities for empowering the local community with a global perspective.
- To be a leader in Educational services.
- To Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality.
- To Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality.
- To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
- To ensure recognition as an international leader in holistic education to achieve global competency in corporate and social world.
- To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.
- To make available globally competitive education infrastructure compatible to the changing challenges of India's nation – building processes.
- To give them confidence that they are the creators and not the creatures of their fate. Striving continuously to provide quality teacher training.
- To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies.
- To effectively execute various activities under the academic and social responsibility of Prashanti College of Professional Studies, Teachers Training College runs under NCTE and state govt.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. College follows full academic recognition (affiliation) from Vikram University. Thereby constantly matching up with the diversified expectations of the society and industry.
2. A rich heritage of learning and research.
3. The established reputation of being a leading college in the state.
4. On line transparent admission system.
5. Safe and secure campus with an environment conducive to both teaching and learning strictly adherence to the academic calendar.
6. Well maintained sports grounds/courts.
7. Teaching departments equipped with computers, printers, scanners, LCD's and internet.
8. Continuous upgrading of laboratories & research facilities in future.

9. The number of seminar/workshops, conferences organized in the college every year.
10. Qualified faculty with M.Phil and PhD degrees.
11. Wi-Fi campus.
12. CCTV cameras in classes.
13. Well defined policies Green Environment, Women Empowerment, Value and Professional Ethics.
14. Co-operative bank and primary health.
15. Actively functional and reputed units of NSS & NCC.
16. Smart class rooms.
17. College is running IGNOU center.
18. College is running I zone center.
19. College has diversified ranged programmers like integrated super specialized and job oriented professional programs under self-supporting scheme DDUGK.
20. College has Deen Dayal Upadhyay Gramin Kaushal Kendra for offering vocational programmes and sports team, certificate courses aimed at skill development.
21. Transparent examination and Evaluation process with emphasis on practically oriented and outcome based learning.
22. Teachers work collaboratively in finding new innovative methods of teaching and also trained the students for, Seminars, Workshops and Conferences are conducted on the changing trends in education and related areas.
23. Internal student evaluations are conducted after specific time period.
24. Focus on learning- centered education, participatory and interactive learning through assignments, seminars, projects etc.
25. Library facilities are provided with good collection of standard books and journals.
26. Promoting programmes to cater human values, social sensitiveness, self-reliance, National Integration etc.
27. An IQAC is there for quality enhancement of the students and encouraging students to participate in co-curricular and extra-curricular activities.
28. Pollution-free and eco-friendly green and clean campus.
29. Yoga Camp, Blood Donation Camp, Rallies (Aids Awareness, Anti dowry, Anti-tobacco, National Integrations), philanthropic activities and empowerment programmes are conducted in order to encourage students to face different circumstances of life and ready to cope up from hardships.

Institutional Weakness

1. Limited financial facility.
2. Limited collaborations with National or Internal Institutions for faculty and students.
3. Limited student diversity in terms of geography due to state reservation policy.
4. Limited enrollment of foreign students.
5. Limited consultancy and patents.
6. Because of increasing number of students every year the college runs 09:00 AM to 04:00 PM.
7. Because of the semester system the college has to follow academic schedule as per the University norms.
8. Long delays are caused due to the compulsion of obtaining prior permission from the society in matters of Infrastructural expansion which the college proposes to undertake utilizing its own resources.
9. Being a self financed institution, sometimes institution faces financial crisis.
10. Poor economic background of some students is a constraint on the level of accessibility to various fields of higher education. 40% to 45% students belong to economically weaker section of the society.

11. In spite of good academic records, poor knowledge base and weak language skills pose a great challenge since it takes away the precious time meant to transact the present curriculum. Very few numbers of research and interdisciplinary projects.
12. No financial grant being provided to institution.
13. The college has not yet been able to set up boys and girls hostel for the benefit of outstation students.
14. There is no accommodation / quarter facility inside the campus for teaching and non-teaching staff of this Institution.
15. Lack of interest in research work.
16. Lack of educational awareness among parents.
17. Number of volumes and journals in the department library need to be increased
18. Soft skills and communication skills of students need to be improved.

Institutional Opportunity

1. Research and consultancy initiatives.
2. Encouraging students for competitive examinations and higher studies.
3. Encouraging more collaboration for study and research at national level.
4. Students have excellent opportunities to explore and participate in outreach programmes for the local communities.
5. Institute helps in counseling and guidance of students and helps student in getting scholarship from government.
6. Induction of greater number of subject combinations to choose from the UG/PG level.
7. Creation of affordable fee-structures.
8. By means of services provided by NCC, NSS creating a greater degree of social connectivity and developing social sense.
9. Improvement of the existing physical infrastructure to suit the induction of M.Ed., and PhD programmes (Research Center).
10. Full automization of the library.
11. A greater promotion and utilization of ICT facilities.
12. Facilitating women empowerment with the help of UGC sponsored women development cell.
13. Ample opportunities for introducing multidisciplinary courses in emerging area in compliance with industry.
14. Existing future ecosystem of research and innovation provides opportunity for increasing number of patents for commercialization of innovative ideas.
15. Constant repair and maintenance of the infrastructural facilities and the building as a whole is one of the greatest challenges the college is facing.
16. The Alumni input and support in terms of academics and personal presence is limited.
17. Extracurricular talents and ventures are not being nurtured in the current system due to time constraints.
18. Poor education backgrounds of the parents prevent even the high achievers from moving out for higher levels of learning or employment.
19. Execution of collaborations with various institutions.

Institutional Challenge

1. Creation of greater number of tab-opportunities by inviting schools desirous of holding campus selection.
2. A greater emphasis of the additional coaching provided by the college for the preparation for various competitive examinations.
3. In addition to the maintenance the expansion of physical infrastructure.
4. Completion of syllabus within the time available (3 to 4 months) in a semester.
5. Induction of new job oriented courses.
6. Regular updating of computer laboratory by equipping it with the latest advanced version of computers.
7. Attracting highly qualified faculty as well as bright students.
8. Attracting students from other states.
9. As the university/college caters to rural as well as urban areas, blending of curriculum is a challenging task as it requires integrating the needs of the industrially developed urban economy only with the need of underdeveloped rural and tribe economy.
10. Disparity in the student background from rural and urban areas which makes learning group heterogeneous rather than homogenous.
11. Hiring and retention of quality manpower is a challenge due to state government policy.
12. Mobilizing more financial resources from government and research organizations is challenging.
13. Maintenance and development of physical infrastructure to support the growing needs.
14. Ensuring appropriate academic and administrative quality in diverse set of affiliated colleges.
15. Placement in best ICSE,CBSE, Madhya Pradesh State schools.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

College academic programmes reflect its vision. The college enjoy the affiliated academic aspect under Vikram University. Need based, competency oriented and knowledge based curriculum with academic flexibility is the hallmark of curriculum design which is executed through semester mode.

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design Is compatible. It also considers the practices of an institution in introducing a wide range of program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annular updation. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution:

- The institution has a clearly stated and communicated purpose, vision, mission and values.
- The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs.
- The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.
- The institute receives and uses feedback from students, alumni, employers, the community, academic

peers.

The major aspects identified under this criterion are: curriculum design and development, academic flexibility, feedback on curriculum .

Planning and implementation of the curriculum by the college are done most effectively by introducing students and stakeholders first to the larger mission and the wider vision that defines the particular purpose which the college stands for and seeks to promote. As the goal of the institution is to provide quality education to the students, our faculty members are encouraged and supported to attend National/International seminars, conferences, orientation and refresher courses, workshops. Various extension and co-curricular activities are also conducted to enlighten the students and make them conscious of the social, cultural, economic and environmental realities so that, they become a responsible citizen of the nation

Teaching-learning and Evaluation

The college ensures wide publicity of its admission process through its website and National news papers admission to undergraduate students offered by the colleges of M.P. is given through online process controlled centrally by the department of higher education govt. of Madhya Pradesh. The admission is given strictly on the basis of merit, the whole process has been made absolutely transparent and extremely effective after the induction of the centralized online admission process. The meritorious students from the far flung corners of the state succeed in getting admission to this prestigious institution. The college continues to be the first choice of bright and deserving student's prestigious institution. Reservation benefits to the SC, ST and OBC classes are also given as per the govt. rules. Students seeking admission to this college come from diverse socio-economic cultural and educational background. In order that the students may judge the suitability and worthiness of the courses they have chosen for themselves a brief counseling is given by the admission committee at the time of admission.

The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution:

- The institution has a transparent admissions process and ensures that the defined admission criteria is equally applicable to all applicants.
- The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all programs.
- The institution engages its students in active learning.
- The instructional approach and learning experiences are extensive stated objectives program.
- Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers.
- Student teachers are prepared to manage the diverse learning needs of students in schools.
- The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance.
- Evaluation and results new technologies are used to improve the performance of students and course transactions.

under this criterion are: Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform and Best Practice in Teaching Learning and Evaluation.

Infrastructure and Learning Resources

The college campus is surrounded with a fencing wall covers an area 10 acre of land. It is located at a place which is conveniently accessible by public transport system. The existing physical infrastructure of the college adequately caters to the needs of the students for their all round development. The college has 12 classrooms, 08 laboratories including a language lab, Mathematic lab, Science lab, Educational Psychology lab, Social Science lab, ICT computer lab, Art & Craft lab, Music lab, Curriculum lab, Health and Physical Resource center, Boys and girls common rooms, a separate administrative office and a well equipped examination hall, a huge library house with E-library of college is provided with a computer an LCD projector, printer, photocopier and intercom facilities in almost all the classrooms. CCTV cameras have been installed. They are connected to a monitoring and recording system installed in the principal chamber. conference halls, have been equipped with audio-visual gadgets and inverters. UG student's computer literacy has been made mandatory. The college library is equipped with DELNET, INFLIB NET reprographic and internet facilities. At present the library is Semi-computerized for E-library, the process for its full computerization is going on fast pace. There is a Library advisory committee in the college.

The yoga , meditation and other facilities available in the college campus include supply of cool and clean (filtered) water, wash rooms, canteen, and boy-girls hostel. Primary health center, ICT zone and Prashanti co-operative bank, KaushalVikas Kendra. Prashanti Career Guidance Cell, Prashanti Placement Cell, The Alumini association.

- The institution has adequate physical infrastructure facilities to run educational programs efficiently.
- The institution takes adequate care and considers the environmental issues associated with the infrastructure.
- The instructional infrastructure meets the requirements of the program and is better used.
- The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.
- Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements.
- The institution has adequate library and computer facilities and other learning resources with easy access to all its constituencies.

Student Support and Progression

The college strives hard to translate its vision of producing mature its vision of producing mature human beings and responsible citizens in to reality by providing its students with such an environment as is conducive to such grooming the college closely monitors their progression to ensure their all round development.

In addition to the several scholarships and other assistance given by the state govt. to the students belongings to the under privileged classes and incentive to brilliant boys and girls general category college has thoughtfully instituted the following assistance for the students who are left benefit of any such support.

The college has a unique system of placing each class under the supervision of the regular teaching faculty. He acts like a mentor for the students of that particular class.

Remedial classes are conducted for weaker students while problem solving classes are arranged for all the

students in almost all the subjects to help the students in their preparation for competitive examination or specially teacher vyapam grad 1, 2, 3, UPET, CTET, NavodayaVidyalaya. The students participate seminars, fairs, literary, cultural sports activities with same vigour.

Objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices, expected of a quality institution:

- The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition.
- Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students.
- The campus environment promotes improvement in students' motivation, satisfaction and developmental performance.
- The progress of the students at various stages of the programs is monitored and appropriate advice is given to the students.
- The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.

Governance, Leadership and Management

The principal of the college is the academic administrative head, Prashanti Educational and welfare society member and committee of college. As such he remains helm of affairs related to the governance and management of the college. A democratic and decentralized approach in administration provides ample opportunity to the staff and student to develop the quality of leadership.

Chairman, vice chairman and Principal to take care of any grievances. The office of the principal is runs with the help of a number of members of the staff. An administrative officer nominated form among the existing teaching staff. A head clerk, an accountant and a number of these lower/upper division clerks. They are all responsible for running the office administration. Most of the work done by the office has been computerized.

The audit of the income and expenditure of the college is done first by CA . The governing body / management. Through the Prashanti welfare and Educational Society president, interacts with various stakeholders all the time and recycles them to the principal for immediate follow up action. In fact the governing body president himself is the founder .P rincipal of the college and understands the dynamics of college growth.

- The institution's offices and departments operate on the principles of participation and transparency. Academic and administrative planning goes hand in hand with the institution.
- The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
- The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
- The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.
- The financial resources of the institution are judiciously allocated and used effectively. Budgeting and

auditing processes are routine and standardized.

The key aspects identified under this criterion are: institutional vision and leadership, organizational set up strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

Institutional Values and Best Practices

This criterion focuses on the special efforts of an institution's values that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The focus of this criterion is captured in the following criterion statements and key aspects:

The institution exhibits sensitivity to changing educational, social and market demands. The institution is ready to foster an environment of creativity innovation and quality improvement. The institution adopts quality management strategies in all educational and administrative aspects.

The institution strives to promote value-based education, health education, yoga education, social justice, social responsibilities and good citizenship among its student community.

The college supports developing empathy through community service to inculcate good values among students and promotion of environmental consciousness. The objective of the practice makes the environment carbon neutral and helps to maintain a healthy atmosphere in and around the college. Time to time the college conducted Green audit and lay stress on green campus. Environment consciousness has made the college to maintain solid, liquid and e-waste management in a proper way. The college has installed LED bulbs for low consumption of electricity.

Research and Outreach Activities

PCPS College is future committed to promote research, consultancy and extension activities. A separate cell has been entrusted with the responsibility of maintaining an atmosphere which is conducive to the development of research in the college as envisaged in the college research policy.

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.

Institute faculty is actively engaged in training and developing teaching and other teaching-learning materials.

The institution incorporates practices based on research conducted by its faculty.

The institution is responsible for community needs and conducts relevant extension programs.

Extension services are chiefly rendered through the NCC/NSS and Red Cross units of the college. Activities like tree plantation, Blood-donation, health check-ups, awareness programmes are organized by these units quite often.

The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRASHANTI COLLEGE OF PROFESSIONAL STUDIES, UJJAIN
Address	Gram Gangedi Near Mahaveer Tapobhumi, Post Lekoda, Indore Road, Ujjain (M.P.)
City	Ujjain
State	Madhya Pradesh
Pin	456010
Website	www.pcpsujjain.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jyoti Maiwal	0734-2508253	9827004961	-	principalpcps2007@gmail.com
IQAC / CIQA coordinator	Shamsher Singh Kaka	0734-2508255	9926610412	-	ssskaka13@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Madhya Pradesh	Vikram University	View Document

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	View Document	26-02-2008	172	Validity is continue if the Institution complete to the norms of NCTE

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	Gram Gangedi Near Mahaveer Tapobhumi, Post Lekoda, Indore Road, Ujjain (M.P.)	Rural	10	3505

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	5	11	0	16
Yet to Recruit	0				0				0			
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			

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

Technical Staff				
	Male	Female	Others	Total
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

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	6	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	5	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	22	0	0	0	22
	Female	71	6	0	0	77
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	12	11	5	5
	Female	12	7	14	16
	Others	0	0	0	0
ST	Male	1	3	2	5
	Female	2	1	4	6
	Others	0	0	0	0
OBC	Male	13	5	6	9
	Female	10	20	13	23
	Others	0	0	0	0
General	Male	16	7	6	7
	Female	27	27	42	29
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		93	81	92	100

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary concept do exists in B. Ed. curriculum. The syllabus at present includes unique educational approach which allows the students to learn and explore distinct subjects or curriculum from various disciplines. Teacher Education is not limited to a particular discipline but rather is a blend of multiple knowledge content. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make teaching learning more wholesome. At present our</p>
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	institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum.
2. Academic bank of credits (ABC):	Keeping in view the objectives of NEP 2020. our college roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help to promote student centric education, learners, friendly teaching approach, develop interdisciplinary approach, provide opportunities to choose courses of one's own interest and learn at own pace.
3. Skill development:	The B.Ed. curriculum has scope of skill development through various field based activities and optional papers. On the lines of NEP 2020, our College encourages skill developments as needle work tailoring work, bamboo work, tie and dye, doll making, physical and health, meditation, yoga, environmental in optional papers opted by interested trainees. The internship program is an excellent opportunity for the trainee teachers to develop professional attributes of teaching profession. Various field based activities in the form of practicums and the co-curricular activities form the base of skill development. It is also fosters co-operation and other life skills which are necessary for teaching profession and human life as a whole.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We are blessed to be born in India as we have been bestowed with the treasure of knowledge. In order to incorporate Indian knowledge system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The professional competencies of the trainee teachers are enhanced through theoretical and practical knowledge of art, music and drama existing as apart of core curriculum. The existence of co-curricular activities in the B.Ed. programme offers endless opportunities to the trainee teachers to showcase their differential aptitudes. The community based activities and awareness programs give an array of exclusiveness to the traditions and values inherent in our cultural system.
5. Focus on Outcome based education (OBE):	In align with NEP 2020, the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning out comes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing the

	<p>course and to measure what standard they have achieved professional excellence. The trainee are taught how to identify requisite learning outcome for their respective content areas and how they are going to assess their respective future students on the basis of the prescribed learning outcomes.</p>
<p>6. Distance education/online education:</p>	<p>NEP 2020 recognize the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our College takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning like as- online teaching, online assessment and use of E-resources.</p>

NAAC

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
99	100	92	81	93
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
96	93	96	74	87
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
96	93	96	74	87
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
99	100	92	81	93
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
125.56978	79.73050	71.87977	36.49064	54.79767

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 50

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

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:

Prashanti College of Professional Studies is affiliated to Vikram University, Ujjain (M.P.) and it follows the Curriculum framed and modeled by the University. The Institute offers education programme at undergraduate level i.e. Bachelor of Education (B.Ed.) which is a two year undergraduate programme, with both Theoretical and Practical part.

You may inform if any practice of discussion in the staff meetings about the curriculum based on the feedback of the students about their difficulties in understanding the subject or answering the questions. The college may write to the University about the difficulties experienced by the students and the faculty opinion on the curriculum. But there should be evidence for it in the form of minutes of the staff meetings and also copies of the letters to the University should be enclosed.

The University effective Curriculum deliver through regular in house practices well-planned and documented process adopted by College as following-

- **Preparing Academic Calendar and schedule of work as directed by the University.**
- **Using ICT based pedagogical tools.**
- **By assigning Projects and Assignments.**
- **Holding weekly Seminars, Panel Discussion and Group Discussion.**
- **Organizing interdisciplinary programs.**
- **Organizing Workshops.**
- **Organizing Guest Lectures.**
- **Organizing educational study tours.**
- **Providing domain based skilling developed programmes/ programmers to supplement the given curricula.**
- **On action plan for Effective Implementation of the Curriculum.**
- **Advisory support to tackle class room conflicts.**
- **Support to career advancement related matter of the teachers**
- **Induction of supporting facilities to meet the growing demand of manpower in the department. Altogether (15 +1) teachers.**
- **Ensuring infrastructural and academic input to create conducive environment for class room teaching.**
- **Financial support to induct innovative approach in teaching practice**
- **Support to the effort for prompting research among teachers and students.**
- **Administrative, Advisory and financial support in organizing programs.**

The Curriculum is based on the clearly stated national goals and same is the Vision of the institute which is as follows:

- Imbibing right attitudes, values, ideals and ideologies
- Achieving academic excellence through hard work, critical thinking and

effective decision making. Facilitating learning among the student teachers

through appropriate skills and methodologies. Exercising responsible

leadership in the holistic formation of the student teachers and

rendering selfless service to the community.

The institution strives to achieve its Mission by grooming students teachers–

- Intellectually well developed
- Socially concerned
- Morally upright and
- Spiritually oriented teacher-citizens of India.

Objectives addressed by the Institution are as follows:

- To prepare professional and empowered teachers for local, national and global needs To prepare teachers with scientific bent of mind
- To train teachers for the development of Holistic personality
- To be dynamic leaders for preservation, transmission and enrichment of ideas and ideals To prepare professionally competent and humane teachers
- To make teachers who fulfills highest standards and achieve excellence
- To prepare professional teachers who involves in a high level of intellectual activity
- Teachers who are practitioners and commitment towards her role in the community

To groom teachers who uphold professional integrity.

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

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

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

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

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: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	19	19

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	19	19

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
Paste link for additional information	View Document

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: 81.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
72	80	75	70	80

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Paste link for additional information	View Document

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: B. Any 3 of the above

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

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

Response: 82.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
85	82	75	68	72

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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:

Curriculum of the institutions provide opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

The institution ensures the inclusion of the following aspects in the curriculum

1. Interdisciplinary / Multidisciplinary
2. Multi-skill development
3. Inclusive education
4. School experience / internship
5. Work experience / SUPW

(i) Interdisciplinary / Multidisciplinary

The B.Ed course itself is an Interdisciplinary course.

Interdisciplinary studies degree programs combine two or more traditional academic courses of study into a more personalized major. Unlike a liberal arts degree where you will study a wide variety of subjects, an interdisciplinary degree allows students to explore a more focused topic that crosses into multiple fields.

Interdisciplinary studies, broadly defined, is the process of answering a question, solving a problem, or addressing a problem that is so broad or complex that it cannot be addressed through a single discipline or field. Interdisciplinary studies are conducted through individual courses, including independent studies; in specific programs of study such as major or minor concentrations; as part of a student's general education requirements; through practical, internships, and other educational experiences that focus on the application of theory and knowledge to the workplace and society; and occasionally through honors programs. In a few cases entire colleges or universities are organized in interdisciplinary units that replace discipline-or field-based departments or divisions.

1. Multi – skill development in the course are:

Application of ET in methodologies, pedagogical theories in learning process. Audiovisual techniques and use of electronic gadgets during lesson demonstration.

Improvise teaching aids as a support material. Preparation of projected and non-projected teaching aids.

1. Inclusive Education

It is added as course content in Second year of Programme as compulsory Paper.

Visits are planned during the curriculum programme to special schools like School for Blinds for an exposure to children with special needs. Problems of children with special needs are taken up in one of the projects i.e. Action Research during internship.

1. School Experience / Internship

An internship of 120 days in the cooperating schools is scheduled in the second year. The B.Ed. students have to take up programs like conducting assembly / substitution classes, Audio Visual Aids Exhibitions / conducting sports / co-curricular programmes / unit tests.

1. Work Experience / SUPW

Work experience is practiced in the following ways: Training in the preparation of AV aids Training in the operation of gadgets like video camera Work experience in laboratories, like tailoring, gardening creativity singing and dancing are conducted from time to time and so on.

Training in book binding, preparation of bulletin boards etc. SUPW is included as a component in cultural studies project and entrepreneurship skill development project.

Fundamental or coherent understanding of the field of teacher education

Teachers enhance a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues.

Teacher education is the process of attending to peoples needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity and facilitating learning activities.

Equally clear, we need expertise, we need content. As coaches we need to know about our game;

Regarding faith, practice and teachings as religious teachers; And, as pedagogy, ethics, human development and development and social life. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

1.To communicating your understanding to others.

1.Have confidence: You will need the confidence to look calm and professional even when tired and stressed.

1.Have great organizational skills

1. Work effectively in groups

1.Be able to deal with conflict

1.Motivate your students to do their best

1.Empathise with your Students

1.Give feedback

Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills

Emotional intelligence is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively, empathize with others, overcome challenges and thwart conflict. According to Daniel Goleman , an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

- Self-awareness
- Self-regulation.
- Motivation.
- Empathy
- Socialskills

Critical thinking is a core academic skill that teaches undergraduate students to question or reflect on their own knowledge and information. This skill is required for students working on assignments and conducting research. It is also an invaluable skill in many workplace scenarios. Critical steps to improve -

- critical thinking include analysis,
- interpretation,
- current,
- Evaluation.

Negotiators communicate to clarify their preferences, attitudes and perspectives, to exchange information and to persuade the other side of their ideas and beliefs. For these reasons, communication ability is considered an important skill in a negotiator.

Communication Skills

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

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

Response:

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief.

If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job.

Children go to College to get prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity in your College

1. **Examine your teaching materials**
2. **Get to know your students**
3. **Be willing to address inequality**
4. **Connect with parents and community**
5. **Meet diverse learning needs**
6. **Hire diversely**
7. **Support professional development opportunities**

Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. Your College is already full of students and staff with diverse and amazing backgrounds, abilities and skills! All you have to do is start highlighting that diversity. Start slowly and intentionally. Don't be afraid to admit when you don't know the answer, but always try to keep learning and growing. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn't happen overnight, but the most important step is getting started.

There are different types of diversities in College. The students belong to different states, religion mediums and culture. Teachers and management never discriminate among the students.

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

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:**

Prashanti College of Professional Studies follows the curriculum in away a stop provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures:

The college follows student-centered approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning and inductive teaching and learning: inquiry-based learning, problem-based learning, project- based learning, discovery learning, etc. It seeks to promote

- Collaborative group learning, both inside and outside the classroom;
- Individual student research .
- Research by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy).
- In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children home and school cultures differ.

In addition to above

- Teaching skills are taught through Micro Teaching and ALM lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching.
- Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.
- In the course of practice teaching, the student teachers participate in all the curricular and extra-curricular activities of the school and conducting morning assembly arranging sport events, annual day celebration etc.

After completing this programme different skills enhanced and can be used personally and professionally which help in fulfilling advanced teaching strategies.

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

1.4 Feedback System

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

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

Response: A. All of the above

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

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: 93

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

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

Response: 19.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	64	44	47	50

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

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

Response: 0.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	2

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

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:

Prashanti College of Professional Studies is College of Education provides full support to different learning ability students i.e. **bright student as well as slow learners** so faculty will provide every possible facility to enhance learning like slow learners are also groomed regularly in their class hours by asking them questions on the topic which has been discussed in the class. In this way, the slow learners are guided to improve their performance in the university examination. Further faculty members revise the critical topics as per student's requisitions, provide additional learning material such as textbooks and solved question papers. The students are also guided for answering the questions to the point for scoring good marks in the sessional examination and in the University examination. Extra classes, revision classes are arranged for completing the syllabus and for clarifying the doubt of the students regarding various topics as per their syllabus.

The learners are given assignments and encouraged to take part in active items like debate, quiz, essay writing, presenting a paper in the seminars. They are encouraged to acquire new and advanced information through the internet to bring out their full potential. Their creative abilities are expected through their writing, magazine, college magazine and in various programmes conducted by the College. A friendly environment is created to improve the communication skills of advanced learners. Sometimes the advanced learners are encouraged to become proctors and help weak students to learn and understand certain topics easily. The advanced learners are also motivated for higher goals and are encouraged to appear for various competitive examinations.

The advanced learners as well as slow learners are encouraged to take part in group discussions on a particular topic assigned to them so that they are able to shed off their inhibitions and participate in it with enthusiasm. Besides lecture classes, ICT enabled classes are taken to make difficult topics more understandable to the students. learners students are encouraged to give good results in their final semester examination. To motivate them every year during the Fresher's Welcome the students of the college are awarded with prizes who has won a gold medal or stood first in the University examination. Thus the college takes every initiative to enhance the quality of students and support them in their quest for knowledge.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Data as per Data Template	View Document

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
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 6:1

2.2.4.1 Number of mentors in the Institution

Response: 16

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

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:

The highly qualified teachers of Prashanti College of Professional Studies, education avails to teach with modern methods teaching to facilitate and enhance learning. Regression results indicated that modern teaching methods have significant effects in the department variable of educational progress. Teaching is an important learning tool. Employing modern teaching methods may facilitate learning. Teachers of Prashanti College of Professional Studies must employ the most important methods based on educational goals, teaching content, according to students' need and interests. The college provides full facility mentors, guided students to reach a desirable teaching learning strategies which enhance the knowledge of student and helps them to become a successful citizen and innovative teacher.

Prashanti College of Professional Studies (Link of Document Attached Click Our College) is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. The following activities are being regularly conducted by the college to make learning activities more student-centric.

- **Experimental learning:**

Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the class room. We are additionally promising students to coordinate projects at departmental level. It is assisting the students with improving their insight, introduction abilities and personality enhancement.

- **Participant Learning:**

Our College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Project and so on.

- **Problem Solving Methodologies:**

Case studies are provided to improve critical thinking, creativity and problem solving skills among students and are asked to prepare project reports by various departments

- **Group discussion to produce idea or solve problems**

- **Brainstorming as teaching strategy**

- First, a small group of students is formed. They are approached to sit in a group and are given a specific issue or point.
- Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are told not to condemn others thoughts however they are allowed to make considerations to others thoughts.
- Student's thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished.

- **Focused Group Discussion**

Using this strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants.

- **online mode**

Nearly all teachers are using Google Classroom Application to teach their respective subjects. WhatsApp Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

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: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

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

Response: 100

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

Response: 99

File Description	Document
Programme wise list of students using ICT support	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

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	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

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

Response:

Highly qualified teachers of Prashanti College of Professional Studies , of Education avail all the given modern methods of teaching to enhance learning ability of students. They support and assist from the beginning of the academic year. It is necessary to support their performance in the classroom from the very beginning in their teaching careers. Mentoring can play a critical role in continually improving the professional knowledge and skills that teachers need to instruct and prepare students for the rising demands of modern methods in the field of education.

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 honour 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 teachers are provided with additional space in the college for establishing direct rapport with the needy students. 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, OHP etc through which learning is made effective & efficient.

There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipments 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	View Document
Any additional information	View Document
Link for additional information	View Document

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	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

Teachers of Prashanti College of Professional Studies given preference to creative aspects in teaching to enhance different skills of creativity in the students. The college plays an active role in training the faculty as well as students also. The trained and other sensitized faculty takes effective measures in implanting innovative techniques in teaching – learning in order to enhance motivation and self directed learning among the students. The various innovations tried are as follows:

- Create a compassionate, accepting environment
- Be present with students ideas
- Encourage autonomy
- Reward assignments to promote creative thinking

Give students direct feedback on their creativity

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 to 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. They are also fundamental to **teachers** improving their professional practice and to school development.

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.

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	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

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

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: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

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

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

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: B. Any 4 of the above

File Description	Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

File Description	Document
Photographs with caption and date wherever possible	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

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

2.4.8 Internship programme is systematically planned with necessary preparedness..**Response:**

Before going for internship teachers trained the students like practicing of micro teaching and tell them about all the basic skills which is needed for effective teaching in macro teaching, for this extra classes has been taken and students are guided before going.

Selection/identification of schools for internship: participative / on request

Internship of students is arranged in various private and government schools every year. The student teachers Practice Teaching comprises about 30-34 lessons, which include

1. Active Learning Method (ALM) teaching comprising five lessons in each teaching subject.
2. Criticism Lesson or Discussion lessons comprising two lessons in each teaching subject
3. School-based teaching (30 lessons) including five ALM Lesson plane followed by Final lessons (two lessons) in each teaching subject. The Final lessons are delivered in the presence of External Examiner appointed by the University.

The Practice teaching is thus carried out for more than mandated working days to deliver more than the number of lessons (i.e. 20 in each subject) required by the NCTE

- 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	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 6.4

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

Response: 15

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Prashanti College of Professional Studies, play a vital role in monitory mechanisms during internship programmes. The concerning teacher go with the group of students for their observation and guidance. This is also safe in view of safety measures, the college provide a letter of permission given by the head of the school to teach. All these effective monitory done by the college and all the possible arrangements are also provided to students and teacher also.

Our College adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools.

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

- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.
- 70 to 80 per cent of the lessons in schools are observed by the faculty.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished.
- Detailed feedback is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

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: E. None of the above

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: A. All of the above

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

2.5 Teacher Profile and Quality

<p>2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years</p> <p>Response: 100</p>	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
<p>2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>Response: 37.5</p>	
<p>2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Response: 6</p>	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
<p>2.5.3 Average teaching experience of full time teachers for the last completed academic year.</p> <p>Response: 8.88</p>	
<p>2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Response: 142</p>	

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

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:

Teachers of Prashanti College of Professional Studies, follow the above efforts for their up-gradation. Mostly the teaching faculty involves in other educational programmes and also visit in other colleges for academic purposes this activity enhance their personal academic performance and keep them updated.

The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. This is how teachers must develop or update themselves. This development of teachers can be broadly classified into three areas viz. Personal (Self- Centered); Professional (Student-Centered); and Social.

Personal: Self-Centered Development

Teachers can attain this development in two manners – Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development.

Under the Informal manner, teachers must develop their portfolios to illustrate their personal works, professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans and using critical incidents for informal research boost the development.

Professional: Student-Centered Development

Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system. Teachers have to have demonstrate that they possess some special characteristics to handle the changing times and trends in education sphere.

Social: Reflective

Man is a social animal and so is a teacher. His needs do not differ from any other living creature. But since he is entrusted with the job of ‘shaping the future of a country’ as stated in Kothari Commission, he has to

live a life of austerity and limitations. He has to constantly reflect upon his actions as a teacher and make necessary changes to suit the need of the hour

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

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

Response:

Teachers of Prashanti College of Professional Studies are always engaged in (CIE) continuous internal evaluation which enhance the knowledge of teachers as well as student's subject knowledge, general awareness, oratory and vocabulary skills, social awareness etc. are evaluated through group discussion and marks are given as per participation and performance. It helps to motivate the students and enhance knowledge by sharing thoughts among themselves.

Prashanti College of Professional Studies sticks to academic schedule which is being given by the Vikram 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 Vikram University. The time table of external examination is 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.

1.Preparatory Exams are conducted every year before university exams.

1.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 body / Council. The Principal heads curricular and extra-curricular 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

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

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

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in internal assessment. Norms directed by the Vikram University have been adopted in the college.

1. At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester.
1. Internal assessment test programs are organized according to the university and students are informed in advance.
1. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date.

1. Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process.

1. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department.

Departmental level: Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board. Questions if discussed with any faculty and HOD.

College Level: The College appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the principal of the college. The grievances are deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to the University in the examination section if necessary.

Redressal of grievances at university level: After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for reevaluation, recruitment and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college.

In Prashanti College of Professional Studies grievance redressal committee always active to sought out problems as soon as possible and try to minimize those activities which creates problems. Before or during examination the members of grievance redressal committee took rounds and solve the problems on time.

File Description	Document
Any other relevant information	View Document
Link for additional information	View Document

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 Vikram University and according to the temporary date sheet of the university examinations. In the semester system, practical's are prescribed in terms of planning of departments, time table, attendance review, mid- term tests and science subjects. Students with small attendance are notified according to their names and fined.

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. Similarly, annual celebrations are also held during the end of the

academic year.

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

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

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:

PROGRAMME LEARNING OUTCOMES (PLOs) :

On the completion of the B.Ed. (2 years) Programme, student teachers will be able to develop:

Content Competency:

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

Pedagogical Skills:

- to impart teaching skills and strategies to transfer the given content suitably in classroom situations.
- to innovate and experiment classroom practices.

Professional Ethics:

- to imbibe and uphold qualities of a good teacher .
- to be just and impartial.
- to show love and respect to the individuality of the child ,
- to inspire and professionally help the parents for the care and guidance of their wards ,
- to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she

belongs

- to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

Effective Citizen Ethics:

- to understand different values such as morality , social service and accept responsibility for the society.
- to create leaders in all walks of life and thus be agents of change in the society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.

Effective Communication:

- to boost confidence and promote abilities to communicate effectively,
- to plan, teach, organize school related /community based activities and programmes.
- to collaborate with parents and community for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

After the completion of the course the student will be able to:

- Childhood & Adolescence
- Understanding of Educational Technology
- Language Across the School Curriculum
- Understanding Discipline and Pedagogy: Language, Social Science, Science', Mathematics, Commerce
- ICT Basics
- Learning, Teaching & Assesment
- Knowledge & Curriculum
- Contemporary Education in India
- Techniques, Methods &Approches of Pedagogy
- Understanding Self, Personality & Yoga
- Inclusive Education
- Educational Evaluation
- Guidence&Counselling
- Value Education
- Health & Physical Education
- etc

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years**Response:** 92.83**2.7.2.1 Total number of students who passed the university examination during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
94	92	91	57	80

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Link for additional information	View Document

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:**

PLOs and CLOs are monitored for further improvement in student that the students are excelled in different innovative teaching methods and are able to know about modern strategies of teaching and learning which developed and enhanced different skills in the students to fulfill the growing demands in the field of education

The most appropriate assessments to improve guidance in student learning are quizzes, 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 submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. 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	View Document
Link for additional information	View Document

2.7.4 Performance of outgoing students in internal assessment	
Response: 46.88	
2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year	
Response: 45	
File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Link for additional information	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.
Response:
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:
<ul style="list-style-type: none"> • To understand exactly what is expected from them • To have a clearer understanding of the assessment criteria • To understand what they have to do • To know how to prepare themselves for the assessment • To perform to the best of their ability (when they are fully informed about the assessment) • To have a greater confidence in the assessment method and the teacher's/assessor's judgment
Initial learning reflects in their final assessment that is mostly average and good performance. Slow learners gain average performance in comparison to bright students but overall the result is good.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

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..

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

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: B. Any 3 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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: E. None of the above

File Description	Document
Link for additional information	View Document

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: 1.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	3	1	4	7

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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: 0.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	1	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response: 92.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
88	94	85	80	83

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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: 87.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
88	94	75	70	80

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

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

Response:

The College believes and stresses in bringing out the best qualities inherent in the students through imparting value education to students to instill in them social responsibility, social awareness, etc., through various activities keeping this in view, the institution strives to inculcate in the students, the best way of being a responsible citizen through various extension activities. The sole aim of engaging the students into external activities is to make them aware of the social issues prevailing in the society and therefore, influence them and their understanding about the problems which hold the rural areas from developing, both individually and socially and seek out the possible ways to solve those problems.

The college has provides for extending the utmost services for the development of the town and its population the institution organized the following services over the years.

1. Conducted awareness generating campaign on ill effects of Tobacco use in Gram Gangedi Ujjain.
2. NSS Unit and Prashanti Environment Committee made a campaign for plastic free campus in the said area. NSS Unit of the College organized a discussion on communicable disease and its prevention.
3. NSS Unit of the college organized a discussion on the safety drinking water and sanitation system.
4. NSS various programs are organized to spread awareness about health care, cleanliness, energy conservation, environment protection, social equality etc.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

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

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	1

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

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: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document

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: 0

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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:

Prashanti College of Professional Studies get a boost with the collegiate Education in an innovative manner. The College introduced learning Management System (LMS) that will allow students to access content through a web based platform or an app and study through digital educational resources that facilitate learning. The college provides full facility in seminar, computer labs for students to enhance learning which helps students to become a successful teacher.

Teaching, Learning & Infra Facilities

- Ventilated & Spacious Class Rooms with Glass Boards & LCD Projector, Conference & Seminar Hall, Dedicated Music Rooms, Well equipped Drawing Hall with drawing boards, Digital Library, Latest Configured Desktop Computers, Softwares with Printers and well equipped up to mark laboratories.
- Big playground with pavilion for playing Kabaddi, Volley Ball, Badminton, Judo and Boxing etc.
- Separate Common Room for girls and boys.
- Child Care home room.
- Medical hospital has ten beds, medicine, ambulance, doctor or nurse facilities available.
- Fire Extinguishers
- Generator for power back up with the capacity of 42 KVA.
- Running Canteen with a seating capacity of fifty students.
- Well facilitated Hostel available.
- Fan and Water Coolers for regular water supply and 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 and two LCD for security and smooth administration.

Library as a Learning Resource :

- Well-furnished and semi-automated with about 7000 books and magazine/journals.
- Computerized

Access to Institutional koha Software for issuing the books and keeping records accordingly

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

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: 30.77

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

Response: 4

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

Response: 13

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
125.56978	79.73050	71.87977	36.49064	54.79767

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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:

The library working is **computerized**, KOHA Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are mention according to author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. 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 information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, 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.

1. By Teaching staff : on as and when required basis.

1. 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	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently**Response:**

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 information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, 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.

1. By Teaching staff : on as and when required basis.
2. By students : on as and when required basis.

We have the following facilities in our Library.

1. There is facilities for Koha software.
 2. The books are bar coded.
 3. Students are provided with unique bar coded ID card through which they can borrow two books for a period of 15 days
 4. Teachers can borrow 15 books for a period of 1 month.
 5. We have an exclusive reference section which can be accessed by the students and staff.
- **Computer and internet** services are used by staff and the students alike.

Students and teachers who needed are allowed to use all facilities provided by library at any time, librarian provides all possible help to students as well as to teachers.

File Description	Document
Landing page of the remote access webpage	View Document

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:** B. Any 3 of the above

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Link for additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**Response:** 1.23**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.72	1.37	1.5	0.94	0.62

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

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 2.26**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: 30	
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: 40	
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: 55	
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: 65	
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: 70	
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	
<ol style="list-style-type: none"> 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: E. None of the above	
File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi
Response:
<p>The IT sector is one of the rapidly expanding sectors. Prashanti College of Professional Studies in order to cope with the age of modern technology, does not lag behind in possessing IT facilities in the institution. To cater to the demands and updated facilities for the students IT infrastructure are in constant change and modification. Not in terms of hardware but in terms of software also the integrated system is in the constant developing process. We prefer the genuine versions of the software in use. IT department keeps a</p>

keen vigilance on the activities of the students as there is a high percentage of variability to deviate in the vast domain of big data. Constant guidance is provided to them and at the very same time, they are encouraged to restrain their digital surfing in accordance with the syllabi or any other related arena. The College has a computer Laboratory with requisite numbers of computer and these computers are made accessible to the students to instill the IT skill in them. The college has developed one smart classroom and an ICT enabled seminar hall, for conducting classes for the students. Seminars, various Workshops are also conducted in the Conference hall with an LCD projector and screen. The college is in possession of

(50) Desktops. Among these, 30 computers are used by the students and the rest are used by the office and teaching community for administrative and academic purposes. The college also possesses other ICT equipment such as printers, photocopiers, projectors screen, and speakers in adequate numbers and are used for the sake of the students.

Keeping pace with the modern technology all official works including salary related matters of both the faculties and the staff, other financial transactions are made through online treasury using HRMS (Human Resources Management System). At present, the college has a broadband connection, and this facility is accessed in our day to day work. Even all teachers are connected with broadband/ Wi-Fi facilities, where teachers as well students can take full advantage of the system. Even marks uploading during the final examination is possible only because of this connection.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 2:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document

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: 10.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
6.41	14.07	10.01	3.57	3.57

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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:

Proper maintenance and utilization of physical, academic and support facilities are augmented and maintained through various committees like Development Committee, Purchase Committee, and Library Committee, etc. formed every year by the members of the Teachers' Council. The Development Committee looks after the maintenance, repair, and construction work related to the building. Physical infrastructure like water, power supply, is looked after by this committee. All work is done through the tender system as per standard norms or rules laid down by the Department of Higher Education. There are two beautiful gardens at Prashanti College of Professional Studies. A team of efficient and experienced gardeners maintains these gardens of the college. Planting of seasonal trees is carried in the college garden regularly. Maintenance of the garden is also looked after by the Development Committee.

Laboratory: The College has a Science, ICT, language, psychology, and Bioscience laboratory facilities and the Laboratory facilities are made accessible to all the students of the College. The users of these laboratories pay immense attention while accessing the facilities and handle it with good care. College appointed a Laboratory attendant for proper maintenance of the laboratories.

Library: Library is a sacred place where the learners can acquire and enlighten themselves by gathering vast knowledge. The library has an advisory committee, which meets at regular intervals to discuss various issues related to library facilities, services, and activities. The committee works towards improving the overall library infrastructure and resources to make it user friendly. The college library subscribed to Koha. A link to Web OPAC has been provided on the library website for remote access. Users can access the library database and search for books. The users can access this information from home where internet connectivity is available.

Sports Complex: The Games and Sports section in the institution is being looked after by the Physical Education teacher. All the sports materials and equipment are stored in a sports Lab under the supervision of the Physical education teacher. Students are allowed to use the sports materials only after signing the register and return the same after their sports activities get over. There is a playground inside the campus where students play different outdoor games like volleyball, cricket, football, etc. The college has facilities for indoor games also.

Computer: Computer has become an integral part in every walk of life, hence its requirement is felt in every institution. Prashanti College of Professional Studies has sufficient numbers of computers which are used in offices in college for academic purpose and in the computer laboratory also.

Classroom: The institution provides classroom which is spacious, well-lit, for the students. The college authorities pay great attention to maintaining the classroom and ensure uninterrupted teaching-learning activities. For the smooth running of the college, all teachers are free to submit their requirements to the principal regarding repairing and maintaining the computer, classroom furniture, and other equipments of the labs etc

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

NAAC

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: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template for the applicable options	View Document
Paste link for additional information	View Document

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: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators**Response:** 14.13**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	16	16	15	16

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year**Response:** 21.88**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 21

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.**

File Description	Document
Upload any additional information	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
Paste link for additional information	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**Response:** 0**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	00	0	0

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

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

Response:

Prashanti College of Professional Studies believes in youth empowerment through quality education. Hence enough space is given for co-curricular, extracurricular activities of the college. The students are involved in number of activities at institution level and also at society level. Student's Council is set up as per the norms and meetings laid down by Vikram University Ujjain. Student's Council election is conducted for selecting student's representatives in the various arena for the benefit of the students. The student's representatives encourage and motivate other students to participate in student's oriented programmes such as Blood donation camp, Fresher's welcome, Republic day, Independence day, Voters day, Yoga day, Environment day, etc. Students representative assist teachers in making any such events successful. The student's representative also ensures to maintain discipline in the college by encouraging students to follow the rules and regulations laid down by the college and insist other students to maintain a green, plastic and pollution -free campus. With the help of the student's representative, sports and cultural events, competitions, tree plantations in the college are organized. So the student council actively plays an important role in upgrading the image of the college.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Paste link for additional information	View Document

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

Response: 17.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	18	15	18	16

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Prashanti College of Professional Studies is devoted to cherishing the relationship with its family members by constant touchups, college interactions, and friendly get-together. Alumni of the college envision fostering friendly cooperation between present and later/previous generation of the students thereby enhancing the betterment of the institution. Alumni associations of the Institution arrange to get together, where the members of the college gather together offering their vibrant participation in all spheres of college activities.

Contribution of Alumni to the Growth and Development of the College.

- The alumni's contributions in the growth and development process are given below.
- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.

Helps in publicity

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

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: A. Any 6 or more of the above

File Description	Document
Documentary evidence for the selected claim	View Document
Any additional link	View Document

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

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Response:

The College has an Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feedback.

- 1. The principal of the College is the President of the Alumni Association. Other members include faculty and students.**
- 2. The activities of the Alumni Association of the last two years are given below.**
 - Informal get together of the students of every preceding session's passed out batch in college campus.**
 - Felicitation of the students who get placements during the preceding academic year.**

- Election of the office bearers from the students of the preceding session.

1. The top ten alumni occupying prominent position.
2. Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions in the growth and development process are given below.

- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools.
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity
- To arrange and support in placement activities for the students
- To encourage the students of the college & members of the Association for research & development work in various fields of education
- To conduct workshops, guest lecture, skill development program
- To encourage and guide the students of the college on nurturing their talent and self-employment
- Alumni of the Prashanti College of Professional Studies are contributing in the overall development of the students of college which would ensure better professional future for the students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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:

Emerge as a higher learning institute by creating advancing and disseminating knowledge with collective wisdom through value imbued holistic education for peaceful sustainable and human society. Quality contribution through teaching learning process for the empowerment of the nation.

MISSION

Educating and empowering the learners to realize their potential. Through the righteous blending of knowledge skills and values for serving society highly ethical teacher through rigorous training for comprehensive development of the nation.

The College strives to realize its vision and Mission

mission by

1. Facilitating Learner- Centric multidisciplinary course curriculum. Pedagogy and resources through Technology- enabled Joyful and diverse Learning environment.
2. Achieving excellence for world-class competencies in Teaching research and extension.
3. Providing demand driven educational programme for enhancing skills and employ of ability.
4. Emphasizing value guided competencies among learners for developing socially responsible professionals and leaders.
5. Exploring global opportunities for stake holders through international collaboration.
6. Nurturing a culture of pride ownership and belongingness for attracting cultivating and retaining.
7. Promoting self-accountability through participatory transport. Transparent and value based governance.
8. Adapting eco-friendly and energy efficient best practice for sustainable development.
9. Addressing issues and priorities for empowering the local community with a global perspective.
10. To be a leader in Educational services
11. To Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality.
12. To Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality.
13. To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
14. To ensure recognition as an international leader in holistic education to achieve global competency in corporate and social world.
15. To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.
16. To make available globally competitive education infrastructure compatible to the changing

challenges of India's nation – building processes.

17. To give them confidence that they are the creators and not the creatures of their fate. Striving continuously to Provide quality teacher training.

18. To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such

19. To effectively execute various activities under the academic and social responsibility of Prashanti college of professional Studies, Teachers' Training College as NCTE and state govt

The college ensures that the vision and mission of the institution is in true with the higher education policy of the nation by introducing modern, education, professional and technical career-oriented courses, offering the benefit of education to all without fixing any cut-off list, for vocational courses and general subject, facilitating economic empowerment of women through higher education offering vocational education and skill development programmes, economic, social and educational empowerment of under privileged section of society.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management

Response:

The College practices decentralization and participative management not only in the execution process but also in policy matters as feasible at execution level. The autonomy is practiced at two levels i.e. in academic activities and in administrative activities. Academic activities, the Vikram University affiliated (Prashanti College of Professional Studies) are given sufficient autonomy to take important decisions at college level. There by smoothing the functioning of

PCPS college forever the affiliated college, decentralization and participative management, as majority of the operational decision making is delegated to various program in charges and important decisions are taken through various cells , committees and bodies.

At administrative level, also, the college practices decentralization and participative management be it financial administration or otherwise. The heads of teaching departments and assistant / deputy registrars of various sections have been given financial powers up to prescribed limits so as to smoothen the day to day working of the college, further, beyond those levels the financial decisions are taken to college registrar and honorable vice- chairperson level on the recommendation of college committees viz. purchase committee expending it further, the financial proposals of the college for exceptional permissions there by creating a pyramid reflections a true picture of decentralization and participative management in college.

The college has tradition to decentralize its power: - the college / departments are given full in managing the classes in conformity with the daily routine of the college. The various committees are formed to run the college smoothly and are given autonomy in decision making under the supervision of the principal .

Education Minister Govt. Of MP

Department of Higher Education

Directorate of Higher Education

Directorate Prashanti Group of Institutes

Vikram University

Governing Body

Principal

Prashanti College of Professional Studies

PCPS Student's Union

Internal Quality Assurance Cell (IQAC)

Administrative Assistant

Librarian
Head of DepartmentssddddDepartment
Co-coordinators

--

Co-coordinators
Library Staff
Account
Administrative
Faculty

Fig: - The institution practices decentralization and participative management

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the teachers in the college.

The Ways in which all teachers participate in the Management Process:

- The Principal oversees the Teaching Plans of his/her departmental members.
- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counselling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study tours.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decides on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Prashanti College of Professional Studies, Ujjain (M.P.) is a self-finance institution. Salaries and other expenditures are directly controlled by the Trust management. Funds collected from the students fee as per norms as a part of a self-generated resource that is spent for the salary. Fee and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic Affairs:

The college offers B.Ed course. Admission is taken on the basis of MP ONLINE Higher Education conducted by the MP state government. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs:

Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

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

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the Prashanti College of Professional Studies, Ujjain (M.P.) has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. the college are governed on the principles of participation and transparencies.

The college maintains an IQAC that functions on the basis of MIS. The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues. The various teachers-in- charges are under the obligation of reporting the matter to the head. It is a well-planned and

meticulously observed practice.

Particularly, the following activities fall under the preview of the issue in hand:

- a. Syllabus Coverage
- b. Use of Audio Visual Aids.
- c. Students Attendance Record
- d. Internal Assessment,
- e. Organization of CCA
- f. Laboratory Work
- g. Use of ICT and Educational Technology.

The objectives in perspective of Teaching Learning Development are as follows:

- To develop an understanding of the principles of pedagogy and its applications to curriculum transaction and evaluation.
- To bring professionalism in teacher education by improving upon teaching practices in the surrounding area.
- To inspire for life long learning and for reaching the unreached.
- To enable the students to live in harmony in the profession and community.
- To develop skills among the trainees in order to integrate with existing education system with ease.
- To develop reflective practitioners of teaching learning process.

The above aspects are handled by the concerned committees headed by the head of the college. Data collected are then forwarded to Manager. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

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 Prashanti College of Professional Studies, is framed, in which, The Principal is the academic and administrative 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. Faculties 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 40 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. Principal report to Chairperson and Principal monitors the effective functioning of these bodies. Apart various committees are formed for smooth functioning of various activities of the college like:

1. NAAC steering committee
2. Admission committee
3. Library committee
4. Building committee
5. Student placement cell
6. Student counselling cell
7. Sports committee

The various Forty (40s) sub-committees are:

1. **NAAC STERRING COMMITTEES**
2. IQAC COMMITTEE
3. GOVERNING BODY COMMITTEE
4. APPRAISAL COMMITTEE (NCTE, VIKRAM UNIVERSITY, HIGHER EDUCATION & UGC)
5. ADMISSION COMMITTEE
6. LIBRARY COMMITTEE
7. TEACHING - LEARNING COMMITTEE
8. STUDENT PLACEMENT CELL
9. STUDENT COUNSELLING CELL
10. SPORT CLUB COMMITTEE
11. EXAMINATION COMMITTEE
12. STUDENT UNION COUNCIL ELECTION COMMITTEE
13. DISCIPLINE COMMITTEE
14. WOMEN FORUM COMMITTEE (SEXUAL HARASSMENT AND REDRESSAL COMMITTEE)
15. ANTI - RAGGING COMMITTEE
16. EXAMINATION COMMITTEE
17. CO-CURRICULAR ACTIVITIES
18. CULTURAL ACTIVITIES COMMITTEE
19. RESEARCH PAPER PUBLICATION
20. WORKSHOP & SEMINARS COMMITTEE
21. FILE MANAGEMENT OF NEW ADMISSIONS
22. PSYCHOLOGY CELL & LAB.
23. MICROTEACHING / DEMONSTRATION COMMITTEE SUBJECT TEACHERS
24. PRACTICE TEACHING SUBJECT TEACHERS
25. ACADEMIC CALENDER COMMITTEE
26. TIME - TABLE COMMITTEE
27. ATTENDANCE REGISTER COMMITTEE
28. PRAYER COMMITTEE
29. SCHOLARSHIP COMMITTEE
30. MEDIA INCHARGE
31. EDUCATIONAL TRIPS COMMITTEE
32. STOCK REGISTER COMMITTEE
33. MARKSHEET DISTRIBUTION COMMITTEE

34. STAFF ATTENDANCE REGISTER COMMITTEE
35. ALUMNI MEET
36. TRANSFER CERTIFICATE COMMITTEE
37. ORDER & FILLING COMMITTEE
38. ECO - CLUB COMMITTEE
39. SCHOLARSHIP FORMS COMMITTEE / CELL FOR SC/ST/OBC/MINORITY
40. CANTEEN COMMITTEE

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

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: A. Any 6 or more of the above

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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, Vikram University and the vision and mission of the college. It is based on

feedback and suggestions in meetings with stakeholders such as college students, teachers and members of the Parent Teachers Association (PTA), alumni and IQAC. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic 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.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Prashanti College of Professional Studies is a Private College and has to follow welfare measures provided to teaching and non-teaching staff as per the guidelines of the Vikram University Ujjain (M.P.) to which the institution is affiliated. The institution has various effective welfare measures for teaching and non-teaching staff. Some of them are:

- Encouraging faculty members for participating in seminar, workshops orientation and refresher courses.
- Encouraging the faculty to publish research papers in national journals
- Encouraging the faculty to take up membership of various state and local level research.
- The administrative/non-teaching staff also needs training in advanced skills related to their work.
- Training in computer and software management is provided to the staff members as per requirement
- The salary component and other monetary benefits are given as per the rules of self finance for Assistant Professor and non-teaching staffs.
- Faculty members are encouraged to participate in the Orientation Program/ Refresher Course/ Seminars/ Workshop. Non-teaching staffs are also allowed to undertake various training programs for enhancing their professional knowledge.
- Medical reimbursement is given to every teaching and non-teaching staff. On the other hand, monthly medical checkup is provided by the college.
- Both teaching and non-teaching staff can avail of Casual Leave, Earn Leave, and Medical Leave. Benefits of availing Child Care Leave, Maternity Leave, Paternity Leave as per state rules are also provided to the staff.

File Description	Document
Link for additional information	View Document

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: 12.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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:** 0**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**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Prashanti College of Professional Studies 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 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 functionaries 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.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Prashanti College of Professional Studies has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. All vouchers are examined by an internal financial committee on yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years.

The mechanisms to monitor the effective and efficient use of financial resources are as follows:

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.

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

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	View Document

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)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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 honours 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	View Document
Any additional information	View Document
Link for additional information	View Document

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:

Prashanti College of Professional Studies has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality.

The college formulated and established a Seven-member Internal Quality Assurance Cell (IQAC) in 2016 so as to respond to the changing educational, social and market demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College.
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on the various quality parameters.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities of the College, leading to quality improvement;
- Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
- Development of Quality Culture;

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Prashanti College of Professional Studies is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has IQAC and Programme Advisory Committee (PAC) which assess the performance of the programmes approved by it. 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.

The college makes all out efforts to

- Ensures adherence to academic calendar with the help of schedule for all activities.
- Supervises content delivery by faculty, through Principal.
- Ensures high performance of students in internal examination academic.
- Monitors attendance of students and also keeps the students informed on quarterly basis.
- Maintains and ensures stock verification
- LCD projectors have been installed in various classrooms for a better learning process.
- Remedial classes are organized as per the requirement and feedback of the students.
- To make the library student friendly the institution has taken the measures to digitalize the library. Internet facility is also provided to the students in the library.
- Evaluating teaching-learning methodology periodically through student feedback.
- The college does not have any control over the syllabi and these are implemented as per the direction of the Vikram University, Ujjain (M.P.).

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

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: 16

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document

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

Response:

Prashanti College of Professional Studies 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 orientation programs, in which they have psychology, 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

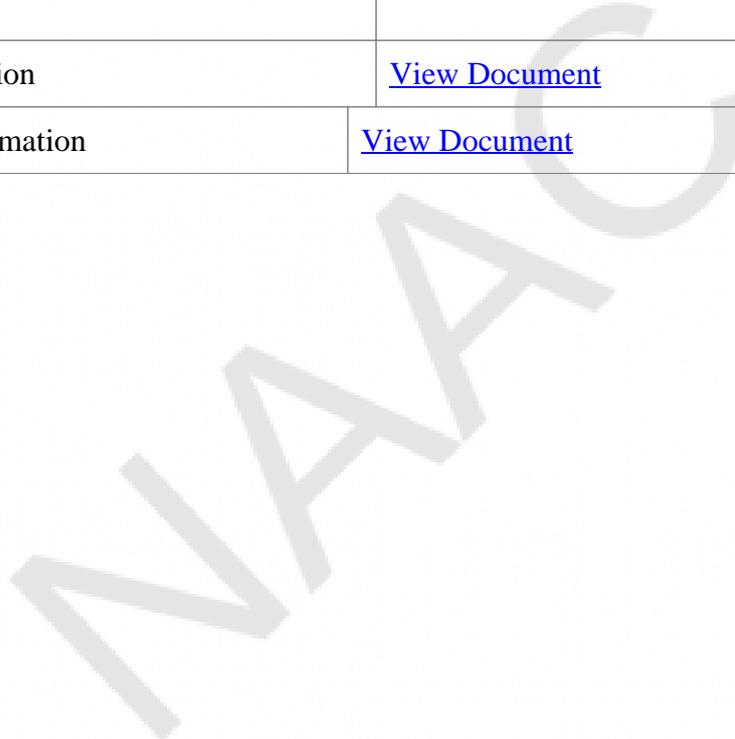
Significant contributions made by IQAC in the past 5 year are-

1. Established on **31/01/2007** a huge 10 Acre campus with big gardens with blossoms policy.
2. Formation of vision and mission of the college.
3. College website creation and maintenance.
4. Internet Connection.
5. Smart Classroom and ICT facilities.
6. Language Lab, Psychology Lab, ICT Lab and other lab renovation.
7. Meeting of IQAC regularly.
8. Prospectus.
9. Feedback collection to improve Teaching Learning Process.
10. Opinion of Alumni-Valuable suggestion taking.
11. Submission of data to AISHE portal.
12. Drinking RO – Water.
13. Construction of New Building.
14. Financial transaction .
15. Enjoy Vikram University, Ujjain Affiliation since 2007.
16. Library building with KOHA , DELNET and INFLIBNET facilities.
17. Teaching is available for B.Ed. (start from July 2020).
18. Free coaching to SC/ST/OBC and other students for Competitive Examination, Vyapam Grade 1,2,3,Teacher, UPET, MPPSC.
19. WI-FI campus.
20. CCTV cameras in class room and campus.
21. Regular Publication of E-NEWS and E-MAGAZINE, JOURNAL (to reduce paper load).
22. Separate Sport Ground for Hockey, Football, Cricket, Tennis, Basketball, volleyball, Kho - kho etc.
23. NSS with boy and girls units.
24. NCC 10 Batallion with boys and girls division.
25. Campus is well protected with compound wall.
26. College supported service worked for the welfare of villages and weaker societies.
27. Regulatory arrange blood donation and health Campus for society and students.
28. College provides free ship facilities to unreserved, weaker section of the students who lost their parents and having income less than one Lakh.
29. College have well defined policy like blossoms policy, it policy green policy women empowerment policy, professional ethics policy, anti-ragging policy and attendance policy.
30. Suggestion and complaint boxes / fire extinguisher units installed in department.
31. College has primary health center and Prashanti co-operative bank society.
32. College has canteen and separate space for two or four wheeler parking.
33. Fully functional language lab is there, an energy lab is under construction.
34. College was running NIOS study center.
35. College is running I-ZONE center.
36. College promotes Sawachhata Abhiyan, Waste Treatment and Environment save.
37. College students have represented the college in Cultural, Sports, NSS, NCC.

- 38. National Seminar ,International Seminar and Workshop.
- 39. Placement Training.
- 40. Feedback from Heads & Mentor teachers of teaching internship schools.
- 41. Establishment of ECO-GRIENDLY campus / ECO CLUBS.

The IQAC periodically reviews the quality assurance and suggests for gradual expansion.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document



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 42 KVA generator as an alternative source to meet its power requirements. 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.

Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive around 340 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilise a large portion of the sun's energy.

1. Turning off lights or appliances when the college members do not need them.
2. Use of Halogen incandescent bulbs, compact fluorescent lights (CFLs) and light emitting diode bulbs (LEPs)
3. Use optimal quantity of water.
4. Use hot water only when very necessary.
5. Plant-trees or shrubs in the campus. A unit operating in the shade uses as much as 10% less electricity than the same one operating in the sun.
6. Computer is used when needed. A computer that runs 24 hours a day for instance uses more power than on energy – efficient refrigerator.
7. Setting computers, monitors and copiers to use sleep mode when not in use helps cut energy costs by approximately 40%.
8. More use of water cooler for cold and hot waters rather than refrigerator

File Description	Document
Institution energy policy document	View Document
Link for additional information	View Document

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

Response:

Prashanti College of Professional Studies, Ujjain (M.P.) will adopt the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services. The

College will apply a 'squander various leveled approach', to diminish, reuse, reuse and recuperate by products in preference to the removal of waste to landfill. The College recognizes the importance of meeting these legal prerequisites and deals with its waste responsibly, diminish the volume of waste sent to landfill and boost reuse and recycling where possible.

Solid wastes management: -

- Waste segregation is done at source level. Blue and green garbage bins are placed at several location blue for dry waste and green for food waste.
- The collection vehicle from panchayat municipal corporation collects dry and food waste daily from various collection points in the campus thus the campus is free from garbage always.
- The college generates huge amount of paper waste. The college adopts a tendering process to dispose of this paper waste.

Liquid waste management:-

- Wastage of drinking water is restricted through proper monitoring.
- Waste water is property drained out to maintain the greenery in the campus as well as providing ecologically aesthetic environment proper drainage system is available.
- Water wastage is minimized by checked regularly the leakage by maintenance.

E -wastage management:-

- The condemned batteries and damaged computer are disposed as per college and guidelines of MP pollution control board.
- The major e-waste such as written off instruments / equipment, printers computers, electronics gadgets circuits kits have been written off on regular basis and then it is said sold out of buyers by auctioning.

Implementation Procedure:- These are process follows :

- Prevention
- Minimization
- Reuse
- Recycle
- Energy Recovery
- Proper Disposal (Landfill/Incineration)
- Avoiding waste at source and minimizing waste utilization

Reuse, retrieval and recycling of non-hazardous waste:-

Prashanti College of Professional Studies will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to make paper boards and packing materials. The paper's toxic inks and dyes will be treated with enzyme technology, which is environmentally benign.

Safe disposal of hazardous waste:-

Setting up of general treatment, storage and disposal facilities:-

General treatment plant for departmental and house hold waste will be set up and rotatable and non-biodegradable waste will be separated and treated according to their physical nature.

Rain water harvesting structures and utilization in the campus

- The college has initiated and executed the rooftop rainwater harvesting in all the buildings including departments. Hostels and guest houses. Rainwater is collected from rooftops of buildings from existing down takes.
- Roof harvesting system based on **rock technique** has been installed.
- **Sprinklers** are installed in gardens.
- Hygienic toilets with technology for zero water consumption are in place in departments.
- The sports field have been designed to harvest the whole rain water arrangement have been made to collect rain water through underground water delivery system from the sports field followed by water recharging through ponds and wells.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3 Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Link for additional information	View Document

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: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

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", 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. Organise 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 the following:

1. Tapping Solar Energy

The sun has an abundant supply of solar energy. We therefore have future plans to install in house solar plants and create sustainable energy for the requirement of the campus.

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.

1. 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. Use Reusable Water Bottles and Coffee Mugs. ...
2. Recycle and Compost.
3. Waste control chemicals and e-waste management
4. Use of LED bulbs in college
5. Conducting energy audit
6. Dustbins on the Premises
7. Waste control in entire campus
8. No use of plastic in campus
9. Use of dust proof chalks in classrooms
- 10.10. Minimum use of Photocopy/Printing.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

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: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Any additional information	View Document

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

Response: 4.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.0	3.0	3.0	3.0	3.0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response:

Prashanti College of Professional Studies, is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the seminars, webinars and programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized.

India is a country of multi ethnic culture where people belonging to religious, racial, cultural and lingual identities live together harmoniously. So to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students.

Keeping this view in mind. Prashanti College of Professional Studies tries to maintain harmony and try to create good will among students. Most of the students taking admissions in the college are local and belong to the nearby places and other district of M.P. In major extension activities participation of faculties, students and non-teaching staff are commendable. Each and every student along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies and government and non-government campaigns. The flex board of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. College plays an effective role as a catalyst in the area to maintain peace and national integration.

The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayanti, Rashtriya Ekta Divas every year with great honors and respect. These programs organized by the college promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students. The students and staff visited old age home and "Blind School" and offered gifts and distributed sweets, chocolates and lunch to the people and visually impaired students. The institution donated money to different Society, NGO's for poor's. A college contributes in the marriage of its poor girls students. They have Prashanti co-operative Bank and Prashanti Marriage Garden, co-vide 19 quarantine center, Thus a sense of commitment towards nation, society and responsibility towards community and humanity at large is instilled in the mind of the students.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

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
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1

Title of the practice: Promotion of Environmental Consciousness Objective of the practice:

The objective of the practice is to create a better learning atmosphere which makes the environment carbon neutral and helps to maintain a healthy atmosphere in and around the college. It fosters a sense of connection to the natural world, promotes sustainable development and encourages conservation of irreplaceable natural resources and vulnerable plants.

Context:

The College is conscious about undertaking plantation work and maintaining cleanliness in and around the campus and hence has a good effect on the environment of the college.

Practice:

Plantation and afforestation is the need of the hour for maintaining a healthy and pollution free environment. A canopy of large leafy trees provides shade and a beautiful ambiance to the entire surrounding. Dr. JyotiMaiwal Principal of the College was the key person for establishing this beautiful garden. The green plant species of the campus is identified and documented by the College. The flora includes approximately 150 species and small- big 1000 plants, four garden, plant nursery. To make the campus eco- friendly, various initiatives have been undertaken by the College.

Problems encountered and resources required:

The problem arises with regard to irrigating certain areas of the garden in the summer season. The main problem regarding the maintenance of these gardens is limited funds. And adequate supporting staff. As the state government does not allocate funds for this purpose, the college has to maintain this from the non-government fund.

Best Practice - 2

Title of the practice: Developing Empathy through Community Service Objective of the practice:

The objectives of the practices are:

To give exposure to students in experiential learning beyond traditional classroom learning.

To involve students in social activities which promote citizenship role and social networking skill.

To create a linkage between institutions of higher learning to community or society where they live.

Context:

Empathy is the skill that develops us relates to others, work together and form healthy bonds which are the cornerstones of a healthy society. It not only keeps us connected to others but also inspires us to help. Engaging in community service provides students with the opportunity to become active members their community has a lasting positive impact on society at large. The student develops a sense of social responsibility, tolerance, and cooperation.

Practice:

The NSS unit and Student's Council of organize voluntary blood donation camps every year. A doctor and three-to-five technical staff conduct the blood camp. The doctor examines the weight and primary health condition of each willing donor and technical staff collects blood from the donors. The collected blood is transported and stored in the Blood Bank. This practice is aimed to provide an adequate supply of safe blood.

Apart from the blood donation program, the NSS unit and student's representative, Teachers' Council, non-teaching staff, Alumni Association of Prashanti College of Professional Studies, organizes various extension activities and outreach program in the adopted village, orphanage centers and distribute essential materials among street beggars

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

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. This includes a number of minorities and marginalized section students. The college successfully implemented the semester system which was introduced by Vikram University in 2015. The focus is on skill development, career oriented programs through value added courses. Special attention is given to weak students especially belonging to ST/SC, OBC and minority groups. This college caters to the needs of rural students also.

Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks. 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 at its own expenses which is not a routine practice generally in government colleges.

The main motto of all faculties working in this Institute is to help guide the students for their all round development and to nurture their innate talent and abilities. The college also tries to enrich the students' cultural activities and in games and sports. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of some students. Many of our students are academically well enriched to be employed in many reputed institutions, organizations.

The vision of the college as set in its statement, the college incessantly makes great efforts to prepare its students not just for examinations, but for the journey of life. The learners are imparted with ideas of social justice and self-reliance rooted in a sense of morality as well as freedom. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing learner's power and rights.

With this goal in mind, the Institution uses all means to encourage the all round development of personality and character. The teaching and the extra-curricular activities are oriented in such away that mental health, physical disability skill development related requirements do not take a back seat. The Institution's constant, ceaseless and committed striving towards excellence in all spheres – academic, sports and cultural – flows from the focused initiatives aimed translating the vision and mission statement into concrete realities and achieve its goal of becoming an "Establishment for accomplishment" the main aim is to empower our students.

Along with excellence in education students are thoroughly equipped with the knowledge of social perseverance and environmental sustainability. A special effort on learner's understanding of the current environmental crisis and through its various schemes like energy conservation, waste management, plantation drives urges them to become eco-friendly citizens.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

NAAC

5. CONCLUSION

Additional Information :

Future Plans

1. Equipping laboratories and library with the latest gadgets and equipment's.
2. Organizing greater number of the UGC sponsored seminars/workshops/conferences.
3. Induction of following courses:-
 - (a) M.Ed.
 - (b) B.Ed., M.Ed.
 - (c) B.A., B.Ed.
 - (d) B.Sc., B.Ed.
 - (e) Research Center.
4. Induction of top oriented diploma and certificate courses.
5. Procurement of major and minor research projects for the faculty.
6. Full automization central library.
7. Construction of a new auditorium. A new building for exam department and a number of classrooms and a building to be developed as a cultural center.
8. Construction of hostel and a few staff quarters.

Concluding Remarks :

Conclusion

PRASHANTI COLLEGE OF PROFESSIONAL STUDIES,

1. Established on **31/01/2007** a huge 10 Acre campus with big gardens with blossoms policy.
2. Vikram University, Ujjain Affiliation since 2007.
3. Library building with DELNET and INFLIBNET facilities.
4. Free guidance to students for Competitive Examination, Vyapam Grade 1,2,3,Teacher, UPET, MPPSC,
5. WI-FI campus.
6. CCTV cameras in class room and campus.
7. Regular Publication of E-NEWS and E-MAGAZINE, JOURNAL (to reduce paper load).
8. Separate Sport Ground for Hockey, Football, Cricket, Tennis, Basketball, volleyball, Kho - kho etc.
9. NSS and NCC with boy and girls units.

10. Campus is well protected with compound wall.
11. College supported service worked for the welfare of villages and weaker societies.
12. Regulatory arrange blood donation and health Campus for society and students.
13. College provides free ship facilities to unreserved, weaker section of the students who lost their parents and having income less than one Lakh.
14. College have well defined policy like blossoms policy, it policy green policy women empowerment policy, professional ethics policy, anti-ragging policy and attendance policy.
15. Suggestion and complaint boxes.
16. College has primary health center and Prashanti co-operative bank society.
17. College was running NIOS study center and I-ZONE center.
18. College promotes Sawachhata Abhiyan, Waste Treatment and Environment save.

The Prashanti College of Professional Studies having well-furnished buildings, having academic, administrative infrastructure manned by an efficient staff. The Premise eloquently supports the quality of its B.Ed. programme. This College taken pride in being a place where students and faculty can pursue knowledge without boundaries. It is a matter of pride to mention that our students continuously maintain top position in the many educational institutions across Madhya Pradesh. In the recent years the college have focussed on use of ICT in teaching and learning, enhancement of IT facilities, activities of Alumni Association. etc. The college is deeply ingrained in the foundational principles of gender sensitivity and equity, eco-consciousness, promotion of green practices, promotion of human values and professional ethics, patriotism and a sense of pride in the nation. We are trying to strive for the best in the interest of our college and community and this summary is an effort for the same.