



# **SELF STUDY REPORT**

**FOR**

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

## **COLUMBIA COLLEGE**

COLUMBIA COLLEGE, PLOT NO. PH. NO. 97, STREET- N.A., VILLAGE-  
TEKARI, POST OFFICE- MANDHAR, DIST- RAIPUR, CHHATTISGARH  
493111

<https://cgiraipur.org/cce/>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2022**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Columbia College, a distinguished co-educational teacher training college is under the umbrella of the Columbia Group of Institutions, and runs under the aegis of Janpragati Education Society. The Janpragati Education Society was founded in the year 2003 under the charismatic chairmanship of Mr. Kishore Jadwani and visionary leadership of Secretary Mr. Harjeet Singh Hura. This registered Society is a leading educational society of Raipur and is imparting quality education in the field of pharmacy, nursing, engineering, education etc. The Columbia Group of Institution is spread in more than 35 acres and is located in green field of Village Tekari area of Raipur.

Columbia College, which was established in the year 2013, is the outcome of society member's sincere effort to provide futuristic teacher education to the students. The College is recognized by the NCTE and is affiliated to PT. Ravi Shankar Shukla University, Raipur (Chhattisgarh). The College offers two year B.Ed. programme since 2013 and in the year 2019 two year D.El.Ed. course was also introduced. The college occupies the land area of 14719 sq. ft. and has a built-up area of 4384 sq. mt. It has lush green campus that enhances the college atmosphere to an educational paradise. The college has well ventilated classrooms, equipped labs and library, common room, seminar hall, and well maintained garden. The College has canteen, playground, boy's hostel, girl's hostel, Yoga Ashram, and a Temple. The teaching faculty comprises of a team of qualified, dedicated and competent teachers. Columbia College aims to provide a safe and stimulating environment for the all-round development of the pupil teachers.

### Vision

The vision of Columbia College is to provide ideal education to cultivate the overall development of the pupil teachers, which possess with potential knowledge and leadership qualities, so that they can explore their competencies to spread the wisdom all around the society.

### Mission

- To deliver futuristic professional education.
- To promote the teacher education services to the community and for the wellbeing of the society.
- To empower the pupil teachers with practical and theoretical knowledge of education,
- To prepare conducive environment to nurture creativity, curiosity, self-confidence and scientific temperament of the pupil teachers.
- To provide a safe and stimulating environment for the all-round development of the pupil teachers.

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

### Institutional Strength

- Committed and supportive management

- Dedicated leadership of the Principal
- Qualified and committed faculty members
- Effective public relations with Government officials, Parent University, Practice teaching schools and Stakeholders
- Sufficient number and volumes of journals in the library
- Ragging free campus
- Fair and transparent system of admission
- Excellent student teacher relation resulting into satisfactory result outcome
- Development of social spirit among students by organizing seminars, workshop, and school internship
- Negligible rate of drops
- Conveyance facility available for students and staff
- Pollution free, clean & green campus
- Neat, clean and safe college campus

### **Institutional Weakness**

- Soft Skill and communication Skills of pupil teachers need to be improved
- Due to the delay in constituting the Alumni Association the Alumni related activities for the last years are negligible
- The feedback mechanism has to be streamlined
- The work of the placement cell has to be further improved

### **Institutional Opportunity**

- Provision of smart class rooms
- Scope to introduce value added courses
- Enrolling students to online and self study courses
- Scope to utilize expert faculties from the different Department of Columbia Group of Institutions for sharing their expertise to the pupil teachers and faculty members
- The College has well qualified teachers thus there is a scope to provide free coaching classes for the pupil teachers for the CTET and CGTET examination
- The Learning Management Systems (LMS) need to be effectively utilized

### **Institutional Challenge**

- Introducing research works
- To streamline line various committees and cells of the college so as to ensure holistic development of student
- Many of our students come from rural background and find difficult to communicate in English

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Columbia College is affiliated to Pt. Ravi Shankar Shukla University, Raipur. The college implements the curriculum as prescribed by the university. The college has implemented the curriculum in a very effective and precise manner by following the academic calendar as prescribed by the university. The college prepares the academic calendar in accordance with the academic calendar of the university and also prepares timetable for the delivery of lecture within a stipulated time frame. The college believes in healthy environment for the pupil teachers thus the college regularly organize the lectures of eminent educationalist, person and academician, and also organizes national seminar, workshop on the different topic. Around the year co-curricular activities are also scheduled for imparting practical experience. Activities related to gender equality, human values, environmental sustainability are constantly and continuously organized by the college to inculcate values in pupil teachers. The pupil teacher practice values by donating essentials to the needy and by visiting, special schools, the teachers are the role models for the students in this respect.

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

The college aims to create an environment that will retain and foster pupil teacher's love for learning. The pupil teachers who are admitted in the college are of diverse background and Columbia College respects the diversity. The college thus uses various teaching learning processes to nurture creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among the pupil teachers. The pupil teachers undergo the process of induction, orientation, frequent evaluation and assessment, and completion of activities, assignments and practicals, for their professional skill development. Special care is taken of their intellectual engagements, academic performance, outreach activity and their overall performance and outcome

College organizes workshop/Seminar webinars time to time to develop the pupil teacher's entire competences. The colleges ensure and initiate all effective measures to develop learner's skills. The college also signified to enhance the capability of teachers through seminars, Webinar, workshop and other designed activities. The assessment and evaluation plan are very comprehensive, reliable, objective and transparent and very well prior informed. The Evaluation process is transparent. The pupil teachers are evaluated in a continuous assessments system, comprising unit test, model test, assignments, and interpersonal activities.

### **Infrastructure and Learning Resources**

The college is situated in lush green campus with an area of 3.64 acres. College gives the necessary infrastructure and facility to improve the physical, mental, educational, and cultural value for the students. The College has sufficient number of class rooms, well equipped laboratories, and spacious seminar hall. The college has well furnished Library, a vast play ground for organizing outdoor games, sports and other activities, it has ample parking space, bus facility, canteen, The college possesses hostel facility both for girls and boys. Whole building is fully aerated and properly lighted. The College is very sensitive and more careful to green fields and pollution free campus, so a large number of Medicinal and show plants are planted in the campus.

### **Student Support and Progression**

The college nurtures its pupil teachers and provides them excellent guidance and support. A warm relationship between qualified, experienced, devoted faculty and knowledge thirsty disciplined students helps to achieve the vision of the college. The college offers a beautiful green campus and good infrastructural support with proper ventilated classrooms, labs, libraries, sports room and sport fields, common rooms, gardens, canteen. In our

college good numbers of students belong to various categories. The students enroll themselves for scholarships under Chhattisgarh State Scholarship Scheme and a large number of pupil teachers benefitted since last five years under Government Scholarship Scheme. The College made arrangements of safe drinking water with RO-purifier for pupil teachers as well as faculty and staff. Separate Toilets for boys and girls are available in every level of building. The student council of the college is very active and plays a proactive role in the college's functioning.

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

The institution is affiliated to Pt. Ravishankar Shukla University, Raipur. It runs under the aegis of Janpragati Education Society which is leading house of Raipur in the field of education. The college has competent able and sensitize management who leads the college by up front which are reflected in its policy decisions. The institution is headed by the Principal and due to the visionary leadership of Principal and his team building capacity are reflected in the smooth efficient functioning of the institution, and the attainment of the mission of imparting quality education. The College promotes a culture of decentralization and participative management through various academic and administrative committees. Administrative powers and responsibilities are delegated to teachers on the basis of their competence, commitment and aptitude to meet the vision and mission of the college. The College has constituted different cells and committees for the successful implementation of the resolutions. In order to provide quality education, the faculty are regularly encouraged to participate in seminars, workshops, faculty development programme and also organize the same in the college. The college provides number of welfare schemes to the teaching and non-teaching staff like casual leave, Summer Vacation (SV), Sick Leave (SL), Festival Leave (FL), Compensatory Leave, duty leave, and maternity leave. In accordance with directives issued by Pt. Ravishankar Shukla University, Raipur our college has duly constituted the IQAC (Internal Quality Assurance Cell) on 05.06.2021 which is also very active since then.

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

Our College maintains the lush green campus and implements green-friendly practices. Our management also encourages green practices among staff and others. The College is highly conscious and firmly determined in addressing the environmental issues judiciously. Plantation drives and awareness programmes are being conducted to sensitize the pupil teachers towards environment.

Energy conservation practices are also given highest priority. Rooftop Solar panel, LED lights, TFT/LCD Monitors, Energy efficient Electrical Appliances are used to minimize its energy consumption. All wastes are disposed of through proper waste segregation mechanism.

The two best practises of the college mentioned in these criteria are

1. The first best practice is the Morning Assembly in which the pupil teachers conduct the assembly. In the assembly prayer, news reading, thought of the day, G.K. questions, yoga and meditations are also included for their holistic development. In the assembly birth anniversaries of famous personalities, and special days are also celebrated.
2. The second best practice Creative Art Skill Development Programme Workshop, which the college is conducting in the college campus and in the practice teaching school since 2018. In this workshop the artistic skills of the learners are enhanced under the proper guidance of the experts from Pidilite, India.

The college has maintained its distinctiveness with its vision and mission. The College encourages pupil teachers to participate in the co-curricular, cultural and extracurricular event so as to bring all round development among them.

### **Research and Outreach Activities**

The college motivates its faculty members to publish articles in reputed research journals. They are also encouraged for the contribution of chapters in edited books. They are encouraged to attend Seminars, Workshops, and Webinars and are encouraged to present their papers in Seminars. Besides this all teachers regularly update themselves in academic development. Some of the faculty members have awarded Ph.D. degree while some have enrolled themselves for the Ph.D. programme. The collage encourages its pupil teachers and staff members to participate in National Priority Programmes. The college organizes Community activities and village surveys, awareness programmes and other outreach activities throughout the session. The college has made linkage with various institutes of Chhattisgarh and signed MoUs with CESCO (Chhattisgarh Education and Social Cultural Organisation) an NGO and organises various activities for the holistic development of the pupil teachers.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | COLUMBIA COLLEGE  |
| Address                         | Columbia College, Plot No. Ph. No. 97, Street-N.A., Village- Tekari, Post Office- Mandhar, Dist- Raipur, Chhattisgarh |
| City                            | Raipur  |
| State                           | Chhattisgarh  |
| Pin                             | 493111  |
| Website                         | <a href="https://cgiraipur.org/cce/">https://cgiraipur.org/cce/</a>   |

| Contacts for Communication |                      |                         |            |              |                            |
|----------------------------|----------------------|-------------------------|------------|--------------|----------------------------|
| Designation                | Name                 | Telephone with STD Code | Mobile     | Fax          | Email                      |
| Principal                  | Dr. Arun Kumar Dubey | 0771-7400777888         | 9893633603 | 0771-4004681 | registrar@cietraipur.ac.in |
| IQAC / CIQA coordinator    | Nilu Rani            | 0771-8871888999         | 9098899316 | 0771-4004681 | info@cietraipur.ac.in      |

| Status of the Institution |         |
|---------------------------|---------|
| Institution Status        | Private |

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

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |  |
|-----------------------|--|
|-----------------------|--|

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

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

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) |   |                                |                    |   |
|---|---|--------------------------------|--------------------|---|
| Statutory Regulatory Authority  | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks   |
| NCTE  | <a href="#">View Document</a>                                 | 29-08-2013                     | 132                | As per NCTE regulation they are given recognition once at the time of opening a new college |

| 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 |



| <b>Location and Area of Campus</b> |  |                  |                             |                                 |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>   | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Columbia College, Plot No. Ph. No. 97, Street- N.A., Village- Tekari, Post Office- Mandhar, Dist- Raipur, Chhattisgarh | Rural            | 3.63                        | 4384                            |

## 2.2 ACADEMIC INFORMATION

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

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1                |        |        |       | 0                          |        |        |       | 15                         |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 0                          | 0      | 0      | 0     | 0                          | 7      | 0      | 7     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 8                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 8                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 2                          | 6      | 0      | 8     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 1            |
| Recruited   | 1           | 0             | 0             | 1            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 5            |
| Recruited   | 4           | 1             | 0             | 5            |
| Yet to Recruit  |             |               |               | 0            |

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

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

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 1                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 1            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 1            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 6      | 0      | 6            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 1            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 1            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 4      | 0      | 6            |
| 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                   | 1      | 0      | 1     |
| 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 |   | Total |
|  | 0    | 0 | 0      | 0 |       |
|  | 0    | 0 | 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                                      | 2                          | 0            | 0                | 24    |
|           | Female | 74                                      | 2                          | 0            | 0                | 76    |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |
| Diploma   | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|           | Female | 0                                       | 0                          | 0            | 0                | 0     |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 0             | 1             | 2             | 5             |
|  | Female | 7             | 1             | 4             | 22            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 1             | 0             | 2             |
|  | Female | 0             | 4             | 0             | 5             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 9             | 12            | 12            | 10            |
|  | Female | 23            | 31            | 43            | 30            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 27            | 16            | 2             | 4             |
|  | Female | 34            | 34            | 37            | 22            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| Total  |        | 100           | 100           | 100           | 100           |

### **Institutional preparedness for NEP**

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | Multidisciplinary/interdisciplinary approach provide opportunities the student flexibility in opting subjects with creative combination with multiple exit and entry options, though we follow the prescribed syllabus given by affiliating university and allows students to choose elective courses according to their interest and qualification, the institution strives to develop all-round capacities of the pupil teachers intellectual, aesthetic, social, physical, emotional and moral in an integrated manner and the college is preparing to include some value-added courses and also planning to set up short term vocational courses the aim is to make the pupil teachers equipped. |
|---|--|

|  |  |
|--|--|
| 2. Academic bank of credits (ABC):   | Academic bank of credit is the initiative of the NEP 2020, The institution is affiliated by Pt. Ravishankar University, Raipur (C.G.) follows the syllabus provided and examination system, as the institute gets instruction about the ABC, immediately follows and implement within the institution.   |
| 3. Skill development:  | The college takes efforts to inculcate holistic development among the pupil teachers. We initiate and promote Teaching and learning skills of each and every learner throughout the year. The college is also taking various initiatives to build: • Life Skills by organising Workshop and Seminar on Yoga and Meditation • Information and Communications Technology (ICT) skills by conducting an Add-On Vocational Course on Computer from this session. • Soft skills, by organising Workshop on Personality Development • Art Skill & Development Programme to develop creativity, art skill & life skill  |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | College has integrated of Indian Knowledge system and implemented Teaching in Indian Language and culture which as guided in curriculum by the Regulatory Authority NCTE. In the teaching learning process teachers integrated regional language of Chhattisgarh along with Hindi and English while teaching. Online classes we apply bilingual mode of teaching. Now, we are planning to initiate classes of other Indian languages like Oriya, Bengali, Marathi for the students. The Janpragati Education Society, under which the Columbia College is running organises various cultural programme with SPICMACAY (Society for Promotion of Indian Classical Music and Culture Amongst Youth), thus gives chance for our students to know and experience the rich Indian culture and Art of India. In the academic year 2022-23 College organised three Days workshop on 'Making Eco-Friendly Ganesh Idol' which helped the students to learn about the art of sculpting. The College is intended to organise more such programmes in the future too, so that our rich art and culture could be transmitted. |
| 5. Focus on Outcome based education (OBE):   | The college also makes an effort to understand that a pursuit of knowledge is a life-long activity and acquire positive attitude and other qualities which will lead students to a successful life. The institute tries to formulate program learning and course learning outcomes and make the student aware about  |

|  |   |
|--|---|
|  | <p>the outcomes. Students are also explained about the formulation of learning objectives including cognitive, affective and psychomotor are the outcomes of the particular topic and context. The objectives of the program are prepared that we conduct in the institution. The value-added courses and certificate courses that will be initiated in the institution, must formulate educational objectives so that students will know the educational outcomes of the course that create interest among student to opt the course according to their interest and needs.</p>  |
| <p>6. Distance education/online education:</p> | <p>The institution does not run any distance mode courses, hence facilitate students with the opportunities of Online Classes, Online Guest Lectures, Online Workshop (Art Skill &amp; Development Programme), Webinar, Online Poster Competition, Online Final Viva Exam., and Online Induction Programme during the COVID-19 pandemic situation. The teaching learning process and other activities were during the pandemic was conducted through different online modes like WhatsApp, Zoom Platform, Google Meet. This college is also preparing e-content for different subjects and making it available for the pupil teachers. Institution plans to motivate students to attend online courses developed by NCERT, SCERT, MOOC courses and from other resources. These is not any distance education/online education runs by the college though we have initiated online classes during pandemic era. Our college also organized various online activities successfully during the pandemic.</p> |

## Extended Profile

---

### 1 Students

#### 1.1

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

| 2021-22                                 | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 199                                     | 199     | 194                           | 195     | 184     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |
| Any other relevant information          |         | <a href="#">View Document</a> |         |         |

#### 1.2

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

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

#### 1.3

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

| 2021-22  | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|--|---------|-------------------------------|---------|---------|
| 40   | 40      | 40                            | 40      | 40      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Central / State Govt. reservation policy for adm |         | <a href="#">View Document</a> |         |         |

#### 1.4



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

| 2021-22  | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|--|---------|-------------------------------|---------|---------|
| 99   | 99      | 94                            | 95      | 86      |
| File Description                                 |         | Document                      |         |         |
| List of final year students with seal and signat |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |

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

| 2021-22  | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|--|---------|-------------------------------|---------|---------|
| 95   | 89      | 86                            | 81      | 60      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Consolidated result sheet of graduating students |         | <a href="#">View Document</a> |         |         |

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

| 2021-22  | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|--|---------|-------------------------------|---------|---------|
| 100  | 100     | 100                           | 100     | 100     |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Enrollment details submitted to the state / univ |         | <a href="#">View Document</a> |         |         |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15      | 15      | 15      | 15      | 15      |

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

## 2.2

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

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

  

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

## 3 Institution

### 3.1

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

| 2021-22  | 2020-21  | 2019-20  | 2018-19  | 2017-18  |
|----------|----------|----------|----------|----------|
| 20.23731 | 23.96008 | 29.43289 | 38.90999 | 42.96189 |

  

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

### 3.2

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

Response: 35

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

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

**Response:**

Columbia College is affiliated to Pt. Ravi Shankar Shukla University, Raipur. The college implements the curriculum as prescribed by the university. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly reviewed by the college for the holistic development of the pupil teachers. The college has implemented the curriculum in a very effective and precise manner by following the academic calendar as prescribed by the university. Academic Calendar of the college is prepared according to the University Calendar prior to the commencement of the academic year. The college prepares timetable for the delivery of lecture within a stipulated time frame and is displayed on the Notice Board. Utmost concern is always given for systematic implementation of prescribed syllabus. "Daily Diary", in which teachers maintain records on daily basis, plays an important role to ensure the minute level of teaching. The college also ensures that sufficient referral books and study materials should be available for the pupil teachers in the library. In case, available resources are not sufficient for maximal learning outcomes, it is reported to the librarian who ensures a quick follow up of the demand. The college believes in healthy environment for the pupil teachers thus the classroom teaching is supplemented with seminars, special lectures, workshops, assignments, Educational Tour, Field Trips and Visit of villages Survey for effective delivery of curriculum and are implemented in planned manner. Around the year co-curricular activities are also scheduled for imparting practical experience. Activities related to gender equality, human values, environmental sustainability are constantly and continuously organized by the college to inculcate values in pupil teachers. The faculty members also keep themselves updated for the effective delivery of the curriculum by presenting and participating in seminars, workshops.

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

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

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

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

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

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

## **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.**

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

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

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

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

**1.2.2 Average Number of Value-added courses offered during the last five years****Response: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

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

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

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

**five years**

**Response: 0**

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

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

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

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

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

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

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

**Response: 0**

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

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

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

## **1.3 Curriculum Enrichment**

**1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and**

**demonstrate knowledge, skills, values and attitudes related to various learning areas****Response:**

Before the commencement of regular classes, the newly admitted students are given a coherent understanding of the B.Ed. programmes through an orientation programme, which is followed by an induction programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. The pupil teachers are made aware of Programme and the Course Learning Outcomes is conveyed by the respective subject teachers. Besides this the pupil teachers are also made about the culture, rules and regulations of the institution.

In Columbia College we provide better opportunities for the pupil teachers to acquire and demonstrate knowledge in as following ways.

- Academic calendar is formed and implemented in the college.
- The activities and co-curricular activities are organised according to the academic calendar.
- Micro teaching and all skill development instructions are given by the pedagogy teachers in a very detailed manner.
- The internship activities are well planned by the college.
- Through guest lectures, workshop, seminars college tries to do its best to enhance the curriculum enrichment of the pupil teachers
- Important days are celebrated and various competitions are organised for the holistic development of students.
- College tries to gives its best for the continuous enhancement of professional ethics, environment awareness and human values among the pupil teachers. The college through the community activity also spread awareness activities in various villages of Raipur.
- To instil the moral values and to extend the ethical services towards the society, the college organizes visits to ashram, orphanage homes etc.. The college also organises “Creative Art Skill Development Programme’ regularly in practice teaching schools of Raipur.

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

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

The pupil teachers of our college are familiarized with the diversities in the school system in India by

providing theoretical (as mentioned in the syllabus) as well as practical knowledge through curriculum, school internship and community activity and village survey. The pupil teachers are made aware of functioning of schools through various activities undertaken in the respective schools. The students are acquainted with the school system during the orientation session conducted before the commencement of internship program. During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with respect to different boards is also observe by them.

Norms and standards laid down by different Boards are observed by the pupil teachers during their internship programme. The observation and practice of these norms and standards lead the students to understand the diversity in school Education system. Pupil teachers are given good opportunities to imbibe such standards, so as, to cater to the diverse needs of students and to ensure maximum learning amongst the students for their holistic development.

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

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

#### **Response:**

The college not only ensures imparting knowledge but equips the pupil teachers educators with necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially the pupil teachers are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. During internship programme, the internees consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school.

Besides this the college regularly organises seminars, workshop, guest lectures, co-curricular activities for the overall development of the pupil teachers. The pupil teachers through the community activities and by participating in various competitions acquire various skills and helps in their holistic development of the pupil teachers.



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

## 1.4 Feedback System

| <p><b>1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from</b></p> <ol style="list-style-type: none"> <li><b>1.Students</b></li> <li><b>2.Teachers</b></li> <li><b>3.Employers</b></li> <li><b>4.Alumni</b></li> <li><b>5.Practice teaching schools/TEI</b></li> </ol> <p><b>Response:</b> D. Any 2 of the above</p> |                               |
|---|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Sample filled-in feedback forms of the stake holders  | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

| <p><b>1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p> <p><b>Response:</b> C. Feedback collected and analysed</p> |                               |
|---|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Stakeholder feedback analysis report with seal and signature of the Principal   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 100

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

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

**Response:** 71

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34      | 36      | 24      | 24      | 24      |

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

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

**Response:** 0

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

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

**File Description****Document**

Data as per Data Template

[View Document](#)**2.2 Honoring Student Diversity****2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..****Response:**

The students who take admission to the college invariably belong to diverse economic and social strata of society. The pupil teachers have to qualify the pre B.Ed. entrance Exam, conducted by CG VYAPAM (Chhattisgarh Vyavsayik Pariksha Mandal) and merit list is released on the basis of entrance exam. Students approach the concerned college for admission and the college admits the students after verification of documents.

On the beginning of the new session, an orientation programme for the pupil teachers is organized as the pupil teachers who gets admission in the college are of different geographical areas, socio-economic, cultural and educational backgrounds It helps them to become familiar with the college environment and they are also informed about the facilities available in the college, along with the information regarding assessment, attendance, college activities etc.. An Induction programme is also organized in the College for the new comers, in which eminent persons from different fields are invited and they through their motivational lectures the pupil teachers are guided for their new academic journey.

Teachers, before beginning their courses, informally get the pulse of the students in the class, their knowledge about the course and their comfort level with various teaching methodologies The day in the college begins with the **morning assembly** comprising of the **Prayer** which helps in developing sense of gratitude, **Thought of the Day** which refreshes the mind with inspirational thoughts, **News reading** which provides a sense of educational value and **General Knowledge** questions which enhances pupil teachers intellectual skills.

The entire teaching faculty is sensitive towards these diverse learners and thus they practices student centric approach. Each pupil teacher is given personal attention and grooming throughout his/her journey during the programme.

The various academic supports provided to the pupil teachers include tutorial classes, providing them e-content materials in their Whatsapp group and encouraging the learners to read reference books related to

their course. In addition to the regular curriculum, guest lectures and seminars are conducted for the students as per their diverse needs, also they are encouraged to participate in various college events like managing fresher's day, farewell party and organizing morning assemblies etc.

The assessment of the learning levels of the pupil teacher is done by the teachers in the classrooms during lectures and through unit tests, assignments, etc;. Various co-curricular activities, cultural programmes, workshops, sports activities are also organized regularly by the College, to bring holistic development of the students

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

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

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

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

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

**Response:** Whenever need arises due to student diversity

| File Description   | Document                      |
|--|-------------------------------|
| Reports with seal and signature of the Principal   | <a href="#">View Document</a> |
| Relevant documents highlighting the activities to address the differential student needs | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

**Response:** 22.11

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

Response: 9

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

## 2.3 Teaching- Learning Process

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

**Response:**

Columbia College gives priority to the holistic development of the students and ensures the use of student centric methods. The following activities are being regularly conducted by the college to make learning more students-centric.

### 1. EXPERIENTIAL LEARNING

The teaching faculty of the college promotes experiential learning method. The main objective of this method is to enhance and develop experiential learning approach amongst the students which is acquired by-

- **Practice Teaching/Internships:** Through the Internship programme the pupil teachers are provided with clusters of experiences of actual classroom setting, teaching learning situation, daily routine in school setting etc.
- **Workshops:** The College regularly conducts workshops and these workshops helps to improve the creativity of the pupil teachers is enhanced and it develops experiential learning approach amongst

the students.

- **Exhibitions:** various creative items made by the pupil teachers are exhibited by them, which develops organizational skills, entrepreneurship skills
- **Annad Mela:** Every year an annual fest Anand Mela is organized in which the pupil teachers come up with different stalls and entertaining activities. This gives an opportunity to showcase their entrepreneurship skills.
- **Educational Tour:** College believes that educational tour helps the students in their life long learning. Thus, the college conducted one Day tour to the Bhoramdev Temple, which is famous for its historical significance.
- The college is very active in conducting co-curricular activities for their students and organizes various competitions through these co-curricular activities help the students in developing their problem-solving skills, organizational skills and other dimensions.
- The Columbia Group of Institutions organizes different sports and cultural events and competition for the students. These competition among students help them to understand the fundamental concept of management namely Decision making, Tolerance, Group Dynamics, Commitments, Leadership Qualities and Team spirit.
- **Abhiwyakti:** A platform provided to the pupil teachers to express their views, thoughts on various topics, events and also on the famous personalities. It helps to improve the communicative skills of the pupil teachers.

## 2. ORGANISATION OF SEMINARS

The College regularly organizes seminars for their students which provide a chance to interact with the experts and also **enhances their cognitive skills**.

## 3. PARTICIPATORY LEARNING

For participative learning the students are entrusted with the responsibilities to organize various programmes like welcome, farewell party and activities so as to learn the spirit of a good team work.

## 4. ONLINE MODE

During COVID-19 Pandemic, the students were taught through online medium. In their WhatsApp group their assignments, unit test questions and assignment questions were sent and through zoom meeting their classes were conducted. The College also conducted online workshop, national and international webinars for enhancing student learning.

## 5. SELF DIRECTED LEARNING

The college library is well equipped with a large number of books and other reference books which helps the students in their self- learning.

6. The college organizes plantation drive, environment awareness programmes which help the students in the participatory learning. Tree plantation drives etc.

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <a href="#">View Document</a> |

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

Response: 0

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

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

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

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

Response: 0

#### 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

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |
| Any additional Links      | <a href="#">View Document</a> |

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

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

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

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

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

**Response:**

A mentoring system is well in place in our college where teacher constantly mentors students on academic, professional and personal fronts. The respective Pedagogy subject teacher act as a mentor for their pedagogy subject students. Thus the students who needed assistance in personal/academic/professional matters are mentored appropriately. Our college offers various opportunities to welcome diversity in mentor-mentee relationship. The faculty members identify, reflect and engage with diverse learners in order to maintain an effective mentoring relationship. Tutorials and remedial classes are taken by the teachers as per the needs of the learners. There is also a provision for teachers to improve their professional competencies. Teaching faculty members are encouraged to attend workshops, seminars organized by college and other institutions.

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

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

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



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

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

#### Response:

The college aims to create an environment that will retain and foster pupil teacher's love for learning. The day in the college begins with the **morning assembly** comprising of the **Prayer** which helps in developing sense of gratitude, **Thought of the Day** which refreshes the mind with inspirational thoughts, **News reading** which provides a sense of educational value and **General Knowledge** questions which enhances pupil teachers intellectual skills.

The pupil teachers who are admitted in the college are of diverse background and Columbia College respects the diversity. The college thus uses various teaching learning processes to nurture creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among the pupil teachers.

**Seminars/workshops/guest lectures:** The College organizes, seminars, guest lectures on various teaching learning topics and also conducts workshops on Yoga, creative art skill development, workshop on envelope and file making, etc.in order to develop creative and innovative minds.

**competitions:** The College encourages students to participate in various competitions like Debate competitions, Essay competitions, Poster making competition, Slogan competition, Mehandi competition, Best Out of Waste Competition, Rangoli Competition, Salad Decoration, Flower decoration, Sakora making competition sports competitions, etc. to enhance their creativity, innovativeness, intellectual and thinking skills.

**Preparation of lesson plans, Teaching Aids and micro teaching classes:** The pupil teachers develop creative teaching aids, lesson plans and develops simulation through micro teaching classes under the guidance of faculty members.

**Outreach activities:** The College organises outreach activities and these activities helps in developing a sense of empathy and life skills among the pupil teachers.

**Use of ICT:** The College promotes the teaching-learning process through effective use of PPT's, projector and multi-media and various equipment in the laboratory. The teachers uses Google meet, Zoom and other mobile applications to deliver the course content in an effective way.

**Plantation:** The pupil teachers of the college actively participate in the plantation drives and thus *enhance their intellectual, social, personal and emotional growth and make them climate-conscious.*

**Educational Tour:** *The educational tour helps the pupil teachers in their experiential learning.*

The college celebrates important days so as to create awareness among pupil teachers and participates in various activities to sensitize the pupil teachers, for example the college's pupil teachers participated in the candle march to pay tribute to Pulwama Martyers, participates in the community activities in Orphanage home and contributes donations.

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

## 2.4 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:** A. Any 8 or more of the above

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

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

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

| <b>File Description</b>                                   | <b>Document</b>               |
|---|-------------------------------|
| Reports and photographs / videos of the activities        | <a href="#">View Document</a> |
| Documentary evidence in support of each selected activity | <a href="#">View Document</a> |
| Data as per Data Template                                 | <a href="#">View Document</a> |
| Any other relevant information                            | <a href="#">View Document</a> |

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

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

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

| <b>File Description</b>        | <b>Document</b>               |
|--------------------------------|-------------------------------|
| Data as per Data Template      | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

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

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

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

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

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

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

| <b>File Description</b>        | <b>Document</b>               |
|--------------------------------|-------------------------------|
| Data as per Data Template      | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

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

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

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

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

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

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

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

**Response:**

School Internship programme is an important part of the Teacher Training Programme as it helps in the development of professional skills among the pupil teachers. Our college plans internship programme very systematically, involving the school staffs and college faculty members.

For the Internship programme the college first of all take the permission from the District Education Officer (DEO) for the allotment of Middle and High schools. The College after taking consent from the allotted school distributes all the pupil teachers for the internship programme and the list of participating pupil teachers is also sent to the practice teaching schools.

The internship programme is classified into two parts i.e. School Experience which is schedule for Two weeks and is implemented in second semester of the training programme and other is 'Internship' (Practice Teaching) which is schedule for Eighteen weeks and its implemented in third semester of training program.

Before the commencement of School experience in the second semester the pupil teachers practices the microteaching skills and also receives proper guidance for completing the Two week observation programme. For the Internship Programme which lasts for Eighteen weeks in the Third semester, the

college conducts an orientation programme so as to deliver all the necessary knowledge, guidance and motivation to the on-going pupil teachers.

During the Internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. The college deputs a supervisor for each school for guidance and smooth functioning of practice teaching while each School also depute a Mentor Teacher to monitor the day-to-day activity of the pupil teacher. Thus the Teacher Supervisor/Mentor along with the school Principal assess the pupil teachers activities and provides systematic support, feedback and guidance. These systematically planned activities thus help in developing a repertoire of understandings, competencies, and skills among the pupil teachers.

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

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

**Response:** 7.07

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

Response: 14

| <b>File Description</b>        | <b>Document</b>               |
|--------------------------------|-------------------------------|
| Data as per Data Template      | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

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

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

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

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| School-wise internship reports showing student engagement in activities claimed | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

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

##### **Response:**

Our college plans internship programme very systematically, involving the school staffs and college faculty members. For the Internship programme the college first of all take the permission from the District Education Officer (DEO) for the allotment of Middle and High schools. The College after taking consent from the allotted school distributes all the pupil teachers for the internship programme and the list of participating pupil teachers is also sent to the practice teaching schools.

The internship programme is classified into two parts i.e. School Experience which is schedule for Two weeks and is implemented in second semester of the training programme and other is 'Internship' (Practice Teaching) which is schedule for Eighteen weeks and its implemented in third semester of training program. During the Internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. The college deposes a supervisor for each school for guidance and smooth functioning of practice teaching while each School also depute a Mentor Teacher to monitor the day-to-day activity of the pupil teacher. Thus the Teacher Supervisor/Mentor along with the school Principal assess the pupil teachers activities and provides systematic support, feedback and guidance. These activities are monitored by supervisors very effectively. Thus we have adopted an effective monitoring mechanism during internship programme.

| <b>File Description</b>                         | <b>Document</b>               |
|---|-------------------------------|
| Documentary evidence in support of the response | <a href="#">View Document</a> |

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

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

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

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

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

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

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

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

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

## 2.5 Teacher Profile and Quality

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

**Response:** 93.75

| File Description   | Document                      |
|--|-------------------------------|
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

**Response:** 20

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



| Response: 3   |                               |
|---|-------------------------------|
| File Description                                      | Document                      |
| Data as per Data Template                             | <a href="#">View Document</a> |
| Certificates of Doctoral Degree (Ph.D) of the faculty | <a href="#">View Document</a> |

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

**Response:** 5.75

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

Response: 86.25

| File Description   | Document                      |
|--|-------------------------------|
| Copy of the appointment letters of the fulltime teachers | <a href="#">View Document</a> |

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

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

**Response:**

The teachers are backbone of any Institution. No any Institution survives more without capable, qualified and dedicated teachers. The College is very helpful in updating their teachers professionally. Some of them have awarded the Ph.D. degree some have enrolled herself for Ph.D. programme. The staff is motivated to publish articles in reputed research journals. They are also encouraged for the contribution of chapters in edited books. They are encouraged to attend Seminars, Workshops, and Webinars and are encouraged to present their papers in Seminars. Besides this all teachers regularly update themselves in academic development. The teachers are entitled to academic study leave to attend academic engagements. The college also organizes Seminars, workshop and Webinar as well as special lectures with the collaborating institutions of the professional development of its faculty and students. The teachers are also felicitated for their Excellency at different platform.

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

## 2.6 Evaluation Process

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

**Response:**

The pupil teachers are given a clear idea of evaluation at the beginning of the program itself during orientation course, induction programme and through notices and circulating it in their whatsapp group. The concerned subject teacher makes it explicitly clear to the students, the parameters of internal evaluation.

The purpose of evaluation system is to improve knowledge, teaching competency and performance skills of the pupil teachers. The Institution has adopted continuous internal evaluation system for the development of student teachers. Through Unit Test, Assignment submission and model test the pupil teachers are regularly assessed. The college also organise many activities for the entire development of learner throughout the year. We organise Seminar, Essay Competition, debate competition and different cultural programmes for the enhancement of capabilities of the students which have reflected in their performances.

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

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

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

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

#### **Response:**

The college strictly adheres to the examination related to grievances redressal, Here the role of the college is more of a facilitator. Because the final decision taken up by the Pt. Ravishankar University's Examination department.

The college has adopted a complete transparency in the internal assessment. At the beginning of the semester the teachers inform the pupil teachers about the various components in the assessment process during the semester. Circulars of time – tables of internal examination and university examination are communicated by the college and are displayed well in advance on the notice board and through mobile applications. The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately.

At the university level, if a student is not satisfied with his/her marks, he/she can apply for revaluation of his/her answer scripts .Students are allowed to apply for revaluation, recounting and challenged evaluation by paying necessary processing fee to university if they are not satisfied with the university evaluation .

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

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

#### **Response:**

Before the commencement of the academic year, the College prepares the 'Academic calendar' containing the relevant information the time tables are prepared and implemented accordingly. The teachers prepare

teaching plans according to the academic calendar and guidelines of the University. The pupil teacher's academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, unit tests, model test and semester examinations. The review of internal assessment is taken by the Principal regularly. Internal practical examinations are held by the college and Externals are held under the scrutiny of the External Examiner appointed by the University. The schedule of external examinations is fixed by the University and the same is displayed on notice board and in the Whatsapp group of the pupil teachers. In case of any change in the University schedule, some changes are required to be made in internal evaluation as well. These changes are communicated to the pupil teachers well in advance. However, all efforts are made by the college to adhere to the academic calendar for internal evaluation. The internal marks of students of various programs are verified by the Principal of the institution. The Principal conducts meetings on regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedule of activities are made if required. Further, extra classes are scheduled to complete the syllabus before the university examination.

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

## 2.7 Student Performance and Learning Outcomes

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

#### Response:

The learning effectiveness of any programme and course depends on the PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes). The program learning outcomes of Columbia College for the B.Ed. programme are in accordance with the syllabi prescribed by Pt. Ravi Shankar Shukla University, Raipur Chhattisgarh. The Program outcomes of B.Ed. are intended towards making the education process a more holistic experience for the pupil teachers. During the Orientation and Induction Programme students are briefed about the PLOs. The concerned teachers of each of the courses brief their respective classes about the PLOs and CLOs. The College is committed to quality education which is reflected in their Programme Outcomes and Course Outcomes.

The activities of the college are scheduled in the academic calendar published at the beginning of the year. All-important announcements such as timetable, date sheet, etc is put up on the notice board and in pupil teacher's Whatsapp group well in advance. Continuous internal assessment is taken regularly and student's marks are recorded which helps to predict their academic progress. Unit test, Model test, assignment submission and University exams help to ensure alignment of stated outcomes. Suitable pedagogical approaches are utilized for effective realization of learning outcomes.

Through participating in various co-curricular activities such as organizing morning assemblies, tree plantation drives, community engagement activities, participation in various competitions such as debates,

essay writing competitions, poster making competition, etc., helps in the overall development of the pupil teachers. The college also organises and participations in workshops like “Creative Art Skill and Development Programme, seminars and webinars helps in their holistic development.

The faculty members are also encouraged to update their subject knowledge along with changing trends in teaching methodology and they participate in seminars, workshops as it enhances effective attainment of PLOs and CLOs.

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

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

**Response:** 86.89

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 95      | 89      | 86      | 81      | 60      |

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

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

**Response:**

The college being affiliated to Pt. Ravishankar Shukla University follows the pattern of the examination that is framed by them. The end semester examination results are analysed and desired learning outcomes of the pupil teachers are evaluated. The pupil teachers are provided with proper guidance and support that helps to overcome their barriers.

The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs:

- Paper evaluation is done on time for grading internal assessment, Practical work are checked and marked on time
- Based on result analysis, the required remedial measures are taken for improving their cognitive and professional performance
- The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress.
- The model test and assignment work also helps to ensure alignment of stated outcomes. Suitable pedagogical approaches are utilized for effective realization of learning outcomes.
- Pupil teachers participate in various literary and cultural programs. Such as debates, essay writing competitions, poster making,. And in various co-curricular activities such as organizing morning
- The pupil teachers also participate in various activities on regular basis in order to maximize and monitor learning outcomes, tree plantation drives, awareness rally, creative art and skill development programmes, sports and cultural activities which helps in their all round development.

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

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

**Response:** 91.92

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

**Response:** 91

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

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

**Response:**

The College has made various provisions for assessing student's learning needs:

1. After the admission of the pupil teachers, the college conducts orientation program for the students, which is followed by an Induction programmes. The newly admitted pupil teachers are thus acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the college.
2. Pupil teachers are provided with reading material and the faculty members coordinate with them by providing help to the learner who need extra support through the remedial classes.
3. Internal Exams for the B.Ed. programme are assessed through Attendance, Performance in Assignments, Projects, Unit Tests, Model Test, Presentation, community activity and Co-curricular Activities. Dates of the tests/submission of assignments are notified and announced by the faculty in the respective classes well in advance.
4. The Curricular and Co-curricular activities helps to develop life skills among students. It also ensures unity in diversity and develops appreciation of our rich culture, customs and traditions, moral values and Ethics among students. Group activities like cultural programme, Celebration of important days etc to develop leadership skills, social values. Sports activities helps to develop a balanced physical and mental well-being of students The College conduct several workshops and organizes various competitions and through these activities their leadership quality, time management, co-relation with others, co-working with teachers, social leaders, active participation, etc are assessed. The pupil teachers, who excel in the activities are also awarded with certificate of appreciation.
5. The outreach programme conducted by the college also helps to sensitize the student with the problems and challenges that exist in our society.
6. The External Exams is conducted by Pt. Ravishankar Shukla University and is based on the prescribed curriculum. The results declared by the university are analyzed, displayed and communicated. The pupil teachers who stand 1st and 2nd during the 2nd and 4th semester are facilitated with cash award through cheque by the Institution and the overall aggregate are also awarded with prize which enhance the morale of prize winners and inspires others to do well.

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

## 2.8 Student Satisfaction Survey

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

**Response:** 3.46

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

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

**Response:** 0

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

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

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

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



| File Description   | Document                      |
|--|-------------------------------|
| Institutional policy document detailing scheme of incentives | <a href="#">View Document</a> |
| Documentary proof for each of the claims                     | <a href="#">View Document</a> |
| Data as per Data Template                                    | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

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

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Documentary evidences in support of the claims for each effort     | <a href="#">View Document</a> |
| Details of reports highlighting the claims made by the institution | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 3.2 Research Publications

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

**Response:** 0.13

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

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

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

### 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:** 0.4

#### 3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 1       | 0       | 0       | 0       |

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

### 3.3 Outreach Activities

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

**Response:** 1.2

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

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

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

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

**Response:** 35.63

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 49      | 68      | 82      | 147     |

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

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

**Response:** 48.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 92      | 96      | 96      | 94      | 92      |

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

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

#### Response:

The College conducts outreach activities for welfare of community and multifaceted development of students. The local community is benefited from the college through community activity, which is an integral part of teacher education programme these activities are performed in collaboration with local community and with the active participation of faculty members and the pupil teachers. These community activities help to sensitize the pupil teachers towards social issues and contribute towards community development.

The community work which was conducted in the Government Middle School, village Chhapora and later in the village Tekari helped to sensitize the local community towards the various social malpractices and also spread awareness regarding health and hygiene, and conserving natural resources. Further visit to 'Matrachhaya' Orphanage home, helped to inculcate the value of joy of giving and also helped to sensitize the pupil teachers towards the lesser fortunate in the society. The pupil teachers during the visit to Anand Marga, Jarouda (umariya) Orphanage home got a chance to meet the homeless and helpless children which evoked the emotions and sentiments of the pupil teachers towards these underprivileged children. During the pandemic the college was unable to conduct any community activity however during this period the College in collaboration with its MoUs partner CESCO organised an International webinar on the topic "Addressing the Role of Vaccine -19 Prevention (how to Weed through misinformation and mistrust) during COVID-19 Pandemic' which helped the pupil teachers and other to equip with scientific knowledge about COVID vaccine and thus helped to create an awareness towards this global crisis during the very crucial time.

Further the pupil teachers of Columbia College also participates in various awareness programmes organized by the Janpragati Education Society like plantation drive, blood donation camp etc. The college with its sister institutions celebrates republic day, Independence Day etc. Organizing such programs facilitates in sensitizing students to national integrity, communal harmony and tends to constructive use of their potential.

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

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

**Response:** 0

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

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

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

## 3.4 Collaboration and Linkages

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

**Response:** 1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 0       | 0       | 0       | 0       |

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

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

**Response: 5**

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

Response: 5

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

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

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

**Response: B. Any 5 or 6 of the above**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The college, established in 2013 with a campus spread of 4,384 sq. mts. of land, is equipped with modern and functional workspaces and create an excellent ambience and atmosphere for teaching-learning. The college provides excellent facilities for teaching and learning as per the requirement of the university and needs of the students. The college has adequate number of classrooms, laboratories, reading room, library and other facilities for the execution of teaching-learning process. Columbia College is enhancing the new technologies and facilities according to the requirement for academic growth.

**Classroom Facilities:** The College has well-ventilated and spacious classrooms with green boards, comfortable furniture. The college has seminar rooms with adequate seating capacity, which are used to organize workshops, seminars and conferences. For organizing cultural activities, college has spacious multipurpose halls. The ICT facility like projector, projector screen, and computer is available to enhance the quality in teaching learning process.

**Laboratories/Resource Centres Facilities:** There are well equipped laboratories for carrying out curriculum-oriented activities and the subject related lab -Science, Psychology and Computer. There are four Resource Centres (Art and Craft Resource Centre, ICT Resource Centre, Music Resource Centre, Health and Physical Education Resource Centre) with adequate equipment and material in the college.

**Computing facilities:** The College has **40** computers with Wi-Fi connectivity, out of which **30** are installed in computer laboratories, **05** in the library and 4 in administrative office. The computer laboratories (01) are well furnished with a server and adequate number of systems with high configuration, LAN connection, internet and Wi-Fi facility for both students and teachers.

**Cultural and Sports Facilities:** The College provides excellent facilities for cultural activities. The institution has well established Health and Physical Education Resource Centre which caters to the diverse needs of the students in sports. The college provides adequate sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games for students. The college has well maintained playgrounds for football, basketball court, Volleyball ground, Tag of war, Badminton court & Kho-Kho, and for indoor games college provides material and Equipment like shot put, discus, carom board, chess and table tennis etc.

**Fitness Centre:** Yoga activities are conducted on Thursday in college multipurpose hall.

**Multipurpose Hall:** Various cultural activities, seminars, workshops are organised in the multipurpose hall is well equipped with fairly good sound system.

**Other Facilities:**



- Washrooms
- Canteen
- Common rooms for boys (01) & girls (01)
- Medical/First Aid Room
- Hostel for girls and boys
- Access to safe water
- Residential Quarters for the faculty
- Spacious parking
- YouTube Channel-COLUMBIA COLLEGE
- Temple
- CCTV surveillance
- 24X7 internet and Wi-Fi
- Solar Rooftops/ Power System
- Transportation

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

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

**Response:** 25

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

Response: 2

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

Response: 8

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

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

**Response:** 5.89

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.81    | 3.82    | 2.54    | 1.40    | 0.59    |

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

## 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 of the college was established in 2013, since then library has made consistent progress in terms of collection of books, periodicals, e-resources and other services. The college library is enriched in terms of availability of textual resources consisting of text **books, reference books, e-books, journals, e-journals, abstracts, magazines, encyclopaedias, dictionaries and newspapers**. For the ease of the users, the library is divided into various sections- Journal section, Reference Section, Photocopy Section, Subject Wise Books Section, and Reading Room. The college library also contains digital repository of syllabus, previous year question paper sets, online open access resources etc. which is jointly executed by **e-shodhsindhu** consortium and to more than e-journals and also more than e-books. The college is also providing **ERP Software Training** for their faculty members and for this Taurus services is giving its services.

It is functional with proper internet and Wi-Fi connectivity. The library provides services like computerized issue/return, new arrival display, subscription of journals- Print and online, orientation programs for new users, e-resources access for all users in an effective manner. The scanning and photocopying facilities are available for the students and faculty. Separate library cards are issued to all students. The college has appointed a full time librarian, one assistant librarian. Proper maintenance of registers is done from time to time. The library is under CCTV surveillance security.

Columbia College is equipped with well organized and Library having Book Bank facility. It provides book to the needy students whenever they require. During working days of the college, the library remains open from 10.00 am to 04.00 pm.

With this our institution focus on the areas-Teacher Education, Secondary Education, Curriculum Development, Science Education, Social Science education etc are Prioritized by the institution. The inexhaustible resource of text and reference books, journals, encyclopaedias, newspapers, e-links of library highlights the importance of knowledge preservation and dissemination.

### Library Resources:

#### Name of Resource No.

|   |               |      |  |
|---|---------------|------|--|
| 1 | Titles        | 1430 |  |
| 2 | Volume        | 4137 |  |
| 3 | Journal       | 10   |  |
| 4 | Dictionary    | 70   |  |
| 5 | Encyclopaedia | 24   |  |
| 6 | E-Journals    | 43   |  |
| 7 | E-Books       | 13   |  |
| 8 | Computer      | 05   |  |
| 9 | Xerox Machine | 01   |  |

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

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

##### Response:

The library of the college serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library offers **Free Internet access** with high speed broadband, Wi-Fi facilities which are required by students and faculties for conducting teaching learning material oriented activities etc. provides access for free of cost for **e-journals and e-books**. The college is also made availability of e-resources in open access.

The college library provides remote login facility of to all students and the faculty members to access digital resources online subject to following Conditions: -

1. Library card must be present to use computers.
2. The information retrieved from these e-resources through remote/campus access facility is used only for educational and research purposes and not for any commercial gains.

3.If the user is found violating the above-mentioned conditions, he/she is liable to face strict disciplinary action as decided by the Principal of the college.

| File Description                          | Document                      |
|---|-------------------------------|
| Landing page of the remote access webpage | <a href="#">View Document</a> |

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

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

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

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

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

**Response:** 0.45

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.12    | 0.17    | 0.31    | 0.09    | 1.58    |

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

**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:** 2.93

**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:** 80

**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:** 247

**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:** 84

**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:** 130

**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:** 87

| File Description   | Document                      |
|--|-------------------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution  | <a href="#">View Document</a> |

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

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

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

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

## 4.3 ICT Infrastructure

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

**Response:**

To meet the digital challenges, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, smart boards, interactive boards with projector etc to help students and faculties to carry out academic activities effectively. The college has well established mechanism for upgrading and deploying ICT to ensure effective teaching-learning process every year, sufficient budget is allocated by the management of the college for annual maintenance and up-gradation of ICT facilities. The college has appointed technical staff for maintaining hardware and ICT infrastructure in the campus.

1. The college has 3 classrooms and 1 seminar rooms and multipurpose hall which are well equipped

with ICT like projectors and projector screen.

2. There are 30 computers in the college which are loaded with latest versions of essential software. The installation of anti-virus periodically, formatting of computers and replacing of hardware is done timely. However, for any major damage, computer technicians and service providers are hired for the up keeping and replacement.
3. To meet the internet need the college uses the service of SMARTLINK SOLUTIONS PVT. LTD. which provides 14 Mbps internet facility for every two months.
4. The college library is partially automated Technologies and operates under the “Open compass”, which gives a user friendly interface for accessing e-resources. Which provides access to note that e-journals and also more than e-books. The college has also services of e-shodhsindhu, e-Shodhganga, which is a digital repository of Indian e-theses and e-dissertations.
5. The Columbia College (CC) has established a “you tube” for e-content development for the faculty and has also appointed technical staff for recording and editing of the content. With a view to promote education, rich culture and seminars, conferences, cultural and spiritual activities.
6. The college has its own you tube channel (Columbia College) which is regularly updated. The users can go and find the digital resources are as per their need.
7. The administrative office uses software and Wi-Fi/LAN facility for admission, fee collection, get student’s results, and maintenance of accounts. The college shares official letters, documents related to the students, teaching and non-teaching faculty with the management of the college through software.
8. Columbia College has ICT resource center which is equipped with audio-visual facilities, OHP, DLP Projector, Computers, CD-ROMS, CDs etc. as teaching-learning aids. The PTs frequently use the equipments of the ICT resource center and are allowed to take them to the respective schools for practice teaching.
9. Preparing computer assisted instruction or project based learning on power point. Using software skills to design instructional processes and spreadsheets to solve analyze and represent data on charts. Access Internet, retrieving information, using INFLIBNET, consulting e-libraries, sharing ideas through ICT class room & Facebook, etc.
10. Make use of technologies for their lesson plans on power point. Almost every B.Ed. Pupil Teachers prepares lesson plans/project based lessons during teaching practice in the schools as well as in the simulated teaching. Likewise, the faculty members transact curriculum by using different IT based equipments and accessories.

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

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

**Response:** 5.69

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

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

**Response:** 20

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

Response: 20

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

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

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

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

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Data as per Data Template   | <a href="#">View Document</a> |
| Link to the e-content developed by the faculty of the institution | <a href="#">View Document</a> |

## **4.4 Maintenance of Campus and Infrastructure**

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



**Response:** 5.91**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.81    | 3.82565 | 2.54735 | 1.40984 | 0.59602 |

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

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

The college has an established system for maintenance and utilization of physical, academic and support facilities. In every academic year, adequate budget is sanctioned by the management of the college to ensure the maintenance and augmentation of various facilities in the classrooms, laboratories, library, sports etc. The college makes effective arrangement for repair and replacement of furniture and other equipment available in the campus. For the smooth functioning of the system, various cells and committees have been formed, which constantly monitor and evaluate the requirement of maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students, teachers and faculty members regarding infrastructure maintenance. The respective heads and concerned members discuss these issues with the principal.

The classrooms are laid out with adequate infrastructural facilities for carrying out academic activities. The college laboratories are fully functional with all necessary materials, apparatuses and equipment and are also equipped with fire extinguishers. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy. Stock registers are maintained for every laboratory. Computer laboratories have adequate number of computers with required component configuration and latest antivirus software. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Maintenance of campus WI-FI connection lies with service provider. Free access to internet is provided to faculty and the students.

The college library is well maintained in tune with the changing academic needs of the students. Library committee takes care of the library matters and ensures its smooth functioning. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper procedure. Maintenance and utilization of library resources are done strictly following the library rules.

The college campus is maintained by college management the college which looks after general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing and water tank etc. is maintained on daily basis. In case of disruption in power supply the “**KOEL GREEN silent DG Set**” generator having a capacity of **125 KVA** functions as the substitute source. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused. For any repair beyond the scope of college administrator, external agencies are called. Sport teacher takes the responsibility to augment and maintain sports facilities (both indoor & outdoor) for the students. The maintenance of the sports courts, playgrounds on regular basis.

The green cover of the campus is well maintained by full time gardeners appointed by the college. The regular maintenance and cleaning of classrooms, laboratories, seminar rooms, library etc. are done by supporting staff are made available during day time in all days.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

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

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | <a href="#">View Document</a> |
| Photographs with date and caption for each initiative  | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |

**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

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

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

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

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

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

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

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

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | <a href="#">View Document</a> |
| Data as per Data template   | <a href="#">View Document</a> |

## 5.2 Student Progression

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

**Response: 0.73**

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

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

| File Description                                   | Document                      |
|--|-------------------------------|
| Data as per Data Template                          | <a href="#">View Document</a> |
| Appointment letters of 10% graduates for each year | <a href="#">View Document</a> |

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

**Response: 5.26**

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

Response: 5

**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                      |
|---|-------------------------------|
| Documentary evidence in support of the claim  | <a href="#">View Document</a> |
| Details of graduating students and their progression to higher education with seal and signature of the principal | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |

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

**Response: 10.22**

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 40      | 2       | 0       | 0       | 0       |

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

## 5.3 Student Participation and Activities

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

#### Response:

The College has an active student council. This council aims to improve student/faculty relationship. This council aims to develop democratic value, leadership qualities, problem solving and teamwork skills among the students. The institution forms a student council comprising of student representatives both from male and female side with representation under the chairmanship of the Principal and a senior faculty as coordinator. The council actively participate in organising various activities of the college, such as Welcome, Farewell etc. and also observes the birthdays of great persons, days of national & international importance, etc.

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| List of students represented on different bodies of the Institution signed by the Principal | <a href="#">View Document</a> |
| Copy of constitution of student council signed by the Principal                             | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

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

Response: 3.4

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 6       | 0       | 6       | 2       | 3       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the events along with the photographs with captions and dates | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Copy of circular / brochure indicating such kind of events               | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

Columbia College believes that creating an engaged, supportive alumni network is crucial to an institution's success. However, the College was unable to constitute the Alumni Association in the past years but recently the College has constituted a Alumni Association Committee to keeps the record of alumni and highlights the success of alumni. The committee has also planned to bring together the former students and make efforts to contribute to the college on various aspects. In this regard the College has recently registered under the portal of Registrar, Firms and Societies of Chhattisgarh and all other formalities for the Alumni Association registration is under process.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

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

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

**Response:** 0

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

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

**File Description****Document**

Data as per Data Template

[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:**

Columbia College is striving hard to utilize the alumni resources and is planning to create a positive environment among the present and ex-students. However, the College was unable to constitute the Alumni Association in the past years but recently the College has constituted a Alumni Association Committee to keeps the record of alumni and highlights the success of alumni. The committee has also planned to bring together the former students and make efforts to contribute to the college on various aspects. The committee has also planned to bring together the former students and make efforts to contribute to the college on various aspects.

In this regard the college is has recently registered under the portal of Registrar, Firms and Societies of Chhattisgarh and all other formalities for the Alumni Association registration is under process.

The Objectives of Alumni Association constitution are:

- Maintain current and updated information of all alumni.
- To enhance and maintain relationships between alumni members, alumni, and the college.
- To encourage, foster and promote close relationships among alumni.
- To provide a forum for the alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the alumni.
- To arrange and conduct meetings of the alumni.



## 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:

As teacher's training institution Columbia College aims to create competent teachers having all the qualities for this noble profession. It implies the development of the 3'H's Head, Heart and Hand. The main function of education is to guard the social heritage and educational values for this the educators should carry out their ethical responsibilities. Therefore, Teacher Education courses should aim at training of the body, mind and spirit.

Keeping in view these factors, Columbia College aims at making our pupil teachers, competent and committed professionals, who are willing to perform their identified tasks. Our endeavour is not only to make them good teachers but to make them better individuals and citizens, thereby sharing the responsibilities of building strong pillars of the nation.

##### VISION

The vision of Columbia College is to provide ideal education to cultivate the overall development of the pupil teachers, which posses with potential knowledge and leadership qualities, so that they can explore their competencies to spread the wisdom all around the society.

##### MISSION

- To deliver futuristic professional education.
- To promote the teacher education services to the community and for the wellbeing of the society.
- To empower the pupil teachers with practical and theoretical knowledge of education.
- To prepare conducive environment to nurture creativity, curiosity, self-confidence and scientific temperament of the pupil teachers.
- To provide a safe and stimulating environment for the all-round development of the pupil teaches.

##### Nature of Governance and Perspective Plans

To achieve the vision and mission, it is essential for all faculties and stakeholders to participate in proper functionaries of the institution. A democratic environment should essential in which everyone shares their views and fulfils their responsibilities effectively. Management of the institution has given the autonomy to the principal for conducting the academic and administrative activities, principal follows the same tune and provide freedom to staff for delivering the given task. Suggestions are invited from stakeholders for proper functioning of administrative work of the institution. The different cells and committees have been formed for effective implementation of the pre-planned work. Committees involve teaching non-teaching staff, and students for optimal utilisation of their energy. Co-Curricular Activities Committee, Admission Committee, Library Committee, Staff Council, Academic Committee, Prevention of Women Harassment Cell, Anti Ragging and Discipline Committee, Grievance Redressal Committee, Social Awareness and Extension Committee, Research Committee, Placement Guidance and Counselling Committee, Alumni

Association Committee, Student Council, Student Scholarship Cell have been working with autonomy in their respective fields, though the suggestions and guidance are provided for enhancing effectiveness of the work. The perspective planning of the institution reflects the vision and mission and planned according to all the stakeholders of the institution. Now IQAC is taking care of all the quality initiative for betterment of the institution and all associated stakeholders.

#### **IQAC functions with following aims-**

- To create democratic environment in the institution
- To work for the qualitative development
- To develop the institution as the model college of teacher education
- To promote research activities
- To develop values in the students
- To encourage students for professional development

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

#### **6.1.2 Institution practices decentralization and participative management**

##### **Response:**

Democratic environment believes in participatory work for achieving the vision of the institution. Work is distributed according to the ability and qualification of the staff. Work is delegated to principal to coordinators and teachers in-charge of the committees. The procedure different Committees' follows starts with meeting, all planning and decision are taken collectively, implement and follow up of the meeting for analysing the positive and negative aspects of the task and improve the work.

member conduct meeting on various relevant points for effective deliverance of work as in co-curricular

##### **The lists of committees are as follows-**

- Admission Committee
- Academic Committee
- Library Committee
- Staff Council
- Prevention of Women Harassment Cell
- Anti Ragging and Discipline Committee

- Grievance Redressal Committee
- Social Awareness and Extension Committee
- Research Committee
- Co-Curricular Activities Committee
- Placement Guidance and Counselling Committee
- Alumni Association Committee
- Student Council
- Student Scholarship Cell
- News Letter, Magazine and Media Committee
- Excursion and Picnic Committee

### **Participative Management**

#### **Planning and Development:**

Planning for running the institution has been done in financial, academic and administrative aspects. Annual budget for expenses is prepared and implemented with the recommendation of authorities. Annual financial audit is also conducted. Academic planning is also mapped at the beginning of academic session. Opencompas has been outsourced for e-governance of the institution in which LMS and ERP are available and training session is undergoing in different segments.

#### **Administration:**

Administrative officer takes care of all the official work as salary, interviews, staff profile, maintenance of records related to infrastructure, faculty, support staff and students.

#### **Finance and Accounts:**

Proposals are prepared for conducting seminars and workshops. Bills are prepared for expenditure as well as maintain record in computer. Financial audit is conducted every year.

#### **Student Admission and Support:**

Admission committee works for student's admission as well as counsel them during admission. Committee records files of complete details of each student i.e., personal data, qualification, fees deposit etc. Hard and soft copies are also prepared.

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

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

**Response:****Financial and Administrative Activity**

Conducts external financial audit, auditor issues financial audit report after verifying the financial status of the institution like all the transactions with the supporting documents to maintain the report free from any incorrect statements. By following the systematic procedure, auditor generates report and submitted to the institution.

**Academic Activity**

In Academic activity, transparency is maintained by delivering every information to all the faculties. Academic calendar is prepared with consulting all faculty members as well as from students and alumni. Time table preparation is also a collaborative task, intensive discussion amongst staff happens for time-table preparation, which is shared to students. During Covid period online classes has been conducted regularly, now the focus is shift to apply technology for teaching and learning. Unit and model test are conducted before final examination. Different committees take responsibility for teaching, learning and evaluation with great transparency. Admission process is also fare and follows the guidelines of SCERT for admission. Internal marks are assigned to students according to the criteria and their performance. Library is available for all students and staff. The librarian is responsible for selection of the book, purchase and record keeping and maintenance of the library. There is a book bank facility in the library.

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

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

The strategic plan of the college effectively implemented in tune with vision and mission of the institution. For overall development of the future teacher ensures by conducting various curricular and co-curricular activities and tries to create teaching-learning environment where all students have equal opportunity to participate. The institution bridges the gap between school and teachers training institution by visiting the school during internship and donates the gift according to the need of school. Institution also conducts art and craft training for school and college students. Guest and expertise lectures are invited for the pupil teachers for more clarification of the subject area.

**One Activity successfully implemented based on strategic plan-**

College has memorandum of understanding with other institution like Sandipani Academy, Achhoti, Gracious College of Education, Abhanpur, Royal College of Education and with Chhattisgarh Educational, Social and Cultural organisation and conducted various activities.

**1. Online Poster Making Competition “Awareness about Covid -19 and Vaccination”** The College in collaboration with, Sandipani Academy, Durg and Gracious College of Education Belbhata, Abhanpur (C.G.), organised poster making competition on the topic “Awareness about Covid -19 and Vaccination”. In this competition a large number of pupil teachers participated and spread awareness on the pandemic through their creative posters.

**2. Columbia College in Collaboration with Royal College of Education, Lalbagh, Rajnandgaon (C.G.) Organized Online National Webinar on Action Research in Education: Significance & Scope** on 19.11.2021. In this webinar resource persons Dr. Sweta Bagade and Dr. Swati Srivastava delivered valuable lecture on Action Research in Education and its Significance & Scope.

**3. Columbia College in collaboration with Royal College organised online guest lecture on 09.02.2022 on the topic "Communication Technology".** Dr. Arun Kumar Dubey, Principal Columbia College was the guest lecturer.

**4. Columbia College in collaboration with Royal College organised online guest lecture on 12.03.2022 on the topic "Collaboration Learning"** Dr. Anuradha Shukla, Principal, Royal College of Education was invited as the guest lecturer.

**5. International Webinar on Addressing the Role of the Vaccine in Covid -19 Prevention (How to Weed through Misinformation and Mistrust)** Columbia College, Tekari, Raipur in collaboration of TheUniversal Talks organized international webinar on the topic addressing the Role of the Vaccine in Covid -19 Prevention (How to Weed through Misinformation and Mistrust). The Chief Guest of the webinar was Hon’ble Ms. Susana Goncalves (Director, Municipal Department of Civil Protection, Mattosinhos, Portugal). Resource persons were Mr. Gildas le Djimbaye Togde (Scientific Laboratory Technician, Ministry of Public Health, Republic of Chad, Central Africa) and Dr. Mohammad Arif (Asst. Professor, Department of Geography, University of Jharkhand, Ranchi, Jharkhand, India).

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

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

**Response:**

The institution prepares policy for the different activities of the institution with the participative management and governing body. The governing body encourages to conduct various academic, research and administrative activities. It provides support to organise various curricular and co-curricular activities. The institution functions through various cells and committees like-Curricular Activities Committee, Admission Committee, Library Committee, Staff Council, Academic Committee, Prevention of Women Harassment Cell, Anti-Ragging and Discipline Committee, Grievance Redressal Committee.

### **Administrative Setup:**

- Columbia College runs by Janpragati Education Society with the aim to provide educational opportunity in rural belt by providing all the facilities needs for educational purpose. It follows appropriate organisational structure in which governing body regulates all the academic, non academic, administrative activities of the college. Code of conduct is prepared for all the members. The policy of the college includes leave policy as well as duties of the teaching staff. Principal of the college is the authorised to create all the cells and committees and monitor their functioning.

### **Research Committee Service Rules:**

- 1.HR policy is developed for the staff in which leave policy and procedure roles and responsibilities code of conduct incentive for paper publication and research work. If any research paper/review article/mini reports/conference proceedings are accepted for paper presentation in national or international seminar, TA will be given to the concerned faculty.
- 2.Registration fee for national seminar up to Rs. 4000/- and for international seminar up to 15,000/- shall be reimbursed.
- 3.If any employee presents a paper or poster or talk in National or International seminar/conference/symposia, he/she will be rewarded accordingly-

- For best paper in International Seminar/conference: Rs 2100/-
- For best paper in National Seminar/conference: Rs 1100/-

- 1.Employee (Including allied branches) will be given financial assistance for attending National or International seminar/SDP/FDP will be as such-

- For Professors: TA for 2nd AC
- For Associate Professors: TA for 3rd AC
- For Assistant Professors: TA for Sleeper Class

- 1.If any employee publishes papers in reputed peer reviewed non paid journals, he/she will be rewarded accordingly-

- SCI/Scopus/UGC Care Listed Journals: Rs 1000/-
- Non-SCI/Scopus/UGC Care Listed Journals: Rs 200/-

- 1.If any employee brings an outsourced research work, he/she will be rewarded accordingly-

- 10% of the total revenue generated by their projects will be awarded.

The monitored procedure for project approval shall be recorded and monitored by the research committee

of the institute and the financial will be managed by financial committee.

1. For invited book & book chapters in International and national publishers will be rewarded as-

- International and national book chapters: Rs 2500/-
- International book and National book: Rs 10000/-

(NOTE- 60% to the main author and 40% to the contributing authors)

### Appointment:

Appointment of teaching and non teaching staff is done according to the norms of NCTE, UGC and affiliating university. The guidelines of NCTE are followed and affiliating university appointed staff under section 28.

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

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

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

Response: C. Any 3 or 4 of the above

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

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and

**implementation of their resolutions / decisions.****Response:**

**Regular activities of the institution are conducted and monitored by various committees. Committees discuss with their members and plans, executes and monitors the programmes.** Like Co-Curricular Activities Committee, Admission Committee, Library Committee, Staff Council, Academic Committee, Prevention of Women Harassment Cell, Anti-Ragging and Discipline Committee, Grievance Redressal Committee, Social Awareness and Extension Committee

**Evidence of program conducted through committees**

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. Various programmes which were conducted by different committees/cells are as follows:

- “Poster Making Competition” which was organised on “National Education Day” with the theme “Education and Society”.
- “Rangoli Competition” which was organised with the theme “Nashamukti”. The students depicted their creative thoughts and spread awareness about the evil effects of drugs and tobacco through their bright and beautiful rangoli.
- “Best Out of Waste Competition” which was organised with an objective to explore student’s creativity and their love for environment
- “Debate Competition” with the topic “Use of Mobile Phone in the Modern Era”
- Flower Decoration Competition” which showcased the craftsmanship and the aesthetic sense of the students.
- The student council is very active in the college and organises Freshers Party' and welcome ceremony.
- Essay Competition with the topic “New Education Policy - 2020”
- “Salad Decoration Competition” with an objective to make the youth aware about the right choices of food, to maintain good health and to maximize their immunity through their artistic skill.
- Mehandi Competition in which the students displayed their artistic designs through an array of Mehandi on their hand.
- “Slogan Competition” with the theme “Save Water”. The aim was to sensitize the future generation to preserve and conserve the most precious gift of the nature.
- “Sakora Competition”. In which the students showcased their creative skills and also their concern for the birds.
- Workshop on “Making Envelope and File”. In which the students created beautiful envelope and files and they showcased their artistic talent.
- “Educational Tour to Bhoremdev Temple”, which added cognitive knowledge of students and also gave them a chance for the experiential learning.



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

## 6.3 Faculty Empowerment Strategies

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

#### Response:

Institution follows following welfare measures for teaching and non-teaching staff. The details of leave are as under-

- **Casual Leave (CL):** It is for 13 days in an academic year (1st July to 30th June).
- **Summer Vacation (SV):** The teaching staff will avail summer vacations for 15 days more than 01 year services, 07 to 12th Month Services Summer vacation will be eligible for 06 days.
- **Sick Leave (SL):** An employee is entitled for 07 days & for major operation upto 20 days SL in an academic year subject to the production of Medical Certificate of Registered Medical Practitioner.
- **Festival Leave (FL):** An employee will be entitled to Festival Leave every calendar year as per declaration by the Institute.
- **Compensatory Leave:** If an employee works as per the instruction of his/her concerned head or the requirements of the institute on Sundays, or other declared holidays, he/she will be eligible to avail compensatory leave 2:1 to the number of days when he/she worked.
- **Maternity Leave & Paternity Leave:** The female employees are entitled for 90 days as Maternity Leave and 15 days to Male employees as Paternity Leave (LWP).
- **Study Leave:** Study leave can be obtained on special condition approved by the Executive Committee of the institute for not more than 30 days in a year.
- **Duty Leave:** If any teaching staff is called upon to assist to the University or, these authorities may be requested to intimate the higher authority well in advance, for sparing them.

#### Research Activities Enhancement Policy

- If any research paper/review article/mini reports/conference proceedings is accepted for paper presentation in national or international seminar, TA will be given to the concerned faculty.
- Registration fee for national seminar up to Rs. 4000/- and for international seminar up to 15,000/- shall be reimbursed.
- If any employee presents a paper or poster or talk in National or International seminar/conference/symposia-

- For best paper in International Seminar/conference: Rs 2100/-
- For best paper in National Seminar/conference: Rs 1100/-
- Employee (Including allied branches) will be given financial assistance for attending National or International seminar/SDP/FDP will be as such-
  - For Professors: TA for 2nd AC
  - For Associate Professors: TA for 3rd AC
  - For Assistant Professors: TA for Sleeper Class
- If any employee publishes papers in reputed peer reviewed non paid journals-
  - SCI/Scopus/UGC Care Listed Journals: Rs 1000/-
  - Non-SCI/Scopus/UGC Care Listed Journals: Rs 200/-
- If any employee brings an outsourced research work-
  - 10% of the total revenue generated by their projects will be awarded.
- For invited book & book chapters in International and national publishers will be rewarded as-
  - International and national book chapters: Rs 2500/-
  - International book and National book: Rs 10000/-
- Appreciation gift is given to one teaching staff and one non-teaching staff for their contribution on foundation day of JPES
- Institution gives loan to the staff whenever they ask for also staff of the institution
- Picnic for Staff and student
- ICT facilities for their research work
- Free Conveyance facility is given to staff

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

### 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: 0

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

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

**File Description****Document**

Data as per Data Template

[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: 2****6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

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

**File Description****Document**

List of participants of each programme

[View Document](#)

Data as per Data Template

[View Document](#)

Brochures / Reports along with Photographs with date and caption

[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: 10.67****6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 3       | 1       | 2       | 1       | 1       |

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

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

#### Response:

Teaching and non-teaching staffs are assessed on the basis of their assigned work academic, non-academic work and behavioural aspects such as character, habits discipline, reliability, relations and co-operation with their authorities, colleagues, students and other staff, Principal of the institution observes their performance and behaviour, on the basis of his observation salary increment and promotion is given to the staff. Institution has several provisions to facilitate research; these facilities are given to staff by verifying their documents and activities by the principal. Co-curricular and non- academic works are assigned on the basis of their calibre and ability. Now institution plans to apply performance appraisal system on the basis of UGC norms for the benefit of the employee.

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The institution conducts external financial audit by certified auditor Chartered Accountant according to the government rule make financial statements and submits to the institution. The financial audit is conducted in every financial year regularly. The auditors check the resources, expenditure and tally records with appropriate evidences and then generate audit reports and submit. Institution prepares budget and allocate

funds for various heads and using the resources with great care. There is no issue occur in audit, if any issue reported, immediate action is taken and rectify the issue and care is taken for not repeating the mistake.

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

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

**Response:** 0

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

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

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

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

**Response:**

##### **Institutional Strategies for Mobilization of Funds:**

The major source of income is students' tuition fees, as the affiliating self-financed private institution, we do not apply for funds to government and non- government institution. We have applied for 2(f) and now we are planning to apply for 12(b) permanent affiliation, after getting this we will apply for funds from UGC, MHRD, NCTE and trying to organise seminars and workshops form the sponsorship of NAAC and other agencies after getting NAAC Accreditation. We will also motivate faculties and students to get funds from NGO'S' and industries for conducting project work for social benefits. Right now, we have only source of fund is students' fees which we utilise in the following ways.

##### **Optimal Utilization of Resources:**

Institution utilizes its income for resources development. Infrastructure facility is updated as per requirement. For updation of library, laboratories, furniture, college funds are allocated by management.

As per requirement funds are utilised for plantation, maintenance, ICT facilities. Proposals are given to the management for the requirements and after passing the proposal all expenditures are applied. Payments are done through checks, RTGS and online modes.

#### **Optimal Utilisation of Resources:**

Institution prepares annual budget as per the requirements and are utilised for academic and non- academic purpose. For infrastructure, research, co-curricular activities, guest lectures and library, sports, cultural activities. Before purchasing, quotations are invited and compared and then place the purchase order. The institution conducts external audit by the certified auditors.

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

## **6.5 Internal Quality Assurance System**

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

#### **Response:**

Internal quality assurance cell has been established since with the aim to promote quality culture and for the qualitative growth and development of the institution. The cell tries to establish qualitative development in the entire arena of the institution for mapping the vision and mission of the institution. IQAC of the institution, after its establishment, develops and create different committees for proper and systematic functioning of the institution for its qualitative growth and development. It initiates Curricular, Co-curricular, Extension and Extra-curricular activities and promotes research activities and organise online national and international webinar. Several quality initiatives have been taken by the IQAC.

#### **IQAC functions with the following aims-**

- To create democratic environment in the institution;
- To work for the qualitative development and create quality culture;
- To develop the institution as the model college of teacher education;
- To promote research activities;
- To develop values in the students;
- To develop feeling of nationality among students;
- To encourage students for professional development.

#### **IQAC Objectives-**

- Monitoring and initiating activities in academic and administrative arena
- Maintain documentation of the activities

- Communicate with NAAC for conducting accreditation
- Taking feedback, analysing and action taken from the different stakeholders of the institution

#### Initiatives of the IQAC-

- Feedback from Students, Parents, Alumni, Principals of Practice Teaching School and Curriculum Feedback
- Conduct and Monitor Evaluation Process
- Conduct Teacher Training Program
- Organises Webinars Seminars, Workshops, Conferences and Guest Lectures
- Conduct Social activities
- Conduct Co-Curricular Activities
- Process for Establishing Alumni Association has initiated

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

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

##### Response:

IQAC reviews teaching learning process through the academic committees which look after different academic and examination related activities of the college. The main objective of this committee is to promote quality culture and for the qualitative growth and development of the institution. The cell tries to establish qualitative development in the entire arena of the institution for mapping the vision and mission of the institution. IQAC of the institution, after its establishment, develops and create different committees for proper and systematic functioning of the institution for its qualitative growth and development. It initiates Curricular, Co-curricular, Extension and Extra-curricular activities and promotes research activities and organise online national and international webinar. Several quality initiatives have been taken by the IQAC.

##### IQAC Objectives-

- Monitoring and initiating activities in academic and administrative arena
- Maintain documentation of the activities
- Communicate with NAAC for conducting accreditation
- Taking feedback, analysing and action taken from the different stakeholders of the institution.

The committee also organises various guest lecturer and seminars/webinars for the academic growth of students and the faculty members. The IQAC ensures that teachers apply discussion and power point presentation and preparation of audio-visual aids from the students. Remedial /tutorial classes are conducted for students. Academic calendar is prepared and curricular and extracurricular activities are

included in calendar. Guest lecturers from experts are organised for the students. Institution gives opportunities to slow learner to participate in co-curricular activities with other institutions are fashioned for academic enhancement. Field visit, internship, community activities are organised for students. This year add on course on computer has been introduced in the college and value added and community course will be started in this session. This year learning management system has been deployed and training is underway in different segments. Result analysis is done to see the effectiveness of the course, pass percentage of students in university exams is good. Students of the institution get job in reputed private and government schools and also runs private coaching. Students also clear TET and other examination. Students' progression is also evident.

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

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

Response: 2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 0       | 0       | 0       | 0       |

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

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



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

| <b>File Description</b>                    | <b>Document</b>               |
|--|-------------------------------|
| Feedback analysis report                   | <a href="#">View Document</a> |
| Data as per Data Template                  | <a href="#">View Document</a> |
| Any additional information                 | <a href="#">View Document</a> |
| Link to the minutes of the meeting of IQAC | <a href="#">View Document</a> |

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

**Response:**

#### **Academic and Administrative Initiatives**

- New instruments purchased in Psychology lab.
- Wi-Fi facility installed in the campus
- Digi-Set generator installed in the campus
- R.O. Vessel system installed in the campus
- Add on course has been introduced by the college
- Redesigned College Website
- College library is upgraded with new book
- Preparation of Time-Table as per the guidelines of Academic Calendar
- Discussion Method and PPT by faculties
- Organised various guest lectures/ Webinars/seminars
- Faculty members are encouraged to publish research papers
- HR Policy developed
- Number of Co-curricular activities increased

Two Examples-

#### **1. Establishment of Yoga Ashram and Girls Hostel inside Campus**

In the college premise Yoga Ashram has been established in 2019 with in which Yoga guru lives and training of yoga and meditation are given to persons who needs and approach to Guru Ji at free of cost. Girls' hostel was shifted in college campus, which provides good accommodation, canteen facility, recreation room and badminton court for holsters at reasonable rate and also has CCTV for safety of girls.

#### **2. Got Affiliation of D.El.Ed.**

Institution got affiliation of DELED from NCTE and Pandit Ravishankar University, Raipur, CG in 2018 and program started in the year 2019

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

The institution makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in addition to make use of natural energy.

Conservation of energy has been done by various methods-

- Planting trees all around the campus so that there is a less usage of air conditioners.
- Insulating a building allows it to use less heating and cooling energy to achieve and maintain a thermal comfort.
- Designing features of the buildings that maximize the use of natural light. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight.
- Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms.
- Switching over to LED's or CFL's can save lot of energy. CFL's last longer than standard incandescent bulbs and cost of fraction of the price to run. Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost.
- Imparting education about how to reduce electricity at Institutes many pupil teachers will proudly contribute to the efforts to make their campus a little more green.
- Switching the lights off when the students leave the classrooms.
- Unplugging projectors, computers after the use.
- Energy can most efficiently used at college by trying to limit the electricity usage, Turning off the lights, Reducing water wastage, Recycling the waste, etc.
- We have a solar panel installed for optimum utilization of natural resources.

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

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

##### Response:

In the College all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. Usage of plastic bags is discouraged within the premises of the College. Dustbins

are kept across the campus and are placed at strategic locations. Single-sided used papers are reused for writing purpose. The canteen also has been maintained with minimum plastic usage

College has a well maintained system of liquid waste management. The impure waste water from RO system is also used in various purposes. The drainage system is underground, and there is no open sewage or sewerage system on campus. The assisting staff has been trained for reuse of water in all possible ways. Well-constructed drainage systems leading to the closed collection tanks, the tanks are regularly cleaned to avoid stagnation of water.

Extreme care is also taken in disposing e-wastes. Safe disposal of hazardous waste which cannot be recycled or reused is adopted depending upon waste category.

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

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

| <b>File Description</b>                                   | <b>Document</b>               |
|---|-------------------------------|
| Geo-tagged photographs                                    | <a href="#">View Document</a> |
| Documentary evidence in support of each selected response | <a href="#">View Document</a> |

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

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

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

### **7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment**

#### **Response:**

The college is socially and morally committed to maintain clean, green and safe campus and good ambience. Columbia College is very particular about maintaining cleanliness in the campus and hence regular cleaning activities are done by the cleaning staffs. The college also takes initiatives like- removal of the broken, waste and unusable material, slogan competitions on save water etc.

The college campus has a number of tree, plant, flower beds and grass lane that give a good green cover to the college campus. The green cover is further widened with regular practice of plantation, protection of existing green covers and their grooming in proper forms.

Our college also makes efforts to spread awareness among the students regarding pollution free environment, for example-

- Tree plantation' is carried out to increase green cover.
- Instructions to turn off the lights when not in use.
- Recycle and reuse of waste papers.
- Minimum use of plastic bags in the campus.
- Use of fans instead of Air Conditioner most of the time.
- Presentation of "Plant-Saplings" to invited guests.

| <b>File Description</b>                              | <b>Document</b>               |
|--|-------------------------------|
| Documents and/or photographs in support of the claim | <a href="#">View Document</a> |
| Any additional information                           | <a href="#">View Document</a> |

### **7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants**

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

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

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

**Response:** 0.42

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.02596 | 0       | 0.1914  | 0       | 0.44065 |

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

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

**Response:**

Columbia College is always sensitive and emphatic towards social, environmental and community problem. The college is willing to nurture a healthy environment for which different programs like plantation drives, community activities 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. Columbia College tries to maintain harmony and try to create good will among students. Each and every student along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies. 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 SPIC MACAY programme and the Annual cultural programme 'Colours' organized by the Columbia Group of Institutions which reflects the rich culture of India.

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

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

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

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

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

## 7.2 Best Practices

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

**Response:**

**Title: Morning Assembly Session**

## **Objectives**

- 1.To inculcate discipline in the life of students.
- 2.To inculcate feeling of belongingness among all the students, and staff of the college.
- 3.Cultivating moral attitude through prayer and thought of the day.
- 4.Keeping everyone's attention on current affairs by reading news headlines, general knowledge questions.

## **Context**

The pupil teachers conduct the prayer, thought of the day, reading news headlines and general knowledge questions. We draw their attention towards the all-round development of their body, soul and mind. Achievements of both students and faculty members are highlighted during the assembly sessions. This encourages other to achieve during the course of time.

## **Practice**

Conduct of morning assembly though is a common practice followed by almost all institutes but we have tried to add a practice of conducting the Morning assembly by the pupil teachers itself. These kinds of practices help in their overall development to match up with changing educational environment.

## **Evidence**

The practice has yielded good success as the pupil teachers conduct the assembly session by themselves which helps in developing their personality. It also brings lot of interest for the fellow students. Students are also encouraged to express their views on different issues.

## **Problems**

Morning assembly is the events in which the other pupil teachers always prefer being silent listeners as they lack confidence and have inferiority issues. The students also have stage fear hence we have encouraged the pupil teachers to conduct the assembly session every day.

## **Title: Creative Art Skill Development Program**

### **Objectives**

- 1.To promote innovation, creativity and fine motor skills in the students.
- 2.To provide opportunity to learn various art and craft skills.
- 3.To train them to create various objects at low cost.
- 4.To develop decision making skills among Students.

### **Context**

This program is organized with the purpose to harness creative talents of the students, and bring harmony in body, mind and soul of the participants. Participants learn various arts and craft skill as well as create



their own creations. The training is provided to students and trainee teachers at free of cost.

### Practice

This practice involves training of various art and craft skills as well as provides them the opportunity to produce their own work of art through exhibition that develops feeling of appreciation towards their creation. Certificate of participation is given to each participant and two students from each school are awarded with a prize for their best creative work

### Evidence of Success

In the beginning a very few students were registered however the number gradually increased above 150. We enlarge the scope of training from institute to community. The students also enthusiastically displayed their participation in this workshop. In the exhibition the item displayed showed that they learn with their all efforts and energy.

### Problem

To motivate the students for participating in the workshop and to take permission from the school authority for conducting this activity; was a tough task. School students are from rural belt and from economically weaker section they couldn't buy even the cheapest required materials.

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

## 7.3 Institutional Distinctiveness

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

#### Response:

Our effort to be distinctive is in harmony with our mission to provide all round development of the pupil teachers. The distinctiveness of Columbia College is as follows-

- The College aims for the all round development of the pupil teachers and for this the college regularly organizes several co-curricular activities along with the curricular activities.
- The pupil teachers are also given ample opportunities to participate in the various culture event organized by Columbia Group of Institutions. The pupil teachers of Columbia College excel in these activities and also grab various prizes. Thus, these activities help in the development of teamwork, creative skills, artistic skills, time management among the pupil teachers.
- The co-curricular activity is scheduled for every Saturday in regular basis in the time table. These

activities are planned in such a manner that each and every aspect of the pupil teacher's could be enhanced.

- Through competitions, workshops and through cultural programme, Columbia College tries to bring out the hidden talent of the pupil teachers which helps in the development of their overall personality.

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

## 5. CONCLUSION

---

### **Additional Information :**

Columbia College aims for the overall development of the pupil teachers and the College is striving hard for this. During the period of COVID-19 the College has taken several steps for the uninterrupted sharing of knowledge through E-contents, online classes, guest lectures, workshops, national and international webinars. The college is conducting an Add on course on Computer training and also committed to include some value-added courses. To enhance the artistic and creative skill development of the pupil teachers, the college is regularly conducting various activities and workshop. In this regard the College has recently organized Three Days workshop on making Eco-friendly Ganesh Idol, in which the pupil teachers learnt the art of sculpting and it also sensitized them towards the conservation of nature. The College has also started to take initiatives to build strong relationship with the Alumni and is planning to conduct various activities with them. The college is also giving training to their faculty members on LMS so as to make the teaching learning more effective.

### **Concluding Remarks :**

Columbia College, is the outcome of the Janpragati Education Society member's sincere effort and the College is providing a platform for the overall development of the pupil teachers. The management is very supportive and takes several initiatives for the upliftment of college. This Self-Study Report reflects the strong teamwork among the management, teaching, non-teaching staffs and their devotion.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1.3     | <p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>Answer After DVV Verification: B. Any 3 of the above</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.4.1     | <p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <ol style="list-style-type: none"> <li>1. Students</li> <li>2. Teachers</li> <li>3. Employers</li> <li>4. Alumni</li> <li>5. Practice teaching schools/TEI</li> </ol> <p>Answer before DVV Verification : D. Any 2 of the above<br/>Answer After DVV Verification: D. Any 2 of the above</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.1.2     | <p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p><b>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>74</td> <td>61</td> <td>50</td> <td>39</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>36</td> <td>24</td> <td>24</td> <td>24</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 81 | 74 | 61 | 50 | 39 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 34 | 36 | 24 | 24 | 24 |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 81        | 74   | 61      | 50      | 39      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 34        | 36   | 24      | 24      | 24      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

Remark : Revised input considering that Filled seats not to exceed earmarked one.

**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**

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13      | 14      | 4       | 3       | 3       |

Answer After DVV Verification :

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

Remark : HEI failed to provide authenticated documents to support the claim.

**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..**

**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**

Answer before DVV Verification : 99

Answer after DVV Verification: 0

Remark : HEI failed to provide authenticated documents to support the claim

**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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV input as per supporting documents provided

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

|        |  |
|--------|--|
|        | <ol style="list-style-type: none"> <li><b>1. Preparation of lesson plans</b></li> <li><b>2. Developing assessment tools for both online and offline learning</b></li> <li><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></li> <li><b>4. Identifying and selecting/ developing online learning resources</b></li> <li><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/> Answer After DVV Verification: D. Any 2 of the above<br/> Remark : Revised input as per supporting documents provided by HEI</p>   |
| 2.4.12 | <p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li><b>1. Self</b></li> <li><b>2. Peers (fellow interns)</b></li> <li><b>3. Teachers / School* Teachers</b></li> <li><b>4. Principal / School* Principal</b></li> <li><b>5. B.Ed Students / School* Students</b></li> </ol> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above<br/> Answer After DVV Verification: D. Any 1 of the above<br/> Remark : DVV input as per supporting documents provided in response to DVV clarification</p>                           |
| 3.1.3  | <p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li><b>1. Seed money for doctoral studies / research projects</b></li> <li><b>2. Granting study leave for research field work</b></li> <li><b>3. Undertaking appraisals of institutional functioning and documentation</b></li> <li><b>4. Facilitating research by providing organizational supports</b></li> <li><b>5. Organizing research circle / internal seminar / interactive session on research</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above<br/> Answer After DVV Verification: D. Any 1 of the above</p> |
| 3.1.4  | <p><b>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</b></p> <ol style="list-style-type: none"> <li><b>1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed</b></li> </ol>   |

**innovations**

2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7       | 4       | 0       | 2       | 2       |

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 1       | 1       | 1       | 1       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 0       | 0       | 0       | 0       |

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

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

Answer before DVV Verification : 4

Answer after DVV Verification: 2

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

Answer before DVV Verification : 8

Answer after DVV Verification: 8

Remark : Two rooms/seminar hall can be seen as per provided link and photographs

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

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

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**

Answer before DVV Verification : B. Any 5 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV input as per provided documents to justify claim.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 3       | 0       | 1       | 2       |

Answer After DVV Verification :

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

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



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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 40      | 3       | 1       | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 40      | 2       | 0       | 0       | 0       |

Remark : DVV input as per provided qualifying certificates.

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14      | 0       | 11      | 4       | 7       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6       | 0       | 6       | 2       | 3       |

**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**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

**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****6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC,**

**Short Term Course and any other similar programmes during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 3       | 2       | 4       | 3       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 1       | 2       | 1       | 1       |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 0       | 0       | 0       | 0       |

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

**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**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV input as per supporting 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**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

**2.Extended Profile Deviations**

| ID      | Extended Questions   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1     | <p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>199</td> <td>199</td> <td>194</td> <td>195</td> <td>184</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 100 | 100 | 100 | 100 | 100 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 199 | 199 | 194 | 195 | 184 |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 100     | 100  | 100     | 100     | 100     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 199     | 199  | 194     | 195     | 184     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.1     | <p><b>Number of full time teachers year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table>         | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 16  | 16  | 16  | 16  | 16  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 15  | 15  | 15  | 15  | 15  |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 16      | 16   | 16      | 16      | 16      |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 15      | 15   | 15      | 15      | 15      |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |