



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

**C.R. College of Education,
Rohtak, Haryana**

- Name of the Head of the institution **Dr. Sunita Arya**
- Designation **Officiating Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **0126227603**
- Mobile No: **9053314403**
- Registered e-mail ID (Principal) **crcoe2008@yahoo.com**
- Alternate Email ID **crcoe2008@yahoo.com**
- Address **Delhi Road, Rohtak**
- City/Town **Rohtak**
- State/UT **Haryana**
- Pin Code **124001**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**
- Location **Urban**

- Financial Status

Grants-in aid

- Name of the Affiliating University

Maharishi Dayanand University,
Rohtak

- Name of the IQAC Co-ordinator/Director

Dr. Ranju Malik

- Phone No.

9050385227

- Alternate phone No.(IQAC)

9050385227

- Mobile (IQAC)

9050385227

- IQAC e-mail address

malikranju26@yahoo.com

- Alternate e-mail address (IQAC)

crcoe2008@yahoo.com

3.Website addresswww.crcoertk.org

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

<https://www.crcoertk.org/download/aqar-2022-2023.pdf>**4.Whether Academic Calendar prepared during the year?**

Yes

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

<https://www.crcoertk.org/download/academic-calender-2023-24-new.pdf>**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---------|-------|-------|-----------------------|---------------|-------------|
| Cycle 1 | B++ | 80.75 | 2004 | 08/01/2004 | 07/01/2009 |
| Cycle 2 | A | 3.10 | 2014 | 21/02/2014 | 20/02/2019 |

6.Date of Establishment of IQAC

01/01/2004

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

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|-----------------------------------|--------|-----------------|-----------------------------|---------|
| C.R. College of Education, Rohtak | Salary | DGHE, Panchkula | 31/03/2023 | 9000000 |

8. Whether composition of IQAC as per latest NAAC guidelines **No**

- Upload latest notification of formation of IQAC **No File Uploaded**

9. No. of IQAC meetings held during the year **03**

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

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

- If yes, mention the amount

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

- Discussion on Admissions and framing of Admission Committee
- Orientation of Students
- Discussion on Skill- in- Teaching Practice
- Academic Calendar Preparation
- Internship Schedule

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

| Plan of Action | Achievements/Outcomes |
|---|-----------------------------------|
| <p>• Discussion on Admissions and framing of Admission Committee: The decision was taken to make two separate committees for B. Ed. & M. Ed. Courses and further for B. Ed. Course, two separate committees were formed. The conveners of Arts & Commerce Admission Committee and Science Admission Committees were finalized and members of both the committees were assigned the duties.</p> <p>• Orientation of Students: The regular classes were started as per the schedule given by M. D. University, Rohtak. Orientation of the new students was done to make them familiar with the B. Ed. Course subjects, different clubs and committees, sports, co-curricular activities and other rules and regulations of the college.</p> <p>• Discussion on Skill-in- Teaching Practice: The schedule for Micro Teaching & Discussion lessons was prepared.</p> <p>• Academic Calendar Preparation: Academic Affairs Committee was instructed to prepare an academic calendar keeping in view all the guidelines of M. D. University, Rohtak.</p> <p>• Curricular and Co- curricular Activities: A tentative schedule was prepared in accordance with academic calendar for curricular and co-curricular activities.</p> <p>• House Examinations Schedule: House Examinations Schedule for both B. Ed. 1st year & B. Ed. 2nd year was discussed.</p> <p>• Internship Schedule: Schools for Internship for B. Ed. 2nd year students</p> | <p>completed the task on time</p> |

| | |
|--|--|
| <p>were decided • Duties were assigned to teaching staff for observation/ inspection of internship program going in different schools. • Online Parent- Teacher Meeting: A tentative date for PTM for B.Ed. 1st Year & 2nd Year was decided.</p> | |
|--|--|

13. Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| Nil | Nil |

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

| | |
|--|---|
| 1.Name of the Institution | C.R. College of Education, Rohtak, Haryana |
| • Name of the Head of the institution | Dr. Sunita Arya |
| • Designation | Officiating Principal |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 0126227603 |
| • Mobile No: | 9053314403 |
| • Registered e-mail ID (Principal) | crcoe2008@yahoo.com |
| • Alternate Email ID | crcoe2008@yahoo.com |
| • Address | Delhi Road, Rohtak |
| • City/Town | Rohtak |
| • State/UT | Haryana |
| • Pin Code | 124001 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Grants-in aid |
| • Name of the Affiliating University | Maharishi Dayanand University, |

| | Rohtak | | | | | | | | | | | | | | | | | | | | | | |
|--|---|------------------------|-----------------------------|-------------------|-------------------|---------------------------------|--------|----------------|-----------------------------|---------------|--|----------------|------------------------|-------------------|----------------|-------------------|-------------------|----------------|----------|-------------|-------------|-------------------|-------------------|
| • Name of the IQAC Co-ordinator/Director | Dr. Ranju Malik | | | | | | | | | | | | | | | | | | | | | | |
| • Phone No. | 9050385227 | | | | | | | | | | | | | | | | | | | | | | |
| • Alternate phone No.(IQAC) | 9050385227 | | | | | | | | | | | | | | | | | | | | | | |
| • Mobile (IQAC) | 9050385227 | | | | | | | | | | | | | | | | | | | | | | |
| • IQAC e-mail address | malikranju26@yahoo.com | | | | | | | | | | | | | | | | | | | | | | |
| • Alternate e-mail address (IQAC) | crcoe2008@yahoo.com | | | | | | | | | | | | | | | | | | | | | | |
| 3.Website address | www.crcoertk.org | | | | | | | | | | | | | | | | | | | | | | |
| • Web-link of the AQAR: (Previous Academic Year) | https://www.crcoertk.org/download/aqar-2022-2023.pdf | | | | | | | | | | | | | | | | | | | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | | | | | | | | | | | | | | | | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.crcoertk.org/download/academic-calender-2023-24-new.pdf | | | | | | | | | | | | | | | | | | | | | | |
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| 6.Date of Establishment of IQAC | | | 01/01/2004 | | | | | | | | | | | | | | | | | | | | |
| 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMNMNMTT etc. | | | | | | | | | | | | | | | | | | | | | | | |
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| <ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) | View File | |
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| | |
|--|--------------------|
| statutory body? | |
| <ul style="list-style-type: none"> Name of the statutory body | |
| Name of the statutory body | Date of meeting(s) |
| Nil | Nil |
| 14.Whether institutional data submitted to AISHE | |
| Year | Date of Submission |
| 2023-2024 | 25/01/2024 |
| 15.Multidisciplinary / interdisciplinary | |
| <p>The institution is affiliated to Maharishi Dayanand University and it strictly adheres to the prescribed syllabus given by the university. To provide holistic academic growth among students, an interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of options offered by the institution as teaching subjects, crafts, and other choice-based subjects offered by the institution. As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and the relationship to the real world. Students presented lessons by using an interdisciplinary approach to their respective subjects. They used videos, presentations, and other ICT tools to integrate the technology with their teaching subjects.</p> | |
| 16.Academic bank of credits (ABC): | |
| <p>Academic Bank of Credits is partially followed Teacher wise and Students wise. The Teacher and students teaching learning process is assessed by workload as per timetable and classes attended accordingly. The University under which Institution is affiliated is under going the process of Academic Bank of Credits.</p> | |
| 17.Skill development: | |
| <p>To strengthen the skill development capacity of student teachers the institution has undergone a number of Memorandum of Understanding MOU s have been signed to enhance the employability</p> | |

and teaching skills of future teachers. A number of value added courses have been initiated by the institution on various topics that include communication and personality development, Integration of ICT in Teaching-Learning, Life Skills Education, Soft Skills, Integrating Art in the Teaching-Learning Process, and training in self-defense etc. The institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students. The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Students can also attempt papers in English & Hindi. Opportunities are provided to the students to participate in Youth and Heritage Festival to inculcate a sense of national integration, love for art, culture, and a civic sense among the student community. The college celebrates different days to integrate Indian knowledge and values among students. Activities conducted under Ek Bharat Shrestha Bharat as initiated by GOI by the institution to promote the integration of the Indian Knowledge system with curriculum.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Students can also attempt papers in English & Hindi. Opportunities are provided to the students to participate in Youth and Heritage Festival to inculcate a sense of national integration, love for art, culture, and a civic sense among the student community. The college celebrates different days to integrate Indian knowledge and values among students. Activities conducted under Ek Bharat Shrestha Bharat as initiated by GOI by the institution to promote the integration of the Indian Knowledge system with curriculum.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

All the courses, subjects, and Value-added courses have CLOs and PLOs and all efforts are being made to achieve these objectives by the end of the course. In Faculty Orientation and student Induction Programme the introduction, importance, and tasks to achieve these CLOs and PLOs are informed to the teachers and students. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes on

recent educational policies. . The faculty of the institution acted as chairperson in the subjects of Curriculum and Pedagogy, Teacher Education, Environmental Education, and Philosophy of Education for the development

20.Distance education/online education:

Online education is provided to prospective teachers by engaging them in Google Cass-Room, G-Suit platform, Google-Meet, Whatsapp group.

Extended Profile

1.Student

| | |
|--|---------------------------|
| 2.1 | 231 |
| Number of students on roll during the year | |
| File Description | Documents |
| Data Template | View File |
| 2.2 | 150 |
| Number of seats sanctioned during the year | |
| File Description | Documents |
| Data Template | View File |
| 2.3 | 50 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |
| File Description | Documents |
| Data Template | View File |
| 2.4 | 106 |
| Number of outgoing / final year students during the year: | |
| File Description | Documents |
| Data Template | View File |
| 2.5Number of graduating students during the year | 96 |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|-----|
| 2.6 | 122 |
| Number of students enrolled during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|---------|
| 2.Institution | |
| 4.1 | 1605233 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |
| 4.2 | 50 |
| Total number of computers on campus for academic purposes | |

| | |
|---|----|
| 3.Teacher | |
| 5.1 | 08 |
| Number of full-time teachers during the year: | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |
| Data Template | View File |

| | |
|--|----|
| 5.2 | 25 |
| Number of sanctioned posts for the year: | |

| | |
|---|--|
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Planning | |
| 1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words | |

The college remains affiliated to Maharshi Dayanand University Rohtak . The syllabus is framed by the University Board of Studies and revised from time to time. The academic calendar is provided by the University outlining the important stages in the curriculum transaction for both B.Ed. and M.Ed. Programmes. The curriculum strictly follows NCTE guidelines. C.R. College of Education , Rohtak The curriculum for both B.Ed. and M.Ed. are transacted through regular classes, seminars, group learning activities, and assignments. Orientation course is conducted to the newly-inducted students. Technology is incorporated into classroom teaching at most all possible time. Practicum components are well taken care of. B.Ed. students go for Practice Teaching for 16 weeks in Government and Private schools. M.Ed. students have research component as a compulsory part in the curriculum. Cultural events and competitions in co- curricular and extra-curricular activities are conducted and prizes are distributed to the students. They are also encouraged to participate in competitions conducted by other institutions. They are also encouraged to participate in sports events conducted inside the campus and the outside the college. They also participate in Uni. level sports events. Seminars and symposia are conducted for the students. On the recommendation of the Principal all staff members add some Topics in their respective subjects , which are not included in syllabus prescribed by uni. , but must be taught to B.Ed. Students .

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of

C. Any 3 of the above

| the institution Schools including practice teaching schools Employers Experts Students Alumni | | | | | | | | | | | | | |
|--|------------------------------|-----------|---------------------------|---------------------------|---|---------------------------|--|---------------------------|---|---------------------------|--------------------------------|------------------|--|
| <table> <tr> <th data-bbox="67 286 539 365">File Description</th><th data-bbox="539 286 1436 365">Documents</th></tr> <tr> <td data-bbox="67 365 539 432">Data as per Data Template</td><td data-bbox="539 365 1436 432">View File</td></tr> <tr> <td data-bbox="67 432 539 577">List of persons who participated in the process of in-house curriculum planning</td><td data-bbox="539 432 1436 577">View File</td></tr> <tr> <td data-bbox="67 577 539 723">Meeting notice and minutes of the meeting for in-house curriculum planning</td><td data-bbox="539 577 1436 723">View File</td></tr> <tr> <td data-bbox="67 723 539 902">A copy of the programme of action for in- house curriculum planned and adopted during the academic year</td><td data-bbox="539 723 1436 902">View File</td></tr> <tr> <td data-bbox="67 902 539 965">Any other relevant information</td><td data-bbox="539 902 1436 965">No File Uploaded</td></tr> </table> | File Description | Documents | Data as per Data Template | View File | List of persons who participated in the process of in-house curriculum planning | View File | Meeting notice and minutes of the meeting for in-house curriculum planning | View File | A copy of the programme of action for in- house curriculum planned and adopted during the academic year | View File | Any other relevant information | No File Uploaded | |
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| Data as per Data Template | View File | | | | | | | | | | | | |
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| A copy of the programme of action for in- house curriculum planned and adopted during the academic year | View File | | | | | | | | | | | | |
| Any other relevant information | No File Uploaded | | | | | | | | | | | | |
| 1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers | C. Any 2 of the Above | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | https://www.crcoertk.org/courseoffered.php?A2 |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | View File |
| Any other relevant information | No File Uploaded |

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

B.Ed.1st & 2nd year --17, M.Ed. 1st sem. to 4th sem. ---11

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View File |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View File |
| Any other relevant information | Nil |

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

00

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

00

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochure and Course content along with CLOs of value-added courses | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

00

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

00

| File Description | Documents |
|---|------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | No File Uploaded |
| Course completion certificates | No File Uploaded |
| Any other relevant information | No File Uploaded |

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

Two of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | View File |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | View File |
| Any other relevant information | No File Uploaded |

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

00

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

00

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Certificates / evidences for completing the self-study course(s) | No File Uploaded |
| List of students enrolled and completed in self study course(s) | No File Uploaded |
| Any other relevant information | No File Uploaded |

1.3 - Curriculum Enrichment

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

For fundamental or coherent understanding of the field of teacher education, various teaching methods, strategies, group discussions, brainstorming sessions, one to one discussion, cooperative learning and internship programmes are undertaken by the institution which also provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization like For B.Ed. Programme: Under the broad curricular area in engagement with the Field, a 20 weeks duration internship programme is being allocated for tasks, assignments, Teaching Practice and school internship. During the internship, a student-teacher works as a regular teacher and participates in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. For M.Ed. Programme: Internship programme is being organized in such a way that involves all students' engagement for specific period in a Teacher Education Institute/ school for field experience associated with the specialization that students opt for. Sem 1: Internship Phase -I at Teacher Education Institute for Third Sem 2: Internship Phase-II at Teacher Education Institute for Three Weeks. Sem 3: Internship in Specialized Area (Elementary/ Secondary Level) in School for 28 Days) To develop the necessary Skills or Competencies, various cocurricular activities, working on projects, seminars/ workshops/ conferences/ webinars, extension lectures, university outreach programmes and Corporate Social Responsibility activities are organized during the session.

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

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

For school internship programmes, pre & post internship sessions

are conducted to familiarize the students for development of school system and related aspects. During internship programme students interact with the school administrative staff and teachers on regular basis and conduct various activities. Consequently they come to know about the assessment system, norms and standards of the school, state wise variations, etc. Our trips with National and International schools help the pupil teachers to understand the functioning of various boards of school education. They understand different assessment systems, norms and standards and state wise variations too. The Principals of different schools are also invited for extension lectures.

| File Description | Documents |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

Organizing and participating in morning and thematic assemblies, National and International days' celebration, co- curricular activities, writing for wall magazine, etc. go a long way to develop understanding of the interconnectedness of various learning engagements among students and make them ready for the professional field. House system & sports activities inculcate the values of discipline, punctuality, time management, coordination, cooperation & team spirit among students. Students are also appointed as members in various college committees. They also hold responsibilities for smooth conduction of different programmes in college. They are also trained to use the e- platforms like Zoom and Google meet to conduct meetings, present lessons, taking examinations, creating google classroom sand google forms, etc. to make them ready for the professional field

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

1.4 - Feedback System

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

Two of the above

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

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

Feedback collected and analysed

| File Description | Documents |
|---|---------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal | View File |
| Action taken report of the institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

231

2.1.1.1 - Number of students enrolled during the year

231

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Document relating to sanction of intake from university | View File |
| Approval letter of NCTE for intake of all programs | View File |
| Approved admission list year-wise/ program-wise | No File Uploaded |
| Any other relevant information | View File |

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

82

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

82

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) | View File |
| Final admission list published by the HEI | No File Uploaded |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | View File |
| Any other relevant information | No File Uploaded |

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

7

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

7

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificate of EWS and Divyangjan | No File Uploaded |
| List of students enrolled from EWS and Divyangjan | No File Uploaded |
| Any other relevant information | View File |

2.2 - Honoring Student Diversity

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

Honouring of Students diversity is a significant task. C.R. College of Education, Rohtak is preparing future educators to work in diverse class-rooms. Several strategies are adopted and promoted to consider student diversity in our institution. Culturally relevant content is incorporated & differentiated instructions with different learning needs are addressed. Focus on Self-Reflection is encouraged to reflect and promote equity in the class rooms. Through content delivery, prospective teachers are explained to identify and address inequities access to resources. Focus are equitable teaching strategies that ensure all students, regardless of their background is taught by inclusive pedagogies.

Collaborative learning activities, support system like mentorship, tutorials etc., safe and respectful atmosphere is offered to prospective teachers to address effectively the needs of future classrooms. The activities in inter -house, inter college, inter-university are organized and arranged for better inclusive pedagogies.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Documents showing the performance of students at the entry level | No File Uploaded |
| Any other relevant information | View File |

| | |
|--|--------------------------------|
| 2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs | Four/Three of the above |
|--|--------------------------------|

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Relevant documents highlighting the activities to address the student diversities | View File |
| Reports with seal and signature of Principal | No File Uploaded |
| Photographs with caption and date, if any | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|-------------------------|
| 2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity | One of the above |
|---|-------------------------|

| File Description | Documents |
|--|---------------------------|
| Relevant documents highlighting the activities to address the differential student needs | No File Uploaded |
| Reports with seal and signature of the Principal | View File |
| Photographs with caption and date | View File |
| Any other relevant information | No File Uploaded |

2.2.4 - Student-Mentor ratio for the academic year

12

2.2.4.1 - Number of mentors in the Institution

7

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.3 - Teaching- Learning Process

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

- Multiple mode approach to teaching and learning is adopted in following ways like-
- Experiential Learning:
- This involves hands-on activities, real-life applications, and learning through direct experiences. Examples include lab experiments, field visits, project-based learning,

internships, and simulations.

- **Participative Learning:** This focuses on active student involvement in the learning process. It includes group discussions, debates, peer teaching, collaborative projects, and other activities where students contribute actively.
- **Problem-Solving Methodologies:** These are designed to develop critical thinking and analytical skills. Teachers present real-world problems or case studies, encouraging students to brainstorm, analyze, and devise solutions.

| File Description | Documents |
|--|---------------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | View File |
| Any other relevant information | No File Uploaded |

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

00

| File Description | Documents |
|--------------------------------|--------------------------------|
| Data as per Data Template | View File |
| Link to LMS | not applicable |
| Any other relevant information | No File Uploaded |

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

231

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Programme wise list of students using ICT support | No File Uploaded |
| Documentary evidence in support of the claim | No File Uploaded |
| Landing page of the Gateway to the LMS used | No File Uploaded |
| Any other relevant information | View File |

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | No File Uploaded |
| Geo-tagged photographs wherever applicable | View File |
| Link of resources used | Nil |
| Any other relevant information | No File Uploaded |

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

Continual mentoring by teachers supports students in developing professional attributes through SWOT analysis. This strategic method helps identify strengths, weaknesses, opportunities, and threats related to career goals. By conducting SWOT analyses, teachers guide students in leveraging strengths and opportunities, overcoming weaknesses, and addressing potential threats. This

process fosters self-awareness, goal setting, and skill development essential for professional growth. By conducting SWOT analyses, teachers guide students in leveraging strengths and opportunities, overcoming weaknesses, and addressing potential threats. This process fosters self-awareness, goal setting, and skill development essential for professional growth. Through ongoing mentorship, students refine their abilities, cultivate resilience, and enhance their strategic thinking. Ultimately, this proactive approach equips students with the tools and insights needed to thrive in their chosen fields. Continual mentoring by teachers supports students in developing professional attributes through SWOT analysis. This strategic method helps identify strengths, weaknesses, opportunities, and threats related to career goals. , Teachers guide students in leveraging strengths and opportunities, overcoming weaknesses, and addressing potential threats. This process fosters self-awareness, goal setting, and skill development essential for professional growth. Through ongoing mentorship, students refine their abilities..Continual mentoring by teachers supports students in developing professional attributes through SWOT analysis.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

Four of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | No File Uploaded |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

The teaching-learning process plays a crucial role in nurturing various skills and attributes among students, including creativity, innovativeness, intellectual and thinking skills, empathy, and life skills. By employing interactive and engaging teaching methods, educators encourage students to think critically, solve problems creatively, and explore new ideas. Through experiential learning and collaborative activities, students develop empathy, communication skills, and adaptability. This holistic approach not only enhances academic knowledge but also fosters essential life skills such as teamwork, leadership, and resilience. Ultimately, this process empowers students to become well-rounded individuals capable of navigating complexities and contributing meaningfully to society. The project on Drama and Art in Education and Reading and Reflecting on Text helps in developing creativity among students and trainees. Life skills are developed by helping the students doing a project on Self Development. Skills are improved by presentations and thinking intellectually while group discussions.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

| Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP) | |
|---|-------------------------------|
| File Description | Documents |
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities with video graphic support wherever possibl | No File Uploaded |
| Any other relevant information | View File |
| 2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement | Six/Seven of the above |
| | |

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports and photographs / videos of the activities | No File Uploaded |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | View File |
| Documentary evidence in support of each selected activity | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Three of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Details of the activities carried out during the academic year in respect of each response indicated | View File |
| Any other relevant information | No File Uploaded |

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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples prepared by students for each indicated assessment tool | No File Uploaded |
| Documents showing the different activities for evolving indicated assessment tools | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

All of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of each response selected | No File Uploaded |
| Sample evidence showing the tasks carried out for each of the selected response | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

All of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence showing the activities carried out for each of the selected response | View File |
| Report of the events organized | No File Uploaded |
| Photographs with caption and date, wherever possible | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples of assessed assignments for theory courses of different programmes | View File |
| Any other relevant information | No File Uploaded |

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

Subjects of the students are kept in mind while selecting the schools and it is well oriented & guided to both school and students. • Accessibility of the schools for students is another focused parameter, for which choices from the students are taken. • The student's medium of instruction (Hindi/English/Marathi) is considered too before assigning practice teaching school. • Well-renowned schools and junior colleges of Mira-Bhayandar, Vasai-Virar, Dahisar, and Borivali are selected that provide a boost in the pupil teacher's capacities, skills & capabilities

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

2.4.9 - Number of students attached to each school for internship during the academic year**2.4.9.1 - Number of final year students during the academic year****100**

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Plan of teacher engagement in school internship | View File |
| Any other relevant information | No File Uploaded |

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

One/Two of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sample copies for each of selected activities claimed | No File Uploaded |
| School-wise internship reports showing student engagement in activities claimed | View File |
| Wherever the documents are in regional language, provide English translated version | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of the response | View File |
| Any other relevant information | No File Uploaded |

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Three of the above

| File Description | Documents |
|--|---------------------------|
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | View File |
| Two filled in sample observation formats for each of the claimed assessors | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Two of the above

| File Description | Documents |
|--|---------------------------|
| Format for criteria and weightages for interns' performance appraisal used | View File |
| Five filled in formats for each of the aspects claimed | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

7

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View File |
| English translation of sanction letter, if it is in regional language | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

8

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View File |
| Any other relevant information | No File Uploaded |

2.5.3 - Number of teaching experience of full time teachers for the during the year

7

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

20

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Teachers put-forth efforts to keep themselves updated professionally. Efforts by teachers are madeto keep themselves updated professionally. . In house discussions on current developments and issues in education are done and information with colleagues is shared on policies and regulations .

| File Description | Documents |
|---|---------------------------|
| Documentary evidence to support the claim | View File |
| Any other relevant information | No File Uploaded |

2.6 - Evaluation Process

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

Internal Evaluation - 20 Marks for Internal Assessment

External Evaluation-100 Marks for Skill in Teaching Subjects

School Based Activities 50 Marks

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;

Four of the above

Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

| File Description | Documents |
|--|---------------------------|
| Copy of university regulation on internal evaluation for teacher education | View File |
| Annual Institutional plan of action for internal evaluation | No File Uploaded |
| Details of provisions for improvement and bi-lingual answering | No File Uploaded |
| Documentary evidence for remedial support provided | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Committee on Grievances formed

Dr.Sunita Arya - Chairperson

Dr.Manju Gahlawat Convener

The grievances are presented before the committee and provisions are adopted for solving

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

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

<https://www.crcoertk.org/download/academic-calender-2023-24-new1.pdf>

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

2.7 - Student Performance and Learning Outcomes

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

The teaching learning process of the institution is aligned with the stated PLOs and CLOs. The learning outcomes are framed according to Curriculum Framed by university and NCTE Norms

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

2.7.2 - Pass percentage of Students during the year

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Result sheet for each year received from the Affiliating University | No File Uploaded |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

The 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

| File Description | Documents |
|--|---------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View File |
| Any other relevant information | No File Uploaded |

2.7.4 - Performance of outgoing students in internal assessment

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

100

| File Description | Documents |
|---|---------------------------|
| Number of students achieving on an average 70% or more in internal assessment activities during t | View File |
| Record of student-wise / programme-wise / semester-wise internal assessment of students during the year | View File |
| Any other relevant information | No File Uploaded |

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

Identification of Learning needs of students are taken care of on all basis as urban and rural students are from various academic backgrounds. Medium of discourse of language in context of curriculum is taken care of. The need based on various learning situations are considered and library gives provision of issue of books. Reading room facilitates the PG students with reading section in the Library. National and Internal Journals are available for catering the needs of students. The institution also publish a journal ' The Educand" Interdisciplinary in humanities and social sciences which assess and publish the articles submitted by students of both B.Ed and M.Ed students. The areas of research of interest of students are kept in consideration to

motivate new innovative ideas. Research Development Committee finalizes the topics of dissertation and assess them from time to time.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://crcoertk.org/download/student-satisfaction-survey.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sanction letter from the funding agency | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|--|------------------|
| Sanction letter from the funding agency | No File Uploaded |
| Income Expenditure statements highlighting the research grants received certified by the auditor | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.1.3 - In-house support is provided by the institution to teachers for research purposes

One of the above

during the year in the form of Seed money for doctoral studies / research projects
Granting study leave for research field work
Undertaking appraisals of institutional functioning and documentation
Facilitating research by providing organizational supports
Organizing research circle / internal seminar / interactive session on research

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Institutional Policy document detailing scheme of incentives | No File Uploaded |
| Sanction letters of award of incentives | No File Uploaded |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | No File Uploaded |
| Documentary evidence for each of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations
Encouragement to novel ideas
Official approval and support for innovative try-outs
Material and procedural supports

Four of the above

| File Description | Documents |
|--|---------------------------|
| Documentary evidences in support of the claims | View File |
| Details of reports highlighting the claims made by the institution | No File Uploaded |
| Reports of innovations tried out and ideas incubated | No File Uploaded |
| Copyrights or patents filed | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.2 - Research Publications

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

2

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| First page of the article/journals with seal and signature of the Principal | No File Uploaded |
| E-copies of outer jacket/contents page of the journals in which articles are published | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

5

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| • First page of the published book/chapter with seal and signature of the Principal | No File Uploaded |
| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.3 - Outreach Activities

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

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

4

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | View File |

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

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

10

| File Description | Documents |
|---|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | View File |
| Report of each outreach activity with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | View File |

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

56

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

56

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the claim along with photographs with caption and date | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development in association with M.D.U Rohtak

| File Description | Documents |
|--|---------------------------|
| Relevant documentary evidence for the claim | View File |
| Report of each outreach activity signed by the Principal | No File Uploaded |
| Any other relevant information | View File |

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

0

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Appropriate certificates from the awarding agency | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.4 - Collaboration and Linkages**3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

1

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

1

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| List of teachers/students benefited by linkage – exchange and research | View File |
| Report of each linkage along with videos/photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

00

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copies of the MoU's with institution / industry/ corporate houses | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of each activities with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Response: The College always takes positive measures and initiatives to make the teaching-learning environment more effective and efficient by providing adequate academic infrastructure. The College provides proper facilities for theoretical as well as practical classes. The existing infrastructural facilities are utilized both for conducting theory and practical classes. The detail of facilities is given as under:

Laboratories: All laboratories (Physical Education, Psychology, Language and Computer-cum-Language lab) are well equipped and well maintained for carrying out curriculum-oriented practical classes.

Technology Enabled Teaching and Learning: The College has one Smart Class Room with ICT enabled equipment such as Projector, Computer and Wi-Fi enabled Smart Board. The College has two ICT enabled room for student. The College has also ordered for two

Smart Class Room's equipment, hopefully it will deliver and install within two months. Multipurpose Hall: The College has a Multipurpose Hall with the seating capacity of 150 persons Library: College has well equipped central library with reference and text books, magazines, newspapers etc. The College library provides Book Bank facility where students can borrow the books. Common Room for Girls: This is separately available for female students, where they can sit in their leisurely time.

| File Description | Documents |
|---|---------------------------|
| List of physical facilities available for teaching learning | No File Uploaded |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

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

4 1

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Geo-tagged photographs | No File Uploaded |
| Link to relevant page on the Institutional website | https://crcoertk.org/computer-lab.php?A2 |
| Any other relevant information | No File Uploaded |

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

49687

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View File |
| Any other relevant information | No File Uploaded |

4.2 - Library as a Learning Resource

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

Response: The library of College is automated using ILMS .The soul software version 2.0 is being used in College library. About the Software: Software for University Libraries (SOUL) is a state-of-the-art Integrated Library Management Software designed and developed by the INFLIBNET Centre based on requirements of College and University libraries. Name of ILMS software : SOUL software (software for university library) Nature of automation (fully or partially) partial Version 2.0 Year of Automation 2017 Library attracts students to read and develop the habit of reading and learning. It increases their thirst for reading and enlarges knowledge. The College has a good library augmented with wide range of rare books, manuscript, general books, dictionaries, encyclopaedia, Upanishads, Vedas, fiction, non-fiction competitive books etc., which plays a vital role in promoting and encouraging the process of learning and gaining knowledge. The College library is catalogued by the trained staff. The books are catalogued for easy access to the students. The list of available study materials is also entered and stored in computer. . Encyclopaedia. Dictionaries: It includes English and Hindi dictionaries. Religion: It includes Geeta, Veda, Upanishads, Ramayana and books on social reforms etc

| File Description | Documents |
|--|---------------------------|
| Bill for augmentation of library signed by the Principal | View File |
| Web-link to library facilities, if available | 00 |
| Any other relevant information | No File Uploaded |

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

Library: The College has a well-maintained library .The College receives an annual grant from the state government to update and upgrade the library with the passage of time. Furthermore, the College collects a library fee from students at the time of admission in accordance with state government regulations. The grant/library fund is used to buy books, newspapers, magazines,

furniture, computer systems, and other items. The College library is equipped with the "SOUL" Software and the students are provided ID cards to get the books issued.

Library attracts students to read and develop the habit of reading and learning. It increases their thirst for reading and enlarges knowledge. The College has a good library augmented with wide range of rare books, manuscript, general books, dictionaries, encyclopaedia, Upanishads, Vedas, fiction, non-fiction competitive books etc., which plays a vital role in promoting and encouraging the process of learning and gaining knowledge. The College library is catalogued by the trained staff. The books are catalogued for easy access to the students. The list of available study materials is also entered and stored in computer.

| File Description | Documents |
|--|---------------------------|
| Landing page of the remote access webpage | No File Uploaded |
| Details of users and details of visits/downloads | No File Uploaded |
| Any other relevant information | View File |

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

| File Description | Documents |
|--|---------------------------|
| Data as per Data template | View File |
| Receipts of subscription /membership to e-resources | No File Uploaded |
| E-copy of the letter of subscription /member ship in the name of institution | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

27140

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | View File |
| Any other relevant information | No File Uploaded |

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

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

20

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

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

One of the above

| | |
|--|---------------------------|
| as gifts to College | |
| File Description | Documents |
| Data as per Data Template | View File |
| Any other relevant information | No File Uploaded |
| 4.3 - ICT Infrastructure | |
| 4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words | |
| <p>1. Response:</p> <p>The globe has seen a paradigm change in technological growth in all sectors of life in the twenty-first century. Similarly, higher education institutions have embraced cutting-edge technology to improve the teaching-learning process. The College has one computer lab with updated configuration. This lab is monitored by Computer Instructor and assisted by a well qualified Lab Attendant. All the computers in the computer labs are connected through LAN. A lab attendant has been assigned to maintain the lab infrastructure. The maintenance work of computers (hardware and software) is done by the local vendor. The College web portal is monitored and updated with day-to-day activities by the faculty of Computer Science. The College has 50 MBPS internet bandwidth through lease line as well as Wi-Fi. The College makes consistent efforts to improve IT infrastructure and facilities as per the requirement. The College has a plan to install digital display board and central announcement system in the campus. The College provides free Wi-Fi facilities to the students as well as to the faculty members. The biometric attendance system is also operational for the College staff.</p> | |
| File Description | Documents |
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | View File |
| Any other relevant information | No File Uploaded |
| 4.3.2 - Student – Computer ratio during the academic year | |
| 50 | |

| File Description | Documents |
|---|---------------------------|
| Data as per data template | View File |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:

| File Description | Documents |
|--|---------------------------|
| Receipt for connection indicating bandwidth | View File |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth | No File Uploaded |
| Any other relevant Information | No File Uploaded |

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

One of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Link to videos of the e-content development facilities | Nil |
| List the equipment purchased for claimed facilities along with the relevant bills | No File Uploaded |
| Link to the e-content developed by the faculty of the institution | Nil |
| Any other relevant information | No File Uploaded |

4.4 - Maintenance of Campus and Infrastructure**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)****31637**

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | No File Uploaded |
| Any other relevant information | View File |

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

Physical Facilities: The College has adequate physical facilities including laboratories, classrooms, computers, washrooms, office for various committee incharges, drinking water facility (with RO and water cooler), playgrounds, multipurpose hall, smart classrooms, inverter and generator set etc. are available for all round development of students. **Departmental Laboratories:** The College has well maintained departmental laboratories. Under the supervision of head of the concerned department, lab attendants (as per the availability) maintain the efficiency of the College laboratories and accessories. **Library:** The College has a well-maintained library. The College collects a library fee from students at the time of admission in accordance with state government regulations. **Language lab/ Computer Labs:** Good communication skills are indispensable for the success of any professional. If one wants to reach out to people, he or she has to speak their language. **Smart Class Rooms:** There are Wi-Fi enabled smart class rooms in the College campus. Maintenance works of this class rooms are assigned to a well-qualified office staff member having expertise in ICT. **Sports:** The students are trained to participate at International/ National/State Level and Inter-University Level competitions. The college also organises annual athletics & selection trials to select teams for various games/sports activities organised by university.

| File Description | Documents |
|--|---|
| Appropriate link(s) on the institutional website | https://crcoertk.org/computer-lab.php?A2 |
| Any other relevant information | View File |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View File |
| Sample feedback sheets from the students participating in each of the initiative | View File |
| Photographs with date and caption for each initiative | View File |
| Any other relevant information | View File |

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Five/Six of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|-----------------------|
| 5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees | D. Any 1 of the above |
|---|-----------------------|

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template for the applicable options | View File |
| Institutional guidelines for students' grievance redressal | No File Uploaded |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View File |
| Samples of grievance submitted offline | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---------------------------|
| Data as per Data template | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | No File Uploaded |
| Report of the Placement Cell | View File |
| Any other relevant information | View File |

5.2 - Student Progression

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

| | |
|---|-------------------------------------|
| Number of students placed as teachers/teacher educators | Total number of graduating students |
| 02 | 100 |

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Reports of Placement Cell for during the year | View File |
| Appointment letters of 10 percent graduates for each year | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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

17

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Details of graduating students and their progression to higher education with seal and signature of the principal | No File Uploaded |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

19

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copy of certificates for qualifying in the state/national examination | View File |
| Any other relevant information | No File Uploaded |

5.3 - Student Participation and Activities

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

The college constitutes student council every year having representation of both the B.Ed Ist Year & IInd Year students. Students have active representation on academic and administrative bodies and committees of the Institute. They are involved in the following committees:

Class Committees

All programmes have class committees for each course that comprises of student members representing meritorious as well as weak students. The Class Committees provide feedback on all aspects of the programme and respective course. Class Committee Meetings are held regularly, at least twice in year.

Cultural and Sports Committees

Students have strong representations in all cultural and sports and games committees and help in organization and management of the events. Athletic Meet is organized every year to utilise the physical abilities of the students and to keep them fit and channelized. They are active participants in the preparation of cultural events for C.R. Celebrations held every year to mark the Birthanniversary of Deenbandhu Sir Chhotu Ram.

Organization of Special Events

Students organize, and celebrate Days like Teacher's Day, Independence Day, Republic Day, Voter's Day etc. They also celebrate the festivals like Lohri, Holi, Teej by organizing small cultural events.

| File Description | Documents |
|---|---------------------------|
| Copy of constitution of student council signed by the Principal | View File |
| List of students represented on different bodies of the Institution signed by the Principal | No File Uploaded |
| Documentary evidence for alumni role in institution functioning and for student welfare | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

01

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports of the events along with the photographs with captions and dates | View File |
| Copy of circular / brochure indicating such kind of events | View File |
| Any other relevant information | No File Uploaded |

5.4 - Alumni Engagement

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

C.R. College of Education, Rohtak has a non-registered but functional Alumni Association. All the student teachers of the batches who have passed out, are members of this association. The Alumni have been contributing to the development of the Institution by actively participating in the Alumni Talk Series and providing leads for placement. Since most of them are placed in institutions of repute, they are quite helpful in providing insight to our student teachers about the developments and nuances of the teaching profession. The Alumni have also made significant contributions by participating in Alumni Talk Series and also being judges in events like Poster Making Competition, Debates, Essay Writing Competition and cultural events. C.R. College of Education, Rohtak has a non-registered but functional Alumni Association. All the student teachers of the batches who have passed out, are members of this association. The Alumni have been contributing to the development of the Institution by actively participating in the Alumni Talk Series and providing leads for placement. Since most of them are placed in institutions of repute, they are quite helpful in providing insight to our student teachers about the developments and nuances of the teaching profession. The Alumni have also made significant contributions by participating in Alumni Talk Series and also being judges in events like Poster Making Competition, Debates, Essay Writing Competition and cultural events.

| File Description | Documents |
|--|------------------|
| Details of office bearers and members of alumni association | No File Uploaded |
| Certificate of registration of Alumni Association, if registered | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

One/Two of the above

mentoring Financial contribution Placement advice and support

| File Description | Documents |
|---|---------------------------|
| Documentary evidence for the selected claim | No File Uploaded |
| Income Expenditure statement highlighting the alumni contribution | No File Uploaded |
| Report of alumni participation in institutional functioning for the academic year | No File Uploaded |
| Any other relevant information. | View File |

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

01

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | No File Uploaded |
| Any other relevant information | View File |

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

Alumni Association acts as an effective support system to any Institute. They are the edifice of any institution and on them rests the laurels. Alumni are an institution's most loyal supporters. Alumni are fundraising prospects. Alumni generate invaluable word-of-mouth marketing among their social and professional networks. By engaging alumni, an institution can continue to benefit from their skills and experience. Our Alumni helps in the smooth functioning of the institute in every way.

Some of the contribution by our Alumni is :- 1. Alumni Talk series: The alumni from the concerned subjects are invited to enlighten the students on recent topics and issues.

2. Alumni in Placement : An engaged alumni network allows the Institute to benefit from the skills and experience of its graduates, by offering their support to current Batch students of the institution.

3. Alumni as Judges: In a number of the college's programmes, our alumni serve as a judge.

| File Description | Documents |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION: To provide intellectual and moral leadership by igniting the mind of student teachers to realize their potential and make positive contribution leading to prosperity of education, society and nation at large.

- To produce 'The Recognized Leaders' for excellence in all areas of student education.
- To keep pace with the global world, our college is trying its level best to well equip our students with the latest technology in Teaching Learning Process.

B. MISSION: To provide educational opportunities to release the inherent capabilities of all student teachers to make them professionally competent, morally maturely, socially sensitive, cooperative, IT enabled, research oriented and globally awakened in a dynamic environment.

We do not just want to excel in education but put that study into practice through teaching, research and service to all the areas and educate professionals who can facilitate human development in schools, homes, communities and work place and prepare students to face the challenges of life amidst complex and challenging society.

To carry out our mission, we value:-

- new ideas, discoveries, discussions and dissemination of knowledge
- innovation in teaching, technology and leadership

| File Description | Documents |
|---|---------------------------|
| Vision and Mission statements of the institution | View File |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View File |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | View File |

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

The highest administrative body of the institution is Governing Body, Jat Education Society (Regd.). The President is the head of the Management. The treasurer is responsible to keep account and keep audit report. The secretary and Principal and the management members take care of the infrastructure and maintenance, financial support and creation of assets. Participatory Approach of administration is implemented. All members of the management are also the members of this administrative body. Governing Body, Principal and staff members draft long and short term plans for the institution which include resource mobilization, need assessment and quality enhancement. The administration works in a decentralized manner.

The institution has a highly enlightened and committed management/Head of the institution. They guide every aspect of the teaching learning process. Management / Head of the institution lay stress for the experiential learning and student centric teaching methods and provide all the required facilities. All the classrooms are upgraded with ICT facilities to impart knowledge in a better way. The high level of decentralization is facilitated through delegation of power to various committees who execute the academic and the extracurricular activities of the college. Those committees are formed at the beginning of every academic session.

| File Description | Documents |
|--|---------------------------|
| Relevant documents to indicate decentralization and participative management | View File |
| Any other relevant information | No File Uploaded |

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

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals, the college has designed specific short term and long term plans. The time bound strategic plans developed by the college are effectively implemented. All types of fees like admission fee, examination fee, tuition fee, etc. are collected according to the rules of Government of Haryana and M. D. University, Rohtak. Audit (internal and external) is done by C.A./ competent member appointed by University and Department of Higher Education, Haryana. Meetings of different committees take place frequently. Academic calendar, teaching practice schedule, syllabus coverage, students' attendance record, internal and external assessment record is prepared and maintained properly as per University norms. The college maintains an IQAC that collects, aligns and integrates information on academic and administrative aspects of the college. Centralized admissions are done by the University and rules of M.D.U. Rohtak and Government of Haryana regarding seat distribution and fee are followed by the college.

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

6.2 - Strategy Development and Deployment

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

In the beginning of the session, an academic calendar is prepared. The following points are kept in consideration while its preparation:

- Required number of teaching days
- Teaching Practice days
- Sports and cultural activities
- Celebration of important days
- Extension lectures
- Gazetted holidays

The institution does follow the principles of MIS for academic and administrative aspects of the institutions. Time table is prepared in the beginning of the session. For smooth functioning of the institution, different committees are also framed. Skill- in-teaching schedule and internship program schedules are prepared and implemented effectively.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://crcoertk.org/ |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

The organogram of C.R. College of education reflects the democratic character and shared responsibilities with which governance takes place. While the overall supervision of administration and the regulation of finances of the college rest with the Governing Body, whose authority is vested in it by the statutes and ordinances of the MDU, the administration and execution of everyday functions lies in the charge of the Principal. Appointments are done according to DGHE, Haryana Rules and UGC. Audit is done frequently by competent authorities for financial transparency. The functions of the Principal in turn are supported by the faculty and the non-teaching staff. The hierarchy of organogram is as follows:

Management/Governing Body

Principal

Administrative Staff Academic Staff

Librarian Non-teaching Staff

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | https://crcoertk.org/ |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | View File |

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

Five/Six of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Screen shots of user interfaces of each module | View File |
| Annual e-governance report | View File |
| Geo-tagged photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

COMMITTEES AND CLUBS :The various Committees in the college are:

- IQAC
- Library Committee
- Guidance & Placement Cell
- Admissions Committee
- Examinations Committee
- Grievance Redressal Committee
- Magazine Committee
- Co-curricular & Cultural Activity Committee

- Science Club
- Environment Club
- Alumni association, etc.

Outputs

SKILL DEVELOPMENT, AWARENESS AND DEVELOPMENT OF SENSE OF SOCIAL RESPONSIBILITY

It is the prime most aim of the College to produce worthy citizens so that they contribute to the society and Indian Democratic system. .

PRESERVATION OF ENVIRONMENT

The college has also been making a notable contribution for preserving Environment. Tree Plantation drive is a regular feature of the college.

SPIRITUAL DEVELOPMENT AND SOCIAL HARMONY

The College organises extension lectures for the spiritual development of the students and

the society against the social evils.

These committees work in collaboration for the betterment of students and institution. Academic affair committee prepares the academic calander with the start of the session. Important decisions are taken in the meetings of IQAC, staff meeting and in internal meetings of different committees. Different Clubs are there which focus on subject specific scholastic and non- scholastic activities. Outreach and YRC volunteers take part in the event of social importance under the guidance of their respective counselors.

| File Description | Documents |
|---|---------------------------|
| Minutes of the meeting with seal and signature of the Principal | View File |
| Action taken report with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

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

C.R. College implements several policies that support the welfare of the teaching and non- teaching staff. 1. The college organises extension lectures for the awareness about important health issues such as stress, cardiac wellness, women's health, HIV-AIDS, and mental wellbeing.

2. College provides a healthy and clean work environment conducive for enhancing productivity at work. 3. Facilities such as air-conditioned rooms, and committee rooms serve as important working space outside the classrooms. 4. A dedicated reading room equipped with Wi-Fi enabled computers and printer facilities is available in the library to access e-resources. Teaching staff are also entitled to issuance of fifteen books at a time and non-teaching staff are entitled to issuance of six books in their name.

5. Teachers are motivated to participate in FDPs, seminars and conferences.

| File Description | Documents |
|--|---------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | View File |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences /

workshops and towards membership fees of professional bodies during the year

00

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Institutional Policy document on providing financial support to teachers | No File Uploaded |
| E-copy of letter/s indicating financial assistance to teachers | No File Uploaded |
| Certificate of participation for the claim | No File Uploaded |
| Certificate of membership | No File Uploaded |
| Income Expenditure statement highlighting the financial support to teachers | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

00

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochures / Reports along with Photographs with date and caption | No File Uploaded |
| List of participants of each programme | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

05

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Copy of Course completion certificates | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Appraisal for teaching staff is based on the ACR proforma submitted by faculty annually. It is checked and signed by the Principal, grade is given and then President of the Governing Body/ Administrator sign it with remarks. The teachers get promotion under Career Advancement Scheme (CAS). The PBAS proforma is a comprehensive evaluation proforma covering individual teachers' teaching-learning and evaluation related activities; research and academic contributions; administrative support and contribution in extra- and co-curricular activities, etc. . The Principal/ IQAC checks the information given by teacher, recommends the same and send the case for promotion to University where the Screening Committee recommends/ reject the case. Non- Teaching staff also submit the ACR for performance appraisal.

| File Description | Documents |
|--|---------------------------|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal | View File |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | View File |

6.4 - Financial Management and Resource Mobilization

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

The institution conducts internal and external financial audit regularly. All the accounts of the institution are annually audited by Sh.Naveen Goyal, Chartered Accountant R/o Rohtak. He checks all the vouchers, bills and relevant documents of the institution. Balance sheet, income and expenditure statements are all finalized after checking of vouchers and records. Also the competent authorities from DGHE, Haryana and M. D. U. Rohtak do the audit on regular basis. Bursar of the college also look after the financial matters. The concerned committee members also verify different bills and then Bursar and Principal sign them. The auditor's reports of the financial years 2023-2024 is uploaded.

| File Description | Documents |
|--|---------------------------|
| Report of Auditors of during the year signed by the Principal. | View File |
| List of audit objections and their compliance with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

00

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | No File Uploaded |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

The major sources of revenue are:

1.Fees collected**2. Grant by Govt. of Haryana/ DGHE Haryana**

The funds collected are spent only for planned expenditure reflected in the Budget. During the preparation of budget, inputs

are obtained from IQAC, departments, library, sports, laboratory and committees. Then the annual budget of the College is prepared. After collecting quotations from the Purchase Department, the budget is revised on the basis of requirements and priorities of the College. The College also makes operational budgetary allocations for salaries of all teaching and non-teaching staff, house-keeping staff, repairs and maintenance, AMCs, license fees, developmental work, audit fees, legal and professional charges, purchase of books and periodicals, event expenses, sports participation fees, reimbursement for paper presentations and workshops, electricity and water bills, stationery expenses, postage & telegram and miscellaneous expenses.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.5 - Internal Quality Assurance System

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

The IQAC consistently strives to institutionalize quality assurance strategies and processes at every level of functioning of the Institute.

1. Improving Teacher Quality: In order to improve teacher quality, the IQAC has been motivating the teachers

to attend Workshops, seminars, short-term courses, faculty development programs, and conferences. Many teachers are enrolled for Online learning platforms.

2. Promoting the Culture of Research: The IQAC strives to develop an environment conducive to research. For Teachers, a Research Centre in the Library is established to promote research culture. Faculties are engaged in publishing research papers and research articles to enhance their knowledge skills.

3. For Students: Students are encouraged to prepare dissertations and write research papers.

| File Description | Documents |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

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

Implementation of teaching learning reforms facilitated by the IQAC through implementation of ICT, adopting learner- centered methods and Experiential Learning is practised in the college. The college follows a comprehensive mechanism of reviewing the teaching-learning processes and learning outcomes. Academic calander is prepared in the begining of the session after discussion with IQAC for smooth and planned functioning. Mentor-mentee groups are formed. Feedback is taken from students regarding teachers, course work, and teaching- learning process. Extension talks are conducted by teachers and experts for the updated knowledges regardingnew teaching methods. Feedback is taken after after expets talk.Reponses are discussed in staff meetings and necessary steps are taken.

| File Description | Documents |
|---|---------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

07

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of the work done by IQAC or other quality mechanisms | No File Uploaded |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View File |
| Any other relevant information | No File Uploaded |

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

Two of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | Nil |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | Nil |
| Consolidated report of Academic Administrative Audit (AAA) | No File Uploaded |
| e-Copies of the accreditations and certifications | No File Uploaded |
| • Supporting document of participation in NIRF | No File Uploaded |
| Feedback analysis report | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

- The institution follows CAS (Career Advancement Scheme) for teachers as per UGC and Haryana Government guidelines to keep track of the incremental improvements achieved in the academic and administrative domains. ACRs are also filled by the faculty members, verified by the Principal and countersigned by the President of the Governing Body/ Administrator/ Competent Authority.
- Google class rooms are created by teachers for smooth teaching- learning practices.
- Whatsapp groups were created to keep the students in touch and a helping hand may be extended at the time of need.
- Orientation program was organized to provide the guidance to new comer students regarding course and subject selection.
- Lectures were delivered by faculty members on diversified topics like stress management, health, well- being, stress management, soft skills, personality development, etc.

| File Description | Documents |
|---|---------------------------|
| Relevant documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

1. Use of LED bulbs/ power efficient equipment.

The college management has provided following facilities in conserving the energy and power efficient equipment Master Switches for each Room to shut down power of entire room when not in use. The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage with the same luminous level in street Lights and other possible areas of Campus. Energy Star

certified products installed in the campus are air conditioners, refrigerator, ceiling fan and others.

1. Alternate Energy

Waste management policy of the college - 1. The dustbins for waste product of the college are made by the waste product itself such as big cartoons. 2. Paper cover page use for assignment purpose of the students. 3. The one year old newspaper are sold out for recycling. 4. Vegetable and fruit pills are used for the purpose of making organic fertilizer for the growth of the flower and vegetable plants at the college campus. 5. College uses incorrect print out papers for rough works in the office. 6. E-waste managment policy is also followed by the college.

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

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

1. The institution has adopted ecofriendly waste disposal policy, accordingly the generated waste is collected and disposed through appropriate channel
2. Solid Waste Management: The entire institute is provided coloured dustbins to collect different types of waste generated in the all departments and classrooms of the college. It was collected and handed-over to a municipality vehicle for proper disposal.
3. E- Waste Management: Whatever E-waste is generated every year, it is collected and separated. Hard disc, CPU, laboratory equipment etc. scrap was collected and the numbers of items were identified to invite the quotation from various e-traders.

4. BAN ON USE OF PLASTIC

Single-use plastic items such as plastic bottles, bags, spoons,

straws and cups are banned completely and awareness is created among staff and students through orientation and display boards in the premises. To restrict the use of plastic, measures have been taken to replace plastic tea cups and glasses with plastic free glasses in the canteen. The staff and students are informed to use steel or copper water bottles instead of plastic bottles. Students and faculty take oath not to use paper covers or bags.

Rally on Ban Plastic .

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | View File |

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

Two of the above

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of each selected response | No File Uploaded |
| Geo-tagged photographs | No File Uploaded |
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Any other relevant information | View File |

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

Two of the above

| File Description | Documents |
|---|---------------------------|
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Documentary evidence in support of the claim | View File |
| Geo-tagged photographs | No File Uploaded |
| Any other relevant information | View File |

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Cleanliness:

C.R. College of Education commitment to cleaner, greener environment is visible through range of initiatives. At the college and campus level, Swachh Bharat Abhiyaan was held to bring about change in behavioral and attitudinal aspect of habitants.

Sanitation:

Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank.

Green cover:

Apart from primary cleanliness and sanitation efforts, the institute is also committed to promoting sustainable habits by promoting cloth bags with other efforts to maintain a plastic free environment. The objective was to encourage self-reliance through sustainable practices. In a quest for healthy and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute some indoor plants have been installed to improve air quality.

Pollution free healthy environment:

Environmental Promotion Activities on Plastic Awareness Event, Tree Plantation at college campus, Plastic Recycle, Clean and

Green, Awareness on sound pollution, etc. are conducted as lecture and rally.

| File Description | Documents |
|--|---------------------------|
| Documents and/or photographs in support of the claim | No File Uploaded |
| Any other relevant information | View File |

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

Four of the above

| File Description | Documents |
|---|---------------------------|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | View File |
| Circulars and relevant policy papers for the claims made | No File Uploaded |
| Snap shots and documents related to exclusive software packages used for paperless office | View File |
| Income- Expenditure statement highlighting the specific components | No File Uploaded |

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

00

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statement on green initiatives, energy and waste management | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and

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

Local Environment:

A Swachh Abhiyaan programme was conducted where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session for practice teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community. Students have easy access for- Observation of classroom teaching, Internship in the schools to practice skills learnt and Teaching Practice in the schools to deliver lessons.

Locational Knowledge:

The institution has endeavored to spread awareness on the environmental issues through a Poster competition on sustainable living, women health and environment extension lecture, Environment Day, etc. The Teachers focusing on new approaches, tools, resources they can use and challenges they face in today's changing times due to the pandemic and the online educational process. The teachers highlight on important issues such as gender equality, human rights, social wellness, physical wellness.

Community practices:

The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on Mental Health. A value-added course on Yoga was conducted to inculcate health and wellness practices among the student teachers and the community.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | View File |

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on

B. Any 3 of the above

the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | View File |
| Web-Link to the Code of Conduct displayed on the institution's website | No File Uploaded |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | No File Uploaded |
| Details of the Monitoring Committee, Professional ethics programmes, if any | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Eco Friendly Campus

Waste Management

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

7.3 - Institutional Distinctiveness

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

Performance The College has provided tremendous thrust and priority to its Program of Diversity Inclusion and Integration – an area distinctive to the Vision of the College. The Vision of the College is to educate, enable and empower young women. The College emphasizes the need to mainstream the marginalized and weaker sections of students to ensure justice and equity in society. The Mission is to steer the education it offers not only towards the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to the service of the community, in the quest for a better life for society and the world that we inhabit. the College provided the books to the needy student from the book bank . This assistance was in addition to the support received by reserved category students from state.

Inspite of providing the books to the students, our goal is also to set up a knowledge hub where Career Opportunities follow students .The college has created an interactive and stimulating environment by organizing various student centric activities such as programming Competition, Essay Writing Competition, Poster Presentation, Web Design Competition, Debate Competition, Speech Competition, workshops and seminars. Students can build their knowledge through study facilities library, reading room, e-resources etc. for their personality development.

| File Description | Documents |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | No File Uploaded |
| Any other relevant information | View File |