



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

Chhotu Ram College of
Education, Rohtak

- Name of the Head of the institution

Dr. Surekha Khokhar

- Designation

Principal

- Does the institution function from its own campus?

Yes

- Alternate phone No.

01262274603

- Mobile No:

9315864669

- Registered e-mail ID (Principal)

crcoe2008@yahoo.com

- Alternate Email ID

surekhakhokhar1962@gmail.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 **Indu Tehlan**
- Phone No. **09416167467**
- Alternate phone No.(IQAC) **09416167467**
- Mobile (IQAC) **9315864669**
- IQAC e-mail address **crcoe2008@yahoo.com**
- Alternate e-mail address (IQAC) **indu.tehlan8@gmail.com**

3.Website addresswww.crcoertk.org

- Web-link of the AQAR: (Previous Academic Year) **No**

4.Whether Academic Calendar prepared during the year?**No**

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

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

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

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

9.No. of IQAC meetings held during the year **2**

- 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)

Preparation of Academic Calendar Listing the curricular and co curricular activities during the year Arrangement of Extension Activities during the year Organizing Online classes and activities Online assessment and evaluation

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
G suite acconut of Teacher Educators planned	G suite account was created
Organize webinar on Health and Hygiene	Organized National Webinar on Health and Well Being on 30th June 2021T

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	Chhotu Ram College of Education, Rohtak
• Name of the Head of the institution	Dr. Surekha Khokhar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01262274603
• Mobile No:	9315864669
• Registered e-mail ID (Principal)	crcoe2008@yahoo.com
• Alternate Email ID	surekhakhokhar1962@gmail.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	Indu Tehlan				
• Phone No.	09416167467				
• Alternate phone No.(IQAC)	09416167467				
• Mobile (IQAC)	9315864669				
• IQAC e-mail address	crcoe2008@yahoo.com				
• Alternate e-mail address (IQAC)	indu.tehlan8@gmail.com				
3.Website address	www.crcoertk.org				
• Web-link of the AQAR: (Previous Academic Year)	No				
4.Whether Academic Calendar prepared during the year?	No				
• if yes, whether it is uploaded in the Institutional website Web link:					
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (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	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Preparation of Academic Calendar Listing the curricular and co curricular activities during the year Arrangement of Extension Activities during the year Organizing Online classes and activities Online assessment and evaluation		
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	
G suite acconut of Teacher Educators planned	G suite account was created	
Organize webinar on Health and Hygiene	Organized National Webinar on Health and Well Being on 30th June 2021T	
13.Whether the AQAR was placed before statutory body?	No	
<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
2020-2021	12/01/2022
15. Multidisciplinary / interdisciplinary	
<p>Multidisciplinary students are admitted to B.Ed. programme Although our course philosophy, design, pedagogy, and implementation are generalizable and learning in this way is accessible to students of any major discipline and we implement our integrated courses. Multidisciplinary students are admitted to B.Ed. programme Although our course philosophy, design, pedagogy, and implementation are generalizable and learning in this way is accessible to students of any major discipline and we implement our integrated courses.</p>	
16. Academic bank of credits (ABC):	
C.R. College of Education, Rohtak is taking steps towards Academic Bank of Credits under NEP 2020 and according to DGHE and university norms	
17. Skill development:	
Our institution is stepping forwarding in developing of Teaching Skills, communication skills, soft skills, social skills and vocational skills	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
Yes appropriate integration is being done to enhance quality of higher education. Teaching of Language of Hindi, Sanskrit and English is skillfully done for developing culture.	
19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):	
Focus was duly layed on Institutions Vission and Mission and the objectives of developing the skills in education were reviewed and reviced. Professional development of students and solving the problems of students during the pandemic was done. Focus was on developing technopedagogical skills. Programme outcomes were keenly observed and remapping of managing the objectives were reframed.	
20. Distance education/online education:	
Online Education imparting as well as evaluation was key feature	

of our institution. Online classes were arranged and goggle classroom were created for the benefit of students.

Extended Profile

1.Student	
2.1 Number of students on roll during the year	228
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	150
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	79
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	100
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	100
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	228

File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	Thirty Four Lakh Seven Hundred Thirty only
4.2 Total number of computers on campus for academic purposes	50
3.Teacher	
5.1 Number of full-time teachers during the year:	10
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	14
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	
TThe 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 in 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	No File Uploaded

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

E. Any 1 of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded
Any other relevant information	View File

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

D. Any 1 of the Above

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	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 16 weeks duration internship programme is being allocated for tasks, assignments, Teaching

	<p><u>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. 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.</u></p>
Prospectus for the academic year	No File Uploaded
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

13

File Description	Documents
Data as per Data Template	No File Uploaded
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

2

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

2

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

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

0

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

0

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

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded
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

No

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

NO

File Description	Documents
Data as per Data Template	No File Uploaded
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 Three 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	No File Uploaded

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 tie ups 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	No File Uploaded
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 classrooms and google forms, etc. to make them ready for the professional field

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	No File Uploaded

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	No File Uploaded
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

228

2.1.1.1 - Number of students enrolled during the year

228

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	No File Uploaded

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

79

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

79

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

1

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

1

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	View File
Any other relevant information	No File Uploaded

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.

Assessment process along with admission process is on the basis of choice of teaching subjects selected by the students. Pedagogy subject 1 and Pedagogy subject 2 are selected by the students according to their academic qualifications in under graduate

programmes and post graduate programmes. The institution is aware and sensitive to the needs of the diverse student population. After admission of the students, the institution takes care of their needs and provides proper environment in institution. Diversity on the basis of difference among students based on their socio-economic status, culture, religion, gender, exceptionalities, language and geographical location are taken care of by providing democratic environment and equal opportunities to all: The institution is aware and sensitive to the needs of the diverse student population. After admission of the students, the institution takes care of their needs and provides proper environment in institution. Diversity on the basis of difference among students based on their socio-economic status, culture, religion, gender, exceptionalities, language and geographical location are taken care of by providing democratic environment and equal opportunities to all:

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	No File Uploaded

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

All of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:25

2.2.4.1 - Number of mentors in the Institution

11

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.

there is a provision for assessing students' knowledge / needs and skills before the commencement of teaching program.

At the time of admission, the record of overall performance of the previous years is checked. It makes feasible to monitor the overall performance before the commencement of the programmes. Subjects studied by them, is taken in to consideration while allowing them to opt for different optional papers.

After admission three days orientation programme is conducted before the commencement of teaching programme. Admitted students are assigned their tutorial groups. The tutors assess the students knowledge and skill in following fields:

- Academic
- Cultural

During orientation programme students are exposed to talent search programme. Their talents are identified. Talented students are selected to compete at Zonal, State and National level. Apart from this different abilities are measured which essential in a prospective teacher before entering in real is teaching environment in future. Different abilities are - Teaching competency, Emotional intelligence and Personality. Standardized test are used for them. For assessment of Communication skill, leadership skill, Problem solving skill, Decision making skill and Time management skill, on line self evaluation tools are used. Beside that simple questionnaire is used to know computer literacy level of students. During the session faculty is aware to develop these abilities in prospective teachers.

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

11

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
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

228

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

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

Three 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	No File Uploaded
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

Create environment for intellectual development

- The teacher educators follow proper teaching plan to ensure proper teaching-learning transaction and continuous evaluation.
- Our teachers educators use various methods for transforming knowledge but main focus is on to develop analysis, synthesis and evaluation ability in prospective teachers and ensure that the students learn at reflective level by which they learn by heart and use knowledge in real life situation. Teacher educators use various interactive and participatory approaches in transaction of theory and practical.

The prospective teachers are academically quite mature and can share the burden of their own. Therefore, the teacher educators emphasize on self and independent study, group learning, discussion, cooperative learning, peer teaching, field trips and excursion, problem solving, use of ICT, and preparation of projects. They learn to organize and participate in workshops and seminars.

- The academic calendar is prepared by teachers every year that include major events of the college, tentative schedule of micro teaching practice, discussion lessons, practice

teaching, examinations and holidays. The academic calendar is incorporated in the college handbook and is issued to every member of the institution at the beginning of every academic year.

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 learner centered approach is adopted in which student teachers are made to understand the role of diversity and equity in teaching learning process. The following activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process

- Inclusive education is a compulsory paper in which various activities are organized. Various teaching methods are adopted by teachers in teaching learning process like

lecture method, discussion method, demonstration, project method, Laboratory method and assignment method according to the need of topic and individual.

- Role plays as evaluator by student teachers during observation of micro teaching lesson in simulation.
- Act as a peer evaluator during discussion lesson.
- Self analysis of strength and weaknesses.
- Creativity in lesson planning.
- Observation of demonstration lesson
- Organized activities according to advance learners and slow learners during Practice teaching in school.
- Interaction with the school and community
- Seminar and group discussion.
- Remedial classes.

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

2.4 - Competency and Skill Development

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

Five/Six 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 with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

<p>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</p>	<p>Six/Seven of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 904 539 967">File Description</th> <th data-bbox="539 904 1436 967">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 967 539 1030">Data as per Data Template</td> <td data-bbox="539 967 1436 1030">View File</td> </tr> <tr> <td data-bbox="86 1030 539 1137">Reports and photographs / videos of the activities</td> <td data-bbox="539 1030 1436 1137">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1137 539 1276">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 1137 1436 1276">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1276 539 1384">Documentary evidence in support of each selected activity</td> <td data-bbox="539 1276 1436 1384">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1384 539 1447">Any other relevant information</td> <td data-bbox="539 1384 1436 1447">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded	Documentary evidence in support of each selected activity	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents												
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Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded												
Documentary evidence in support of each selected activity	No File Uploaded												
Any other relevant information	No File Uploaded												
<p>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</p>	<p>All of the above</p>												

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning 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
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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	View File
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
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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	No File Uploaded
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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
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

To complement the theoretical aspect of teaching methods and to provide practical training to prospective teachers, practice teaching is organized twice during the course for the total numbers of 16 weeks in different schools in the nearby region. Student teachers are required to prepare 40 lesson plans in each of the teaching subjects and minimum two lessons are to be delivered every day. They are guided and supervised by the teacher in-charge from the institution as well as from the school itself. During teaching practice, oral and written feedback is given by the teacher in-charge.

The comments and suggestions on the performance of the student teacher are written keeping the following points into consideration:

- The Complete Planning of the Lesson.
- Introduction.
- Presentation.
- Practice.
- Evaluation.
- Appropriate Use of Teaching Aids and Chalk Board Work
- Oral Communication, Classroom Interaction, Body Language.
- Different Skills: Questioning, Illustration, Reinforcement, Giving Instructions, Demonstration.
- Overall Performance and Classroom Management.

Peer trainees also observe the lessons and record them in the observation schedules. M.Ed. trainees observe prospective teacher's verbal behavior according to Flanders Interaction behavior technique and fill Teacher Competency Scale and Proforma

and after encoding and decoding, they give feedback to prospective teachers in the presence of teacher supervisor. School subject teachers also give written feedback to B.Ed. students on a separate observation schedule.

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

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

97

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
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.

Candidates are required to opt for two Teaching Subjects selecting one from any (A,B,C,D) groups out of which one teaching subject can be on the basis of graduation and other one may be on the basis of Post Graduation. Initially the student teacher is to observe the school and the classrooms with regular teachers for one week before going for real practice teaching. After completion of Internship programme the Principal of the concerned school has to countersign the certificate and also signed by teacher educator of concerned college and principal of the school.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
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)

Two of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
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	Three of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

11

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

10

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

10

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

12

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

The faculty members keep pace with the recent developments in the scholl subjects and teaching methodology by using differrnt

sources like internet, e-resources, latest edition of books, attending various conferences, seminars, workshops, refresher and orientation courses / faculty development programmes.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
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

The criteria for the award of 20% internal assessment in theory papers is distributed according to the distribution made by concerned university and NCTE norms. The scheme of examination is strictly followed.

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	No File Uploaded

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

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	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

The grievance redressal cell redresses the grievances at individual and class level and grievance of common interest. The cell maintains a conducive and unprejudiced educational environment. Complaints are dropped in the 'suggestion box by students and parents and oral complaints are also redressed. All complaints are scrutinized by the committee members of grievance redressal cell. Since grievances have been of minor nature all grievances have been instantaneously redressed.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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.

To complement the theoretical aspect of teaching methods and to provide practical training to prospective teachers, practice teaching is organized twice during the course for the total numbers of 26 working days in different schools in the nearby region. Student teachers are required to prepare 20 lesson plans in each of the teaching subjects and minimum two lessons are to be delivered every day. They are guided and supervised by the teacher in-charge from the institution as well as from the school itself. During teaching practice, oral and written feedback is given by

the teacher in-charge.

The comments and suggestions on the performance of the student teacher are written keeping the following points into consideration:

- The Complete Planning of the Lesson.
- Introduction.
- Presentation.
- Practice.
- Evaluation.
- Appropriate Use of Teaching Aids and Chalk Board Work
- Oral Communication, Classroom Interaction, Body Language.
- Different Skills: Questioning, Illustration, Reinforcement, Giving Instructions, Demonstration.

M.Ed. trainees observe prospective teacher's verbal behavior according to Flanders Interaction behavior technique and fill Teacher Competency Scale and Proforma and after encoding and decoding, they give feedback to prospective teachers in the presence of teacher supervisor. School subject teachers also give written feedback to B.Ed. students on a separate observation schedule.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 follows programed learning objectives and content learning objectives.

Intellectual

- To ensure that the youth gets adequate opportunities to identify and develop their skills and potentials.
- To produce intellectual capital in term of research output,

transfer of knowledge and technology oriented attitude to land in the field of education.

Academic and Training

- To enable prospective teachers to understand the inter-disciplinary nature of educational theory and practice and its incorporation in teacher education:
- To prepare individual for independent learning to develop reference skills, critical thinking, conceptualization and self evaluation of their own progress.

Access to Disadvantaged and Equity

- To enable prospective teacher to realize diverse need of students and give respect to equity.

Self Development

- To prepare the prospective teachers for self development and advancement in their field.
- To mould individuals into integrated personalities who are competent, spiritually mature, physically strong and socially sensitive.

Community and National Development

- To help them build happy and healthy school and community relationship and promote interest in life long learning.
- To develop feeling of love for Indian culture and strengthen a sense of national pride and identity among the prospective teachers.

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

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 College follows the Curriculum prepared by M.D. University, Rohtak. However, in curriculum development, the college undertakes the following steps:

- Obtains feedback on the utility, performance and relevance on existing curriculum from teacher educators, students and alumni.
- Thrust areas are identified from the feedback from faculty, alumni and students and review given by teacher educators.
- Feedback from students is obtained in a prescribed Performa and through verbal communication on the Curriculum, teachers, facilities, support service and overall learner centric issues. The data is analyzed by the Internal Quality Assurance Cell (IQAC). The outcome made available to the authorities, and teacher for perusal and needful action. The teachers and authorities used the outcome of feedback as a basis for curriculum design and development (subjects, papers, specialization, practicals, methods of Teaching, Learning and Evaluation and learning activities / support services
- The feedback and suggestions are shared with respective staff members and outcome is reviewed periodically.

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	No File Uploaded
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.

Institution prepares pupil teachers for managing the diverse learning needs of students in schools by conducting following activities:

- Training in Micro Teaching skills.
- Training them in formulating objectives of the teaching lessons.
- Enabling them to know and apply different teaching methods.
- Providing training in preparing lesson plans, use of chalk board and other teaching learning aids for making lesson effective.
- Providing knowledge about Child Psychology and Individual differences.
- Enabling them to be familiar and well oriented with process of conducting Action Research, case study, intelligence test, creativity test, achievement test, personality test etc. With the help of these activities the teacher educators are able to make the teacher trainee understand school students and know the diverse needs of the students in the school.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

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	No File Uploaded
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)

00

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 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

One of the above

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

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
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

5

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

6

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

0

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

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

0

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

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

150

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

150

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	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 for the community was organized in the form of National Webinar on HEALTH AND WELL BEING in Association with SCIENTIX on 30/06/2021. The key note speaker was Ms. Nisha Sanga from SCIENTIX. This activity was conducted by Gandhian Study Centre C.R. College of Education, Rohtak. The beneficiaries of this Outreach Programme were 190 participants.

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

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	No File Uploaded
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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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

One/Two of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

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 College encompasses a well-maintained campus spread over 11 acres of serene green land. The existing infrastructural facilities are utilized for both conducting theory and practical classes. The detail of facilities is given as under: Classrooms: The College has sufficient number of well furnished, well ventilated, spacious 21 classrooms for conducting theory and practical classes to cater the needs of students. 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. All the laboratories are established as per UGC/ Affiliating University & Haryana Govt. norms. Practicals are conducted for the duration of three periods for each batch.

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
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

5

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://www.crcoertk.org/other-facility.php?A7
Any other relevant information	No File Uploaded

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

103045

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.

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. It is a user-friendly software developed to work under client-server environment. The software has been designed to automate all housekeeping operations in library like issuing of books ,return of books and generation of fines implemented after delay in return of books. 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.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
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 with a collection of 4243 books. 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. The academic infrastructure available in the library is well maintained by library advisory committee constituted by the College administration. For purchasing new books, the library advisory committee consults the Hods of each department and the books are purchased as per the recommendations of the Head of Departments

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	No File Uploaded

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	No File Uploaded
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)

14150

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

210

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	No File Uploaded

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 as gifts to College

File Description	Documents
Data as per Data Template	No File Uploaded
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

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. In addition to standard teaching learning tools such as black board, white boards and chalk, has smart interactive boards. 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.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1/5

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	No File Uploaded
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
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

File Description	Documents
Data as per Data Template	No File Uploaded
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)

3152662

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

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.. Besides, recurring grants are allocated by the Department of Higher Education for the maintenance of physical infrastructure. The College follows a systematic procedure for maintaining and utilising the available physical infrastructure. In this regard Chhotu Ram College of Education has formed infrastructure maintenance policy. As per the policy documents The College administration constitutes a committee of teachers/ office staff at the beginning of each academic session for the maintenance of physical infrastructure.

Computers: College administration is always ready to take necessary steps to fulfill the computer requirement of teachers, students & departments. At present, College has Forty-eight computers along with a number of printers and internet facility and Laptop for Principal.

Library: College has well equipped central library with reference and textbooks, 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 n their leisurely time. The Girl's Common Room includes sanitary vending machines, washrooms (adjoint to girls common room) and Dustbins etc.theirleisurely time. The Girl's Common Room includes sanitary vending machines, washrooms (adjoint to girls common room) and Dustbins etc.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.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	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	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)	One 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	No File Uploaded
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
20	200

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
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).

20

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)

Nil

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

During the orientation programme the faculty orients the newly admitted student teachers on various clubs and committees. Student members are nominated and elected for various clubs and committees. The nominated members participate in the meetings of IQAC NSS, Institutional Management Committee Meeting and various other meetings of all the committees. Their participation is encouraged so that there is transparency and students are also aware of the working of the committees. By keeping the democratic pattern, nominations are invited and through voting the representatives are elected. Clubs and committees under their umbrella organize various activities and work in tandem when it comes to organizing major events. Programs of national importance, seminars, workshops all are organized by different clubs and committees all through the year and the students are entrusted with the responsibility of carrying out the activities. We have

zero tolerance mechanism for Ragging and any issues pertaining to such incidents are brought under the purview of the related committee and needful course of action is taken. Guidance and Counselling cell active addresses the issues faced by the students. Mentor Mentee meetings are held on regular basis to provide individual attention to the students to address academic or personal issues.

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.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	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 mentoring Financial contribution Placement advice and support

None of the above

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.	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded

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 increase commitment for creating an atmosphere for educational excellence and equity to learners, in particular those from rural areas. • 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, I enabled, research oriented and globally awakened in a dynamic environment. The Mission of our college is to produce high quality teachers who have the necessary knowledge, skills, know how and interest for effective teaching as well as regard for human and national values.

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	No File Uploaded

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 administration works in a decentralized manner. The committee enjoys the powers assigned by the competent authority and functions as an autonomous unit. ? 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. ? Everyone obeys the orders, understands their responsibilities and paves way in the smooth functioning of the college.

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.

1. All the data regarding admissions, examinations, tuition fee, meetings of different committees, minutes of meetings, teaching practice schedule, topics covered by power point presentations, seminars, syllabus coverage, students attendance record, internal and external assessment 2. During the process of collection, alignment, integration and analysis of these data, proper formats prescribed by the University are followed so that the same can be communicated to the University too in case it demands. 3. 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. 4. The college maintains an IQAC that collects, aligns and integrates information on academic and administrative aspects of the college. The college has good practice of holding meetings for decision making. 5. The allocations are made on the basis of past experience, duly felt needs (present and emerging), proposals and suggestions received from different committees in relation to curricular requirements. 6. Financial Resource is drawn out of tuition fee and management sponsors.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

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 by the college council in consultation with the Principal keeping in view the ordinances by MDU, Rohtak. The following points are kept in consideration while its preparation: • Required number of teaching days • Availability of schools for teaching practice • Teaching Practice days • Sports and cultural activities • Mid term vacations Academic Plans are also developed after examining the requirements of curriculum prescribed by MD University, Rohtak . The academic plan is initially given shape, although in parts, by various committees. Each committee forwards its recommendations in its respective field. During teaching practice, the school teachers of the subject specialization are also involved to seek input and feedback about pupil teachers' teaching. Their observations about the performance of pupil teachers are also taken into consideration. The feedback is duly communicated to Teaching Practice in-charge. The detailed school based activity is planned in consultation with the concerned school Principal and faculty. The procedure of developing academic plans includes staff meetings, assignment of duties to various committees, nomination of incharges and conveners for preparing academic calendar along with the plan of action by College Council headed by the Principal.

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 rests 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. The functions of the Principal in turn are supported by the faculty and the non-teaching staff.

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

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

Three/Four 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.

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. We strive to produce citizens who are socially aware about the sensitive issues related to the downfall of

society and unity of India. **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. Cleanliness drive is carried out in the slum areas from time to time. They are told the importance of planting trees and preserving them. **SPIRITUAL DEVELOPMENT AND SOCIAL HARMONY** The College organises extension lectures for the spiritual development of the students and the society against the social evils like female foeticide, drug addiction, AIDS Awareness etc.

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

6.3 - Faculty Empowerment Strategies

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

C.R. College implements several policies that support the welfare of the teaching and non-teaching staff. 1. The college organises health camps to provide free health check-up and instill awareness about important health issues such as stress, cardiac wellness, women's health, HIV-AIDS, and mental wellbeing. 2. college has appointed a Doctor for providing health check up , consultation to staff and students to address mental stress and other related issues. 3. College provides a healthy and clean work environment conducive for enhancing productivity at work. 4. Facilities such as air-conditioned rooms, and committee rooms serve as important working space outside the classrooms. 5. 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. 6. Seminars, conferences, training programmes and FDPs are organised by the College at national and international level for faculty enrichment purposes and for nurturing a competitive and thriving academic environment.

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	No File Uploaded
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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.

0

File Description	Documents
Data as per Data Template	No File Uploaded
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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.

Performance appraisal system for teaching staff at C.R College is governed by UGC-Career Advancement Scheme (CAS) guidelines. Appraisal for the teaching and non-teaching staff: Appraisal for teaching staff is based on the ACR proforma submitted by faculty seeking for promotion. The PBAS proforma details individual teachers' teaching-learning and evaluation related activities; research and academic contributions; administrative support and contribution in extra- and co-curricular activities as had been detailed in UGC-CAS guidelines. The Principal based on the UGC-CAS guidelines and recommends the same for promotion.

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

6.4 - Financial Management and Resource Mobilization

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

There is a Finance Sub-Committee which monitors the appropriate use of available finances of the college. One member from the teaching staff is appointed as Bursar of the college to look after the financial aspects of the college on behalf of the Principal. The decisions of the Finance Sub-Committee, Purchase Sub-Committee and Bursar have to be approved by the Governing Body. The college accounts are operated by the Principal. Yearly audits of the college finances are made on a regular basis. All processes relating to the financial audit of the college for the financial year 2020-2021 is complete, and the same is likely to be conducted by the Chartered Accountant, an authorized auditor of the Government of Haryana very soon.

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)

0

File Description	Documents
Data as per Data Template	No File Uploaded
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. Fund given by UGC 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.

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: i. In order to improve teacher quality, the IQAC has been motivating the teachers

to attend Workshops. ii. Workshops are being conducted by IQAC, Library committee, Research Committee, Central Training Department and other committees encouraging the faculty to use ICT and e-resources. Managing change and Teacher as mentor. iii. Teachers are encouraged to attend Orientation, Refresher and Short term courses. A large number of teachers are enrolled for Online learning platforms .iv. Feedback Mechanism is prepared by the Feedback Committee for conducting student feedback on teaching learning. v. IQAC is continuously engaged in imparting and sharing ideas by organizing workshops on Best practices adopted by Colleges for Quality enhancement, workshop on interpreting and implementing new NAAC guidelines, how to write SSR etc. 2. Promoting the Culture of Research: The IQAC strives to develop an environment conducive to research.

3. For Students Students are encouraged to present case studies 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	View File

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

The college follows a comprehensive mechanism of reviewing the teaching-learning processes and learning outcomes: The Academic and Administrative Audit (AAA) is the primary teaching-learning review conducted every semester/ year. the college abide by the institutional norms (initiated by the IQAC) such as: timely submission of workload requirement for forthcoming session; timely distribution of time table among faculty; course completion according to lesson plan; academic and extracurricular work delegation within the college; use of ICT in teaching practices, wherever applicable; execution and moderation of internal assessment(s); assessment of learning-outcome by identifying high performing and low performing students, analysis of end-semester examination results, and so on. Review of learning-outcome takes place by evaluating students' interactions in classroom, participation in extracurricular activities, and their performance in internal assessment and end semester examination. The IQAC at

the College encourages and ensures continual reforms in teaching-learning methodologies. Teachers use licensed software free and trial versions of software. In these ongoing COVID-19 times, teaching-learning has been supported by various virtual platforms. These tools are used for video-lecture and interaction, sharing study materials, and assessing assignments. To complement curricular learning, experiential learning takes place through educational tours, industrial visits, field study, film screenings, skill-based workshops and webinars.

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

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

2

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

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

One 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	View File

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

- Google class rooms were created by teachers for smooth teaching- learning practices during COVID- 19 situation.
- 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 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	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The College management has taken the following alternate source of conserving the energy . All the blocks are equipped with the LED Light to address the climate change issue by reducing the reliance on conventional fossil fuels based energy.

1. LED Light
2. Power efficient equipment

LED LIGHTS IN CAMPUS

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. CRT monitors are replaced with LCD/LED Monitors. 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.

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.

Dustbins play a critical role in promoting a clean and healthy environment by providing a convenient and efficient way to dispose of waste. By using outdoor dustbins, we can help to reduce litter and prevent waste from accumulating in public spaces, which in turn promotes cleaner and safer surroundings.

Solid waste management:

- To reduce waste at institute, students and staff are educated on proper waste management practices through

lectures, advertisement on notice boards, displaying slogan boards in the campus.

- Waste is collected on a daily basis from various sources and is separated as dry and wet waste.
- Color coded dustbins are used for different types of wastes. Green for wet and blue for solid waste.
- E-waste management
- The E-waste collected is stored in store room and disposed every year accordingly.
- The buyback system is followed for pharmacology rotating drums beyond repairable conditions. Empty toners, cartridges, outdated computers and electronic items are sold as scrap to ensure their safe recycling.
- Old monitors and CPUs are repaired by our technician and reused.

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

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

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

Three 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	No File Uploaded
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)

There is no expenditure on Green initiatives and waste management. Only plantation will be donated by the university.

File Description	Documents
Data as per Data Template	No File Uploaded
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

C.R. College of Education providing all facilities to students and is easily accessible for all. The college conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges.

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 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

B. Any 3 of the above

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	No File Uploaded
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

Practice 1:-Providing financial assistance to needystudents assisting them to get the various types of rewards is an initiative we have undertaken to achieve our vision.

College aims to provide financial support to needy and meritorious students. College has a substantial corpus so as to be able to successfully continue this practice on a sustainable basis..
College has a student welfare committee which helps the underprivileged students to apply for various state government and central government scholarship to underprivileged students belonging to various reserve categories as well as economic weaker

section of the society. At every level college not only provides the financial assistance to the students but also makes sure that students should get the maximum benefits and learning outcome during their course work.

Practice 2 :-

The college has a well-planned student mentoring system in place and it is implemented meticulously in each class across different programs. A teacher engaging more lectures in a particular class as per the time-table is appointed mentor of that class right at the beginning of the academic year. The mentoring system is employed to enable students to succeed both, in college and career. Its objectives include: To guide students in their academic progress and set realistic goals To motivate students to become members of various forums and fests conducted by the college. Attend to the distress and issues faced by the students in class with regard to the academic, social, emotional problems of the students. To undertake academic counselling and career counselling tasks.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution believes that college life is not all about academics, games, friends and fun. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. The college provides an opportunity to every student to contribute to make the society in which they live a better place and to grow as better individuals. The institution has committed itself to the task of inculcating social values and responsibilities in its students through various social service schemes. In line with its vision of working towards the socio-economic development of the country, the college has taken utmost care to give back to the community.the

college not only educate the students and staff community but also practice values and ethics so that students can realize and actualize all goodness with human values and professional ethics. The present education system has become largely skill-based.

A duly constituted committee of teachers of the college with the help of students conduct different activities and cleanliness drives throughout the year. Drawing inspiration from the institution's Mission, inculcating values amongst the students have always been given attention and priority.

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	No File Uploaded