



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>	C.R. College of Education, Rohtak
• Name of the Head of the institution	Dr. Sunita Arya
• Designation	Principal (Offi.)
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01262273603
• Mobile No:	9053314403
• Registered e-mail ID (Principal)	crcoe2008@yahoo.com
• Alternate Email ID	crcoe2008@yahoo.com
• Address	C.R. College of Education, Delhi Road, Rohtak
• City/Town	Rohtak
• State/UT	Haryana
• Pin Code	124001
<b>2.Institutional status</b>	
• 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 **M.D. University, Rohtak**
- Name of the IQAC Co-ordinator/Director **Dr. Ranju Malik**
- Phone No. **9050385227**
- Alternate phone No.(IQAC) **9053314403**
- Mobile (IQAC) **9050385227**
- IQAC e-mail address **malikranju26@yahoo.com**
- Alternate e-mail address (IQAC) **malikranju26@yahoo.com**

**3.Website address**

- Web-link of the AQAR: (Previous Academic Year) [www.crcoertk.org](http://www.crcoertk.org)

**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link: [https://www.crcoertk.org/download/academic\\_calender\\_2022-23.pdf](https://www.crcoertk.org/download/academic_calender_2022-23.pdf)

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>80.74</b>	<b>2004</b>	<b>08/01/2004</b>	<b>07/01/2009</b>
<b>Cycle 2</b>	<b>A</b>	<b>3.10</b>	<b>2014</b>	<b>21/02/2014</b>	<b>20/02/2019</b>

**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
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>

**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** **02**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **No**

- (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)**

**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
<b>Nil</b>	<b>Nil</b>

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
<b>Nil</b>	<b>Nil</b>

**14.Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	C.R. College of Education, Rohtak
• Name of the Head of the institution	Dr. Sunita Arya
• Designation	Principal (Offi.)
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01262273603
• Mobile No:	9053314403
• Registered e-mail ID (Principal)	crcoe2008@yahoo.com
• Alternate Email ID	crcoe2008@yahoo.com
• Address	C.R. College of Education, Delhi Road, Rohtak
• City/Town	Rohtak
• State/UT	Haryana
• Pin Code	124001
<b>2.Institutional status</b>	
• 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	M.D. University, Rohtak				
• Name of the IQAC Co-ordinator/Director	Dr. Ranju Malik				
• Phone No.	9050385227				
• Alternate phone No.(IQAC)	9053314403				
• Mobile (IQAC)	9050385227				
• IQAC e-mail address	malikranju26@yahoo.com				
• Alternate e-mail address (IQAC)	malikranju26@yahoo.com				
<b>3.Website address</b>	<a href="http://www.crcoertk.org">www.crcoertk.org</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.crcoertk.org">www.crcoertk.org</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.crcoertk.org/download/academic_calender_2022-23.pdf">https://www.crcoertk.org/download/academic_calender_2022-23.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	80.74	2004	08/01/2004	07/01/2009
Cycle 2	A	3.10	2014	21/02/2014	20/02/2019
<b>6.Date of Establishment of IQAC</b>			01/01/2004		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>02</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>No</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<b>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).</b>		
Plan of Action	Achievements/Outcomes	
<b>Nil</b>	<b>Nil</b>	
<b>13.Whether the AQAR was placed before statutory body?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>		
Name of the statutory body	Date of meeting(s)	
<b>Nil</b>	<b>Nil</b>	
<b>14.Whether institutional data submitted to AISHE</b>		
Year	Date of Submission	
<b>2022-2023</b>	<b>Nil</b>	
<b>15.Multidisciplinary / interdisciplinary</b>		

The institution is affiliated to Maharishi Dayanand University and it strictly adheres to the prescribed syllabus given by the university. To provide holistic academic growth among students, an interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of options offered by the institution as teaching subjects, crafts, and other choice-based subjects offered by the institution. As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and the relationship to the real world. Students presented lessons by using an interdisciplinary approach to their respective subjects. They used videos, presentations, and other ICT tools to integrate the environment subject with their teaching subjects. The results were declared based on their understanding of the multidisciplinary approach.

#### **16.Academic bank of credits (ABC):**

#### **17.Skill development:**

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

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

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

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

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

**20.Distance education/online education:**

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

**Extended Profile****1.Student**

2.1

219

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)



2.2		300
Number of seats sanctioned during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
2.3		118
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description		Documents
Data Template	<a href="#">View File</a>	
2.4		100
Number of outgoing / final year students during the year:		
File Description		Documents
Data Template	No File Uploaded	
2.5	Number of graduating students during the year	100
File Description		Documents
Data Template	No File Uploaded	
2.6		219
Number of students enrolled during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
<b>2.Institution</b>		
4.1		3160607
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2		50
Total number of computers on campus for academic purposes		

3. Teacher	
5.1 Number of full-time teachers during the year:	10
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	25
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
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	
<p>Our college is an affiliated college from Maharishi Dayanand University need to strictly follow syllabus regime and guidelines prescribed by Ma University. Various meetings are held regarding syllabus in the university modifications are accordingly done from time to time as directed by the departments as required. All the teaching departments prepare time tables in the beginning of the all the faculty members strictly adhere to their individual time tables implementation and smooth functioning of class work without any hindrance departments are strictly advised to plan for the conduct of Unit Tests curricular activities. For all first year students Orientation Programs the beginning of every year to bring awareness among students about college This phenomena made students mentally prepared to be acquainted with the co-curricular activities. The college also facilitates an amalgamation of academic and mental health students through the mentor-mentee system where each student is assigned mentor for academic and extra-academic guidance. The academic and other students are suitably addressed through interactions and meetings offer with students as well as their parents.</p>	

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the 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	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
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	<a href="#">View File</a>

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which**

**C. Any 2 of the Above**

**are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

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

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

15

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	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

<b>1.2.2 - Number of value-added courses offered during the year</b>	
00	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
00	
File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
00	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
00	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	Two of the above

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	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

00

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

00

File Description	Documents
Data as per Data Template	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.

Our institution integrates Cross-cutting issues of the society like Gender , Environmental Awareness, Human Values, Professional Ethics, Morals etc. which are inseparable part of the our curriculum. Gender Equality: For gender equality among the staff and students the Women cell and Anti raging active in our college. These committees take utmost care and provide students and the female staff. Meetings are conducted on regular basis a discussed over to find solution for making a better environment for the Environmental Awareness: Environment awareness is inculcated in student study is a part of the curriculum of the institution. Environment day i enthusiasm. NSS students participate in tree plantation and cleanliness make student aware about the importance of preserving the environment. Human rights are the basic rights enjoyed by all. We at institute make s violation human rights takes place. Professional ethics:- Professional to students as part of their holistic development. Importance for group imbibing leadership is being taught. Moral and ethical values: Moral an are integral part of education of the students. Out teachers put their groom students and make them responsible citizen. We celebrate Independ Republic day, Gandhi Jayanti, Teacher`s day, Voters Awareness Day, Inte Day, World Environment Day, Youth Day etc. which imbibes the nation students. File Description Any additional information Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

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

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

To strengthen the skill development capacity of student teachers the institution has undergone a number of Memorandum of

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

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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

For fundamental or coherent understanding of the field of teacher education, Four Projects are in syllabus ; Reading and Reflecting on Texts, Drama and Art in Education , Critical Understanding of ICT and Understanding the Self Etc. 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
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

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

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback**

Feedback collected and analysed

**process adopted by the institution comprises the following**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
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**

219

**2.1.1.1 - Number of students enrolled during the year**

219

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

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

118

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

118

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

11

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
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.

The admissions are done by Maharishi Dayanand University, Rohtak. The process is fairly done and online applications are invited further the admissions are done by three counseling keeping in view the aggregate percentage and preferences of choice of

colleges and stream of subjects at UG and PG level. The institution organises an orientation programme at entry level and guidance is provided further readiness to undergo professional education programme.

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

Four/Three of the above

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

**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**

Two of the above

**activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
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\*7

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

7

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

#### **2.3 - Teaching- Learning Process**

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

Multiple Mode Approach to learning is a Key- of the institution. Along with they, Practical Knowledge and expower is also given. The teacher trainees visit various schools in the locality and various schools in the locality and prepare report on it.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
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

10

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

219

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
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**

Four of the above

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

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

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

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

Three of the above

**aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The teaching-learning process plays a crucial role in nurturing various skills and attributes among students, including creativity, innovativeness, intellectual and thinking skills, empathy, and life skills. By employing interactive and engaging teaching methods, educators encourage students to think critically, solve problems creatively, and explore new ideas. Through experiential learning and collaborative activities, students develop empathy, communication skills, and adaptability. This holistic approach not only enhances academic knowledge but also fosters essential life skills such as teamwork, leadership, and resilience. Ultimately, this process empowers students to become well-rounded individuals capable of navigating complexities and contributing meaningfully to society.

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

Three/Four of the above



**Developing Teaching Competencies  
Assessment of Learning Technology Use and  
Integration Organizing Field Visits  
Conducting Outreach/ Out of Classroom  
Activities Community Engagement  
Facilitating Inclusive Education Preparing  
Individualized Educational Plan(IEP)**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

**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**

**Four/Five of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
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

**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**

Two of the above

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

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	One of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

<b>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</b>	Two of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

**An internship program is effectively organized through systematic planning and essential preparedness. This includes:**

- 1. Orientation to School Principal/Teachers: Providing detailed briefings to school leadership and teachers about the internship objectives, expectations, and student roles.**
- 2. Orientation to Students Going for Internship: Conducting orientation sessions for students participating in the internship to outline goals, responsibilities, and professional conduct.**
- 3. Defining Role of Teachers of the Institution: Clarifying the roles and responsibilities of teachers in supporting and**

supervising interns, including providing guidance and feedback.

4. **Streamlining Modes of Assessment of Student Performance:** Developing clear and fair assessment methods to evaluate student performance during the internship, such as regular feedback sessions, evaluations, or project assessments.
5. **Exposure to Variety of School Setups:** Ensuring interns experience diverse school environments to broaden their perspectives and skills, possibly through rotations or visits to different schools.

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

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
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**

Three/Four of the above

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

Effective monitoring mechanisms during internship programs are crucial for ensuring the success and quality of the experience for both interns and institutions. One key approach is establishing clear objectives and expectations at the outset. This involves defining learning outcomes, tasks, and responsibilities, aligning them with the intern's educational goals.

Regular supervision and feedback sessions play a vital role in monitoring progress. Scheduled check-ins allow supervisors to assess performance, offer guidance, and address any challenges faced by interns promptly. Utilizing structured evaluation tools, such as performance rubrics or assessments, provides objective measures of achievement against predefined criteria.

Utilizing technology can enhance monitoring efficiency. Online platforms or software may track tasks, milestones, and timelines, facilitating real-time oversight and data collection. Additionally, peer support networks or mentoring programs enable interns to share experiences and gain insights.

Lastly, cultivating an open communication culture promotes transparency and trust. Interns should feel comfortable discussing concerns or seeking guidance. Ultimately, effective monitoring mechanisms not only enhance intern development but also contribute to the overall success of internship programs by ensuring alignment with organizational goals and continuous improvement.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	<a href="#">View File</a>
<b>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)</b>	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	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	Three of the above

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	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
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



10

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

Teachers engage in various efforts to stay updated professionally and enhance their practice. In-house discussions on current developments and issues in education are essential components of professional development. This involves teachers gathering regularly to share insights, discuss emerging trends, and brainstorm solutions to common challenges in education. These discussions foster a collaborative learning environment where teachers can learn from each other's experiences and perspectives.

Sharing information with colleagues about policies and regulations is another vital aspect of professional development. Teachers need to stay informed about changes in educational policies, curriculum updates, and regulations affecting their practice. By exchanging information and insights with colleagues, teachers can navigate new requirements effectively and ensure compliance while adapting instructional strategies accordingly.

Additionally, attending workshops, seminars, and conferences related to education provides teachers with opportunities to learn from experts, explore innovative teaching methods, and gain fresh perspectives. Professional development courses and certifications also help teachers acquire new skills and knowledge relevant to their subject areas or pedagogical approaches.

Engaging in continuous learning through reading professional journals, research articles, and books is another way teachers stay updated. This allows them to stay abreast of the latest research findings, educational theories, and best practices, which they can integrate into their teaching.

Lastly, participating in online forums, webinars, and social media groups dedicated to education enables teachers to connect with a broader community of educators, share resources, and engage in

discussions on relevant topics.

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

## 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 institution has effective evaluation mechanism for the continuous assessment of students. The evaluation takes place right from the classroom. The student participation in classroom interactions, discussion and debates is regularly evaluated by each subject teacher. Periodical subject assignments are evaluated by the teacher and feedback is given to the students. The class seminars and presentations enable the teacher to measure the students' understanding and retention of subject knowledge. Individual subject teachers also conduct class test to evaluate their students. Students, who have not fared well in these evaluation measures, are assisted to cope up with the rest of the class through remedial classes, mentoring, peer teaching and other methods. Question Bank of University question papers are maintained in the library.

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

**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**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
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	<a href="#">View File</a>

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

The mechanism for grievance redressal related to examinations operates effectively by establishing clear procedures and timelines for submitting complaints. Students can file grievances through designated channels, such as online portals or grievance cells. The institution promptly acknowledges complaints, investigates them impartially, and communicates outcomes to stakeholders within defined timeframes. Transparent communication ensures complainants are informed about actions taken. Regular review and feedback from students help refine the process. This operational effectiveness fosters trust, fairness, and accountability in addressing examination-related grievances swiftly and equitably.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
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.

Adhering to the academic calendar for conducting internal evaluations involves a systematic approach within the institution. Firstly, a detailed academic calendar is developed at the beginning of the academic year, outlining key dates for internal evaluations. This calendar is communicated to all faculty members and students to ensure everyone is aware of the timelines.

To implement this, the institution sets specific deadlines for different types of assessments, such as quizzes, assignments, mid-term exams, and projects, aligning them with the academic calendar. Faculty members plan their syllabi accordingly, scheduling assessments to fit within the designated timeframes.

Regular monitoring and coordination among academic staff ensure that assessments are conducted as scheduled, allowing sufficient time for grading and feedback. Any necessary adjustments to the academic calendar are communicated promptly to students and faculty to maintain consistency and fairness in evaluation processes.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
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.

- Curriculum Design:** The institution designs the curriculum in a way that directly reflects the stated PLOs and CLOs. Each course syllabus is structured to incorporate specific CLOs that contribute to the attainment of broader PLOs.
- Mapping of Learning Outcomes:** The faculty map individual course objectives (CLOs) to the overarching program objectives (PLOs). This mapping ensures that every course contributes meaningfully to the development of desired competencies and skills outlined in the program.

3. **Instructional Strategies:** Faculty members use appropriate instructional strategies aligned with the identified CLOs. They employ active learning methods, practical experiences, and assessments that target the desired learning outcomes.
4. **Assessment Practices:** Assessment methods, such as quizzes, assignments, projects, and examinations, are designed to measure the achievement of specific CLOs tied to the PLOs. Assessment criteria are transparent and directly linked to the intended outcomes.
5. **Feedback and Continuous Improvement:** The institution collects feedback from stakeholders, including students and employers, to evaluate the effectiveness of the teaching-learning process in achieving PLOs. Based on feedback and data analysis, adjustments are made to enhance alignment and improve outcomes.
6. **Professional Development of Faculty:** The institution invests in faculty development programs focused on instructional design, assessment strategies, and outcome-based education. This ensures that faculty members are equipped to deliver curriculum content effectively aligned with PLOs and CLOs.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
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 process typically involves several steps:**

**1. Establishing Clear PLOs and CLOs:** Defining clear and measurable Program Learning Outcomes and Course Learning Outcomes that articulate the knowledge, skills, and attributes students are expected to develop by the end of the program or course.

**2. Assessment and Data Collection:** Implementing various assessment methods, such as exams, assignments, projects, and presentations, to measure student performance against the established PLOs and CLOs. Data on student achievements and areas for improvement are collected systematically.

**3. Analysis and Evaluation:** Analyzing assessment data to evaluate the extent to which students are meeting the expected outcomes. This analysis helps identify strengths and weaknesses in the curriculum, teaching methods, and student learning.

**4. Feedback and Improvement Strategies:** Providing constructive feedback to students based on assessment outcomes to facilitate their growth and development. Using the assessment findings, faculty and administrators collaborate to implement improvement strategies, such as curriculum revisions, pedagogical enhancements, or targeted interventions to address identified gaps.

**5. Continuous Monitoring and Adaptation:** Continuously monitoring student progress and adjusting instructional practices and interventions based on ongoing assessment results to ensure that students are consistently progressing towards achieving the

**desired learning outcomes.**

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
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****80**

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
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.

Assessment tasks should directly align with students' identified learning needs to effectively measure their progress and development. For example, if students have been identified as needing improvement in critical thinking skills, assessment tasks should require them to analyze and evaluate information rather than simply recall facts.

To illustrate, in a literature course, students identified with a need for stronger writing skills might be assessed through essay assignments that emphasize clarity, organization, and creativity in their writing. Similarly, in a science class, students requiring enhanced problem-solving abilities could be evaluated through complex problem-solving tasks that demand application of

theoretical knowledge.

By designing assessments that target specific learning needs, educators can gain valuable insights into students' progress and tailor instructional strategies accordingly. This approach ensures that assessment tasks not only measure performance but also contribute directly to addressing students' initial learning requirements, fostering continuous improvement and personalized learning experiences.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

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

An online student satisfaction survey regarding the teaching-learning process gathers feedback on instructional effectiveness, course engagement, and support services. Students rate aspects like clari

## 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

0

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)

0



File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
<b>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 functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b>	One of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	One of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
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	<a href="#">View File</a>

### 3.2 - Research Publications

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

09

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
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

06

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

04

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

65

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
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

65

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

65

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution engages outreach activities to influence and sensitize students to various social issues. The YRC Volunteers help the students to develop responsibility towards the community. The teachers and students collaborate with other sister organisations to display diversity and inclusion. They spread awareness and promote understanding of different issues and challenges.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	No File Uploaded
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

03

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

03

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	<a href="#">View File</a>

#### 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

<p><b>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</b></p>	<p>Three/Four of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## 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

This is separately available for female students, where they can sit in their leisurely time. The Girl's Common Room includes sanitary vending machines, washrooms (adjoint to girls common room) and Dustbins etc.in their leisurely time. The Girl's Common Room includes sanitary vending machines, washrooms (adjoint to girls common room) and Dustbins etc

The College has a vast playground with four hundred metre tracks for athletics and to cater the needs of various outdoor games. Beside a large multipurpose hall provides all facilities to conduct indoor games at various levels. The outdoor games include athletics, Volleyball, Kabaddi, Hockey and Kho-Kho. The indoor games include Table Tennis, Badminton, Chess, Carom, Judo, Wrestling, Wushu and Yoga. The College organizes Annual Athletic Meet every year and the winners are awarded in the Annual Prize Distribution Function. The best athlete (Male) and best athlete (Female) are awarded with cash prizes and College Colors for outstanding sportsperson.

. The College administration always keeps vigilant eye on the quality of maintenance and requirement of infrastructure and equipment. The students of the College are also encouraged to provide their feedback regarding the status of available infrastructure as well as additional requirement thereof.

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

41

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

104114

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
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.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, fiction, non-fiction competitive books etc., which plays a vital role in promoting and encouraging the process of learning and gaining knowledge. The College library is catalogued by the trained staff. The books are catalogued for easy access to the students. The list of available study materials is also entered and stored in computer.

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

Encyclopaedia.

Dictionaries:

It includes English and Hindi dictionaries. Religion: It includes Geeta, Veda, Upanishads, Ramayana and books on social reforms etc. Fiction and Non-fiction: It includes collection of fiction (Novel, story books) and non-fiction of both Hindi and English languages.

Biographies Competitive Exam Books: It include various competitive exam books such as UPSC, HPSC, HSSC, Banking, Railway, NET, GATE, CAT and other entrance examinations etc. General and Reference Books: It includes general books and reference books covering different subjects as per the requirement of curriculum.

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)

Nil

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

6150

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	No File Uploaded
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

. In addition to standard teaching learning tools such as black board, white boards and chalk, has smart interactive boards. . This lab is monitored by Coputer 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 provides free Wi-Fi facilities to the students as well as to the faculty member. The College has also ordered for two Smart Class Room's equipment, hopefully it will deliver and install within two months. The College administration and faculty members work with full enthusiasm to make teaching-learning process more interesting and effective. Details of Updated IT Facilities are as Follows:

1. Turbo C
2. Windows OS
3. SOUL 2.0
4. Quick Heal
5. 42 Computers with LAN

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

Nil

File Description	Documents
Data as per data template	<a href="#">View File</a>
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

<b>connection in the Institution (Leased line)</b>	
<b>Opt any one:</b>	
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
<b>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</b>	
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
<b>4.4 - Maintenance of Campus and Infrastructure</b>	
<b>4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)</b>	
Nil	

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
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. The campus maintenance is monitored through surveillance camera.

#### Departmental Laboratories

: The College has well maintained departmental laboratories. Under the supervision of head of the concerned department, lab attendants (as per the availability) maintain the efficiency of the College laboratories and accessories. The concerned head also purchases equipment to improve the lab by using Lab augmentation grant, which is provided by government every year.

**Academic Facilities:** The College has devised a system of optimal utilization of academic infrastructure. To improve the quality of teaching and learning process the College has also ordered for two Smart Class Room's equipment, hopefully it will deliver and install within two months.

#### Library:

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. The academic infrastructure available in the library is well maintained by

library advisory committee constituted by the College administration.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<b>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</b>	One/Two of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
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

<b>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</b>	Seven/Eight of the above
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<b>water Hostel Canteen Toilets for girls</b>	
<b>Indicate the one/s applicable</b>	
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	<b>D. Any 1 of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	<a href="#">View File</a>
<b>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)</b>	<b>One of the above</b>



File Description	Documents
Data as per Data template	No File Uploaded
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	<a href="#">View File</a>

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
02	Nil

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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).

15

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

23

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	No File Uploaded
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

Students have active representation on academic and administrative bodies and committees of the Institute. They are involved in the following committees:

#### Class Committees

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

#### Cultural and Sports Committees

Students have strong representations in all cultural and sports

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

#### Organization of Special Events

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

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
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	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

One/Two 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

The Alumni Association of C. R.College of Education, Rohtak is non-registered but functional and is administered by an Alumni committee. The Alumni Association is very active in promoting interactions among the alumni, staff and the management, besides helping alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission. Following are the mechanism through which Alumni Association acts as effective support system:

1. Sharing their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services.

2. Encouraging students to pursue higher studies. The members provide academic or technical expertise and career advice for development of the students.

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.

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

A. 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.

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.

C. VALUES:

1. Academic and Professional Excellence
2. To enable the students to Excel in life with civic responsibilities.
3. Moral, social and national development
4. Use of Technology
5. Building global competencies

The vision and mission statement are also communicated in orientation programmes, seminars, Conference, workshops, Inter college functions, parent teacher meet and other functions.

The management/ administrator provide an effective leadership and guidance for the institution. The teachers with spirit of teamwork and collaboration try to impart quality education according to the needs of 21st century. Theory and Practical/ skill knowledge go hand- in- hand.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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 highest administrative body of the institution is Governing Body, Jat Education Society (Regd.). The President is the head of the Management. The treasurer is responsible to keep account and keep audit report. The secretary and Principal and the management members take care of the infrastructure and maintenance, financial support and creation of assets. Participatory Approach of administration is implemented. All members of the management are also the members of this administrative body. Governing Body, Principal and staff members draft long and short term plans for the institution which include resource mobilization, need assessment and quality enhancement. The administration works in a decentralized manner.

The institution has a highly enlightened and committed management/Head of the institution. They guide every aspect of the teaching learning process. Management / Head of the institution lay stress for the experiential learning and student centric teaching methods and provide all the required facilities. All the classrooms are upgraded with ICT facilities to impart knowledge in

a better way. The high level of decentralization is facilitated through delegation of power to various committees who execute the academic and the extracurricular activities of the college. Those committees are formed at the beginning of every academic session

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
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. The following points are kept in consideration while its preparation:

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

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

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://crcoertk.org/download/academic_calendar_2022-23.pdf">https://crcoertk.org/download/academic_calendar_2022-23.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The organogram of C.R. College of education reflects the democratic character and shared responsibilities with which governance takes place. While the overall supervision of administration and the regulation of finances of the college rest with the Governing Body, whose authority is vested in it by the statutes and ordinances of the MDU, the administration and execution of everyday functions lies in the charge of the Principal. The functions of the Principal in turn are supported by the faculty and the non-teaching staff.

Management/Governing Body > Principal >Administrative Staff (Librarian and Non-teaching Staff) & Academic Staff

File Description	Documents
Link to organogram on the institutional website	<a href="https://crcoertk.org/index.php">https://crcoertk.org/index.php</a>
Documentary evidence in support of the claim	No File Uploaded
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	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

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

- IQAC

- Research Committee
- Library Committee
- Guidance & Placement Cell
- Admissions Committee
- Examinations Committee
- Grievance Redressal Committee
- Magazine Committee
- Co-curricular & Cultural Activity Committee
- Discipline Committee
- Science Club
- Environment Club
- Kautilya Club
- Language Club, etc. All desions regarding curricular and co-curricular activites, skill- in- teaching schedule, house examinations, etc. are taken in the meetings different cells/bodies/ staff.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

C.R. College implements several policies that support the welfare of the teaching and non- teaching staff. The college organizes Yoga Camps to instill awareness about importance health issues such as stress, cardiac wellness, women's health, and mental wellbeing. College provides a healthy and clean work environment conducive for enhancing productivity at work. Facilities such as air-conditioned rooms and committee rooms serve as important working space outside the classrooms. 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. Our institution also encourages faculty members to participate in professional growth program. Laptops are issued to

teaching faculty to prepare instructional material. Various resource rooms are furnished with latest technology. Smart classroom enhance their motivation level during teaching learning process.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

07

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

Students also give feedback to teachers and institution in the Proforma supplied to them and then evaluations are done on basis of those feedbacks. In the light of feedback from all the sources, opportunities are provided for improvement to each and every faculty member. Various problems in academic field are discussed in staff meetings. Discussing at their own level, they sort out the problems and find appropriate solution of that problem. ACR's are regularly filled up by all the members. The PBAS Proforma /Self Appraisal Report are prepared by faculty members for promotion under CAS.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

All the accounts of the institution are annually audited by Sh. Naveen Goyal, Chartered Accountant R/o Rohtak. He checks all the vouchers, bills and relevant documents of the institution. Balance sheet, income and expenditure statements are all finalized after checking of vouchers and records. The auditor's reports of the financial years 2022-2023is uploaded.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
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. Grant by Govt. of Haryana/ DGHE Haryana

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

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

The IQAC consistently strives to institutionalize quality assurance strategies and processes at every level of functioning of the Institute. 1. Improving Teacher Quality: In order to improve teacher quality, the IQAC has been motivating the teachers to attend Workshops, seminars, short- term courses, faculty development programs, and conferences. Many teachers are enrolled for Online learning platforms.

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

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

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Implementation of teaching learning reforms facilitated by the IQAC through implementation of ICT, adopting learner- centered methods and Experiential Learning. The college follows a comprehensive mechanism of reviewing the teaching-learning processes and learning outcomes. Feedback is taken from students in this regard. Reponses are discussed in staff meetings and necessary steps are taken.



File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

02

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

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://www.crcoertk.org">www.crcoertk.org</a>
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	<a href="#">View File</a>

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

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

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

## 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.

Use of LED bulbs/ power efficient equipment. The college management has provided following facilities in conserving the energy and power efficient equipment Master Switches for each Room to shut down power of entire room when not in use. The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage with the same luminous level in street Lights and other possible areas of Campus. Energy Star certified products installed in the campus are air conditioners, refrigerator, ceiling fan and others.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Waste management policy of the college -

1. The dustbins for waste product of the college are made by the waste product itself such as big cartoons.
2. Paper cover page use for assignment purpose of the students.
3. The one year old newspaper are sold out for recycling.
4. Vegetable and fruit pills are used for the purpose of making organic fertilizer for the growth of the flower and vegetable plants at the college campus.

5. College uses incorrect print out papers for rough works in the office.

6. E-waste management policy is also followed by the college.

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

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

1. For maintaining cleanliness of the college campus, the college has a support staff. And all the members of the college family are aware to keep the campus clean and healthy.

2. the college staff maintains the college garden for beautification and green campus.

3. Water closets are equipped with soap, air freshener, and naphthalene balls.

4. The water tank is cleaned frequently approximately in a year.

5. College has more than 50 area palm plant for air purification.

6. The college campus is a smooking free zone.

7. 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

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

**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	No File Uploaded
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	<a href="#">View File</a>
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)

**NIL**

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 , Rohtak affiliated to M.D. University, Rohtak is located at the prime location of Rohtak, Haryana providing all facilities to students**

**College has 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

The College being close to many schools in the area with sufficient resources provides optimal exposure to students. Students have easy access for- Observation of classroom teaching, Internship in the schools to practice skills learnt and Teaching Practice in the schools to deliver lessons.

**Locational Knowledge:** The institution has endeavored to spread awareness on the environmental issues through a Poster competition on sustainable living, webinars by different experts focusing on role of teachers, new approaches, they can use and challenges they face in today's changing times due to the pandemic and the online educational process.

**Community practices:** The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

D. Any 1 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
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

**Title of the Practice: Special Teaching Practices to the deserving trainees by the college.**

### Objectives of the Practice

It is general & practical thought that the teacher made an effort to trained the trainees for teaching practices, which has to be conducted in different schools allotted by DEO. The objectives of the practice are:-

- To inculcate the values of teachers' training and teaching practices among the trainees.
- A special task of intelligence test has been conducted to check the trainees. • At last our committee has decided to impart special teaching practices to the deserving trainees by the college. \*After finishing the class, they have to spend more time for special teaching practices. As a result, mostly trainees of the college agreed to take part in special class of teaching practices.

**Title of the Practice: Plantation Programme**



## Objectives of the Practice

It has been observing that nature has been changing itself very tremendously as we are responsible for this change because of building and constructive more and more cities and town. So, the nature has unbalanced and disturbed that's why the combination of oxygen has ruined. So keeping these expect in mind , We organize the plantation Programme regularly to maintain the balance of the environment.

- we promote more and more students to come forward for this plantation drive.
- To enhance the values of plants & environment among the students.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

Providing financial assistance to needy, deserving and scholar students either by giving them prizes or 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. The objective is to ensure that no meritorious student is deprived of entry into any professional course due to lack of finance. 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. College aims our student to excel and outshine and thus we also give special attention to the scholar students, all-rounders, sports persons, students who participate in the intercollegiate, state and national level competitions, students who participate in research based activities and those who are

active in co-curricular and extra-curricular activities. 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.

The college has always insisted on instilling values amongst its students and also in making them aware of their social and moral responsibilities.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>