



## **YEARLY STATUS REPORT - 2022-2023**

### **Part A**

#### **Data of the Institution**

|  |  |  |
|--|--|--|
| <b>1.Name of the Institution</b>                           |  | <b>C.R. College of Education, Hisar</b>  |
| • Name of the Head of the institution                      |  | <b>Dr. Urmila Malik</b>  |
| • Designation  |  | <b>Officiating Principal</b>   |
| • Does the institution function from its own campus?       |  | <b>Yes</b>   |
| • Alternate phone No.                                      |  | <b>9416143552</b>  |
| • Mobile No:   |  | <b>7015332826</b>  |
| • Registered e-mail ID (Principal)                         |  | <b>principalcrcoehisar@gmail.com</b>   |
| • Alternate Email ID                                       |  | <b>rameshsandhu64@gmail.com</b>  |
| • Address  |  | <b>C.R. College of Education,<br/>Rajgarh Road, Near Radio Station,<br/>Hisar, Haryana</b> |
| • City/Town  |  | <b>Hisar</b>   |
| • State/UT   |  | <b>Haryana</b>   |
| • Pin Code   |  | <b>125001</b>  |
| <b>2.Institutional status</b>                              |  |  |
| • Teacher Education/ Special Education/Physical Education: |  | <b>Teacher Education</b>   |
| • Type of Institution                                      |  | <b>Co-education</b>  |

|   |   |                |                             |               |             |
|---|---|----------------|-----------------------------|---------------|-------------|
| • Location  | Urban   |                |                             |               |             |
| • Financial Status  | Grants-in aid   |                |                             |               |             |
| • Name of the Affiliating University  | Guru Jambheshwar University of Science and Technology, Hisar  |                |                             |               |             |
| • Name of the IQAC Co-ordinator/Director  | Dr. Ramesh Sandhu   |                |                             |               |             |
| • Phone No.   | 9416143552  |                |                             |               |             |
| • Alternate phone No.(IQAC)   | 7056803426  |                |                             |               |             |
| • Mobile (IQAC)   | 7056803426  |                |                             |               |             |
| • IQAC e-mail address   | iqaccrcoehisar@gmail.com  |                |                             |               |             |
| • Alternate e-mail address (IQAC)   | naaccrce@gmail.com  |                |                             |               |             |
| 3.Website address   | <a href="https://crcoehsr.ac.in/">https://crcoehsr.ac.in/</a>   |                |                             |               |             |
| • Web-link of the AQAR: (Previous Academic Year)  | <a href="https://crcoehsr.ac.in/download/AQAR_2021-22_0612023080058.pdf">https://crcoehsr.ac.in/download/AQAR_2021-22_0612023080058.pdf</a>                             |                |                             |               |             |
| 4.Whether Academic Calendar prepared during the year?   | Yes   |                |                             |               |             |
| • if yes, whether it is uploaded in the Institutional website Web link:   | <a href="https://crcoehsr.ac.in/download/Academic_calendar_2022-23_01102024094600.pdf">https://crcoehsr.ac.in/download/Academic_calendar_2022-23_01102024094600.pdf</a> |                |                             |               |             |
| <b>5.Accreditation Details</b>  |   |                |                             |               |             |
| Cycle   | Grade   | CGPA           | Year of Accreditation       | Validity from | Validity to |
| Cycle 2   | B+  | 2.75           | 2003                        | 16/09/2003    | 15/09/2008  |
| 6.Date of Establishment of IQAC   |   |                | 11/01/2013                  |               |             |
| <b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</b> |   |                |                             |               |             |
| Institution/ Department/Faculty   | Scheme  | Funding agency | Year of award with duration | Amount        |             |
| Nil   | Nil   | Nil            | Nil                         | 0             |             |

|  |                           |  |
|--|---------------------------|--|
| <b>8.Whether composition of IQAC as per latest NAAC guidelines</b>   | <b>Yes</b>                |  |
| <ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>  | <a href="#">View File</a> |  |
| <b>9.No. of IQAC meetings held during the year</b>   | <b>3</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>Yes</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>  |                           |  |
| <p>Creation and observance of the academic calendar. Presenting papers at different seminars, workshops, faculty development programs, etc., was encouraged for faculty members. Took the initiative to provide updates to the staff, students, and faculty in their respective fields(courses and curriculum) Arrangement of remedial classes. Improving soft skills and communication Arranging tutorial sessions to meet each student's unique needs. Auditing of finances.</p> |                           |  |
| <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  |
|---|--|
| <p>The student teachers receive orientation regarding the college, faculty, infrastructure, policies and procedures, curriculum, and its transactions. Student orientation regarding extracurricular and curriculum activities. Commemoration of Days of National Importance Arrangement of routine classroom activities in the college Organisation of micro- and mega teaching lessons For B.Ed first year students in the college Commemorations of significant days, including International Women's Day, Voters' Day, and Lohri/ Makar Sankranti</p> | <p>During house and university exams, as well as during classroom interactions, the student teachers were able to show their cognitive abilities. During their internship and practical examination, the student teachers were able to exhibit their efficacious teaching abilities. The student teachers had the opportunity to showcase their professional skills. During teaching-learning, student teachers were able to showcase their ICT abilities.</p> |

|  |           |
|--|-----------|
| <b>13.Whether the AQAR was placed before statutory body?</b> | <b>No</b> |
|--|-----------|

- 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**

| Year           | Date of Submission |
|----------------|--------------------|
| <b>2021-22</b> | <b>17/01/2023</b>  |

#### **15.Multidisciplinary / interdisciplinary**

Chhaju Ram College of Education Hisar at present is running a single course -B Ed for the last 50 years. We have students from diverse disciplines- humanities, science, commerce etc . Institute is trying to have an Integrated Teacher Education Program. In a way, there is a provision for our students to complete a normal two years B.Ed programme within 3 years, too, if needed while maintaining the rigours of learning. Issues of Climate Change, isolation of elderly

|  |
|--|
| people, and health care are society's most pressing challenges which institute plans to engage through multidisciplinary research.   |
| <b>16.Academic bank of credits (ABC):</b>  |
| Nil  |
| <b>17.Skill development:</b>   |
| Nil  |
| <b>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>   |
| The B.Ed. program includes a number of areas that enable us to connect our understanding of India with culture to the existing framework of knowledge. Students in their second year of the B.Ed. program are introduced to Indian philosophy and culture as part of the knowledge and curriculum, which aids in the integration of old and new knowledge. Teachers convey knowledge bilingually—in Hindi and English—during the teaching and learning process. Additionally, we have classes like Sanskrit and Hindi pedagogy, which teach us about our rich cultural heritage. Additionally, students study the historical evolution of the subject matter with relation to Indian contexts in pedagogic topics. By means of diverse activities such as folk dancing, skits, and slogan writing, we impart knowledge about Indian culture. |
| <b>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</b>   |
| <p>Formulation of program learning objectives</p> <p>formulation of program specific learning outcomes</p> <p>formulation of course learning outcomes</p> <p>sufficient exposure to students in different teaching and co curricular activities</p> <p>monitoring and recording the performance of students and giving them feedback</p> <p>engaging students in micro lessons Mega lessons and real teaching lessons</p> <p>during internship feedback is sought from the practice schools</p> <p>Thus through robust evaluation planning and practical assessment tools, objectives are achieved</p>   |
| <b>20.Distance education/online education:</b>   |
| Nil  |
| <b>Extended Profile</b>  |
| <b>1.Student</b>   |

|  |                           |
|--|---------------------------|
| 2.1  | 394                       |
| Number of students on roll during the year   |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.2  | 200                       |
| Number of seats sanctioned during the year   |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.3  | 94                        |
| 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  | 194                       |
| Number of outgoing / final year students during the year:                                      |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.5Number of graduating students during the year   | 192                       |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.6  | 200                       |
| Number of students enrolled during the year  |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| <b>2.Institution</b>   |                           |

|  |                           |
|--|---------------------------|
| 4.1  | 21,78,362                 |
| Total expenditure, excluding salary, during the year (INR in Lakhs):   |                           |
| 4.2  | 15                        |
| Total number of computers on campus for academic purposes  |                           |
| <b>3.Teacher</b>   |                           |
| 5.1  | 09                        |
| Number of full-time teachers during the year:  |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| Data Template  | <a href="#">View File</a> |
| 5.2  | 09                        |
| Number of sanctioned posts for the year:   |                           |
| <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>In order to accomplish the academic, social, and cultural goals, the college possesses the means to deliver and record the curriculum established by the university. New students participate in an orientation program at the start of the semester. The academic calendar is created and discussed by the principal and staff. The schedule is structured based on the credit awarded for each course. On college notice boards, students can easily see the schedules of their teachers and classes. After careful consideration and discussion among the faculty and the principal, the teachers divide up the responsibilities of the academic calendar into various cells, clubs, and committees. Through emails, WhatsApp groups, and notices, information about extracurricular and academic activities is shared. Teachers are encouraged to participate in faculty development programs, workshops, and other MOOC programs as part of the institution's pertinent emphasis on their professional growth.</p> |                           |

Pupils receive social education on a variety of topics, including issues pertaining to individuals with disabilities, gender equality, and health and hygiene. Wholesome experiences are found in trips to different locations and enrichment activities. By encouraging its students to attend and participate in these events, the Institute hopes to foster their holistic development.

| 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   | No File Uploaded          |

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

**B. Any 5 of the above**

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



|  |                              |
|--|------------------------------|
| <b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b> | <b>D. Any 1 of the Above</b> |
|--|------------------------------|

| File Description   | Documents   |
|--|---|
| Data as per Data Template  | <a href="#">View File</a>   |
| URL to the page on website where the PLOs and CLOs are listed                  | <a href="https://crcoehsr.ac.in/clo.php">https://crcoehsr.ac.in/clo.php</a> |
| Prospectus for the academic year   | <a href="#">View File</a>   |
| 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 | No File Uploaded  |
| Any other relevant information   | No File Uploaded  |

## 1.2 - Academic Flexibility

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

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

19

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

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

0

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

0

| 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 |

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

0

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

0

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

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

One 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 | No File Uploaded |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses   | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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

0

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

0

| 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.

Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. The curriculum focuses mainly on three components: The first component is fundamental knowledge and pedagogical knowledge related to the philosophical, sociological, psychological, teaching-learning and constitutional base of imparting education. The second component gives importance to the development of teaching and communication skills among student- teachers. The third component provides an opportunity for an experiential learning/ internship in government /private school for 04 weeks in Ist year and 16 weeks in 2nd year. All of these three components provide an opportunity to the students to acquire knowledge, skill,value and positive attitude towards teaching and help them to develop professional skills and ethics. All these components are reflected in our academic calendar, timetable, and academic culture of our institution. Student teachers demonstrate their knowledge in internal as well as the external examination, skills, values and attitude in their practical examination. The assessment mode by school authorities during internship also substantiates the acquisition of teaching skills, values and attitude.

| File Description   | Documents                 |
|--|---------------------------|
| List of activities conducted in support of each of the above | No File Uploaded          |
| Documentary evidence in support of the claim                 | <a href="#">View File</a> |
| Any other relevant information                               | No File Uploaded          |
| Photographs indicating the participation of students, if any | No File Uploaded          |

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

**Nil**

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

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

**A wide range of curricular experiences are provided to the students during the teacher education program, they are as follows:**

**Orientation programme**

**Division of students in tutorial groups**

**Micro teaching and mega teaching**

**Curriculum transaction to develop a fundamental knowledge**

base.

#### School internship

Organisation of awareness programs in the form of extension lectures, speech and open discussion, slogan writing, poster making, essay writing, rangoli, powerpoint presentations,

mehndi rachao, and many more

Literary events and competitions like declamation, speech competition.

All these above mentioned points definitely enrich their understanding and facilitate in helping them in being a good teacher. Classroom teaching through all the subjects in

curriculum, supplements their skills, knowledge and creative faculties in respective fields.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | No File Uploaded          |

### 1.4 - Feedback System

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

One 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 process adopted by the institution comprises**

Feedback collected and analysed

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

200

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

200

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

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

80

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

80

| 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)  | <a href="#">View File</a> |
| Final admission list published by the HEI   | <a href="#">View File</a> |
| 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

13

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

13

| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Certificate of EWS and Divyangjan                 | <a href="#">View File</a> |
| 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.

Nil



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

|  |                         |
|--|-------------------------|
| <b>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</b> | 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 | No File Uploaded          |
| Reports with seal and signature of Principal                                      | <a href="#">View File</a> |
| Photographs with caption and date, if any   | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |

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

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

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

1:25

### 2.2.4.1 - Number of mentors in the Institution

1:25

| 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  | No File Uploaded          |

## 2.3 - Teaching- Learning Process

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

Teachers use a multimodal strategy to improve learning outcomes for their students. During the session, notes from both online and offline sources were used. Slides, notes, and Open Educational Resources were shared with students via Google Classroom and WhatsApp in order to promote participatory learning. Students are sent to various institutions for internships in order to obtain fieldwork experience. Students gave presentations to improve their knowledge, confidence, and communication abilities.

| 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

5

| File Description               | Documents   |
|--------------------------------|---|
| Data as per Data Template      | <a href="#">View File</a>   |
| Link to LMS                    | <a href="https://crcollege.sdcollegeambala.org/">https://crcollege.sdcollegeambala.org/</a> |
| 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

392

| 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**

One 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 | No File Uploaded          |
| Geo-tagged photographs wherever applicable  | No File Uploaded          |
| Link of resources used  | Nil                       |
| Any other relevant information  | No File Uploaded          |

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

The whole faculty at the college collaborates and supports one another. As a result, instructors and senior staff members advise new and younger employees about the work environment at the organization. Cooperation is therefore essential to overcome problems and obstacles at work. All students with different ability levels are given learning chances while the variety of the students—their language, geography, and social perspectives, among other things—is taken into account. During the course of their workdays, the college's employees cooperate with one another and the administration. There is a democratic vibe at the campus. Every member of staff behaves in an extraordinary manner. There is a culture in which people appreciate, manage, and guide each other's emotions.

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

One of the above

**Discussion on recent policies & regulations**  
**Teacher presented seminars for benefit of teachers & students**  
**Use of media for various aspects of education**  
**Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

| 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 conducted related to recent developments in education with video graphic support, wherever possible | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |

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

1. For promoting life skills communication classes, soft skills development classes, time management sessions are conducted.

2. To promote creativity and a innovativeness a lot of competitions are conducted like poster making, Essay -writing, Short story writing, Drama, Drawing, Dance, Singing, Wealth from waste,Speech,Debates etc.

3. Students are encouraged to participate in inter-collegiate competitions.

4. Students are trained to cater to the needs of digital natives of the 21st century using ICT tools. C.R. College of education has organized various literary, co-curricular and sports activities including celebration of various important days like International women day etc.

5. Drama and art in education Inculcates in our students

communication skills, empathy, awareness along with creativity.

6. Programs like awareness campaigns on drug de- addiction nurture thinking skills and solutions to existing problems in 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) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

Five/Six of the above

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <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 possibl | 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**

Six/Seven of the above

**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**

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

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

Three of the above

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

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

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

Two of the above

| 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 | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in**

One of the above



| <b>preparatory arrangements</b><br><b>Executing/conducting the event</b>   |                           |
|--|---------------------------|
| 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  | <a href="#">View File</a> |
| Report of the events organized   | <a href="#">View File</a> |
| Photographs with caption and date, wherever possible   | No File Uploaded          |
| 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>   | Two of the above          |
| 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   | No File Uploaded          |
| <p>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</p> <p>Internship programmes in teacher education are very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. In C.R. College of Education, Hisar, we have an effective monitoring mechanism during internship programmes in which first of all the student teachers are given the opportunity to observe the demonstration classes of the teachers in the college campus. In micro-teaching pupil teachers give micro and mega lessons for practice in different</p> |                           |

skills in the college campus under the supervision of teachers. Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes them more effective at identifying areas for further growth. During the internship programs the mentor teacher observes the teacher trainee. One faculty member was assigned to an Internship programme. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. The University is allotting to the schools to the students with in 10

kms and to get permission from CEO for the respective schools, students were allowed to take the internship for their teaching practice. Along with the internship assessment we keep a supervision diary to develop students' professional and instructional skills for improving teaching process. The teacher educators are also instructed to keep a record of all the innovative activities that have been conducted during their internship programme.

| 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

192

| 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**

One/Two of the above

**Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Sample copies for each of selected activities claimed                               | <a href="#">View File</a> |
| School-wise internship reports showing student engagement in activities claimed     | <a href="#">View File</a> |
| 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.

Programs for internships in teacher education are crucial for observing student teachers as they develop into tomorrow's competent educators. It offers chances to engage in school activities as a regular teacher in addition to providing opportunities for practice teaching. It gives them a hands-on chance to gain a thorough understanding of the teaching profession and the potential for future advancement in working conditions within it. We have a strong monitoring system in place at CR College of Education for internship programs. The professional attitudes, values, and interests necessary for teachers to carry out their duties are developed in us as students. One of the most important aspects of professional development for educators is observing other educators in action. This helps educators become more adept at recognizing their own areas of strength and weakness. The mentor teacher watches the teacher trainee throughout the internship program. Teachers can question what they do as they go about their teaching and reflect on their practice through mentoring. We offer oral feedback to students in addition to the internship assessment to help them advance their professional and instructional skills and enhance the teaching process.

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

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

Two of the above

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

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

Three of the above

| File Description   | Documents                 |
|--|---------------------------|
| Format for criteria and weightages for interns’ performance appraisal used | <a href="#">View File</a> |
| Five filled in formats for each of the aspects claimed                     | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |

## **2.5 - Teacher Profile and Quality**

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

7

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <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**

6

| 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**

142

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

142

| 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

Our institution's teachers put in a lot of effort to stay up to date

by participating in professional development courses offered at different international, national, state, and local levels. Every member of the teaching staff presents and discusses the most recent changes and difficulties with these programs. These conversations support the adjustment of the existing structure or arrangement in both extracurricular and academic domains. Many of the professors at our college are affiliated with associations such as AIAER, CET Haryana, and IPDA. Teachers at the college and other institutions share knowledge, which broadens the brains of all working professionals and keeps them abreast of innovative methods in teacher education.

| File Description                          | Documents                 |
|---|---------------------------|
| Documentary evidence to support the claim | <a href="#">View File</a> |
| Any other relevant information            | No File Uploaded          |

## 2.6 - Evaluation Process

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

In order to develop topic knowledge, general awareness, oratory and language abilities, social awareness, and other skills, teachers and students at C.R. College of Education participate in continuous internal evaluations, or CIEs, on a regular basis. Group discussions are used to assess these skills, and participation and performance are used to determine mark distribution. Students are motivated and gain more knowledge when they are encouraged to express their thoughts and areas of expertise. Assessments that take into account the results of the college activities.

| 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   | No File Uploaded          |

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal**

Four of the above

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                | <a href="#">View File</a> |
| Details of provisions for improvement and bi-lingual answering             | <a href="#">View File</a> |
| Documentary evidence for remedial support provided                         | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |

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

The University has decided the criteria that have been adopted.

Students are notified about the elements of the year-long evaluation process at the start of the academic year.

The university schedules all evaluation exams, and students are informed well in advance of these dates.

Daily performance is evaluated, taking into account attendance, regularity, and timely assignment submission.

Grievances are handled at two different levels: departmentally and college-wide.

Faculty members regularly assess their students based on their performance on unit examinations, assignments, and theory lectures. Any questions are addressed with the faculty.

Senior supervisor is appointed by the college to ensure that exams are conducted smoothly at the end of the term. Any issues that students may have are resolved. Issues with the examination medium and scheduling conflicts are resolved after consulting the

principal.

| 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.

The institute adheres to the policies and procedures of the Guru Jambheshwar University of Science and Technology in Hisar. Internal exams are administered strictly in accordance with university policies. The academic calendar, which is structured in accordance with the university academic calendar, is used to inform students and faculty of the full schedule of internal assessments at the start of each semester. Tests and quizzes are given during regular instruction, and student performance is kept track of. Each subject's teachers assign the appropriate weight. Pupils were allowed to view the graded response sheets and talk with their teachers about them. The university's website hosted the internal assessment results for attendance, punctuality, performance both inside and outside of the classroom, and on-time assignment submission.

| 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.

Our Institute uses student-centered teaching, frequent discussions and presentations, and exposure to classroom instruction in the form of microgroups and megagroups to sincerely attempt to align learning outcomes and course learning outcomes with the teaching learning



process. Programs for internships help students accomplish their goals. Students eventually start to consider topics pertaining to education, discipline, society, and everyday living. Professional skills and competencies are demonstrated through a study program. Reading, writing, and ICT tool proficiency are refined in Enhancing Professional Competency (EPC) courses. Students who study drama and art in the classroom become more sensitive to human values and are exposed to the rich and varied cultures of other nations.

| 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                                   | <a href="#">View File</a> |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | <a href="#">View File</a> |
| 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

Students' increasing performance is tracked and utilised to drive further improvement, as is their acquisition of professional and personal qualities in accordance with the PLOs and CLOs. Educators and learners have acquired an array of professional and personal attributes via classroom guidance, homework, and internship exercises. Home evaluations, observation lectures, and assignments all monitored students' growth. The principals of the schools saw the internship as well and awarded them excellent and highly satisfied scores. Students have improved their cognitive capacities as well as their teaching, critical thinking, and other professional skills after doing these assignments. Students now possess social skills, interpersonal communication skills, a positive outlook on

learning, cooperation, collaborative talents, and democratic values.

| 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

160

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

The institution's course learning objectives specify the skills and knowledge you want students to possess at the end of the course. Teachers assess the behaviour of student teachers at the entrance level in order to ascertain their strengths and weaknesses. The instructor or teacher can ascertain the pupils' level of achievement of the learning objectives through assessments. The next step in the instructional strategy selection process is to direct student learning towards the objectives. To discover more about how their students are learning, teachers assess learning in the classroom. It could be informal, like a discussion between teachers and students, or formal, like an exam. The knowledge and skills that pupils still need to acquire must be communicated to teachers.

| 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

<https://crcoehsr.ac.in/Student-satisfaction.php>

## 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 |

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional**

One of the above

**functioning and documentation Facilitating research by providing organizational supports  
Organizing research circle / internal seminar / interactive session on research**

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

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

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

### **3.2 - Research Publications**

**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC**

**website during the year****01**

| 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 | <a href="#">View File</a> |
| Any other relevant information   | <b>No File Uploaded</b>   |

**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****02**

| 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 | <a href="#">View File</a> |
| Any other relevant information   | <b>No File Uploaded</b>   |

**3.3 - Outreach Activities****3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year****0**

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

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

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

0

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

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

60

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

60

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

**Nil**

| File Description   | Documents        |
|--|------------------|
| Relevant documentary evidence for the claim              | No File Uploaded |
| 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**

**0**

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

**0**

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

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

0

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

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

One/Two of the above

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

The classrooms and study areas at the college are appropriate. Six classrooms, a science lab, a computer lab, and a home science lab are all present. The college boasts a robust sports complex with a 400-meter racetrack. The college has a fitness center with a gym. There are enough sporting goods in it. The college has Wi-Fi, 5G fiber optic internet, and 15 computers. A slide projector, an epidiascope, a diascope, an OHP, a TV, cameras, printers, a photostat machine, CCTV cameras, LCD projectors, and LED projectors are among the audio-visual equipment the college has. There are sports facilities, a volleyball court, and a football field at the college.

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

2

| File Description                                   | Documents   |
|--|---|
| Data as per Data Template                          | <a href="#">View File</a>   |
| Geo-tagged photographs                             | <a href="#">View File</a>   |
| Link to relevant page on the Institutional website | <a href="https://crcoehsr.ac.in/Building.php">https://crcoehsr.ac.in/Building.php</a> |
| Any other relevant information                     | No File Uploaded  |

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

1,16,487

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

Nil

| 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

Nil

| 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)

73117

| 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

156

| 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 | <a href="#">View File</a> |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution   | 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**

None of the above

| 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

Nil

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

**4.3.2 - Student – Computer ratio during the academic year****1:25**

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

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:****D. 50 MBPS - 250MBPS**

| File Description   | Documents                 |
|--|---------------------------|
| Receipt for connection indicating bandwidth  | No File Uploaded          |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth | <a href="#">View File</a> |
| Any other relevant Information   | No File Uploaded          |

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

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

**4.4 - Maintenance of Campus and Infrastructure****4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)****479276**

| 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  | <b>No File Uploaded</b>   |

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

Apart from the grant given by the Haryana government, students are required to pay a nominal fee. The full amount collected in fees is applied to the students' welfare. An appropriate configuration has been decided to spend this sum by the college, whereby any item or product purchase and repair are covered by this sum. To do this, a purchase committee has been established, and it is through that any goods are acquired. There is also an internal audit that comes after this. The college accountant is in charge of all accounts.

The following expenses account for the majority of this amount:

1. For educational purposes: in addition to purchasing supplies and equipment for labs, students are provided with access to a book bank. Chemicals and equipment for laboratories are also purchased in addition, which the aforementioned also utilize

students for conducting experiments in universities and schools.

2. For sporting purposes: Students have access to both an organized sports complex and a gym. Annual athletic competitions are held, with cash rewards awarded to the victorious athlete.

3. For cultural purposes: Students are ready to take part in the college's and university's cultural events, additional funds are

also used for classroom upkeep and computer repairs, among other things.

| File Description                                 | Documents   |
|--|---|
| Appropriate link(s) on the institutional website | <a href="https://crcoehsr.ac.in/Building.php">https://crcoehsr.ac.in/Building.php</a> |
| Any other relevant information                   | No File Uploaded  |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

| File Description   | Documents        |
|--|------------------|
| Data as per Data Template  | No File Uploaded |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | No File Uploaded |
| Sample feedback sheets from the students participating in each of the initiative                                     | No File Uploaded |
| Photographs with date and caption for each initiative  | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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

Five/Six of the above

| <b>one/s applicable</b>  |                             |
|--|-----------------------------|
| File Description   | Documents                   |
| Geo-tagged photographs   | <a href="#">View File</a>   |
| Any other relevant information   | <b>No File Uploaded</b>     |
| <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>E. None of the above</b> |
| File Description   | Documents                   |
| Data as per Data Template for the applicable options   | <b>No File Uploaded</b>     |
| Institutional guidelines for students' grievance redressal   | <b>No File Uploaded</b>     |
| Composition of the student grievance redressal committee including sexual harassment and ragging   | <b>No File Uploaded</b>     |
| Samples of grievance submitted offline   | <b>No File Uploaded</b>     |
| Any other relevant information   | <b>No File Uploaded</b>     |
| <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> |                             |



| 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  | No File Uploaded |

## 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 |
| 0   | 192                                 |

| File Description  | Documents        |
|---|------------------|
| Data as per Data Template                                 | No File Uploaded |
| 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).

4

| 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)

13

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

Nil

| File Description  | Documents        |
|---|------------------|
| Copy of constitution of student council signed by the Principal                             | No File Uploaded |
| 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****2**

| 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   | <b>No File Uploaded</b>   |

**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

**Nil**

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

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

**None of the above**

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

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

0

| 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

Nil

| 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.

**Leadership and vision in education:** The teaching and non-teaching staff members at our institution use a decentralised participatory approach to carry out their jobs by working together. As authority and responsibility are delegated to committee convenors and members, these groups operate in a centralised manner. There are roughly 15 committees that carry out various campus activities. Admission, Examination, Timetable Discipline, Sports, Cultural, Disposal, Stock Verification, etc. are a few of the significant committees. In order to address issues and concerns pertaining to the staff members, two faculty members from the teaching faculty and one from the non-teaching staff are elected to serve on the institution's governing body. They also have a "say" in all items on the agenda during meetings of the governing body.

| 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

**Participatory management and decentralization** are practices of the institution. The academic and administrative bodies' organizational structures are founded on democratic principles of decentralization of power and active participation in decision-making. Members of the cell and committees collectively take decisions and execute them, and the group's wisdom is respected. Every employee is a member of multiple committees. Decisions are made at regular meetings. Four members of our Institute are nominated by the executive Council of the governing body of our institution: two members are teaching staff and two members are non-teaching staff. As a result, management encourages staff participation at all levels.

| 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 organization uses an open system for its academic, administrative, financial, and other functions. When it comes to all financial matters, the purchase committee invites at least three quotations, the lowest of which is accepted. Every bill is checked by the college bursar. The role of the chartered accountant is to supervise the accounts. Furthermore, external auditing is also done. We have a variety of committees for academic transparency, including the admissions committee, the college library committee, the timetable supervisor, the sports committee, the co-curricular committee, the examination committee, the internship committee, and others. The notice board has all of the announcements about classes, the schedule, extracurricular activities, internships and exams. For executing administrative functions, we have a building committee, a discipline committee, a cell for women's grievances, a guidance and placement cell, a cell for literature and culture, and an anti-ragging cell. All of the events planned by these cells and committees are shared on WhatsApp groups, distributed, and posted on notice boards.

| 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

We organise microteaching and mega lessons and discussion lessons as strategic plan to develop teaching skills. One by one micro skills like skill of questioning, introducing, explaining, illustrating, stimulus variation are taught and opportunities are given to

students for practising the skills in their respective micro groups. They gain confidence and acquire different skills systematically. The teacher educators supervise their performance and give adequate and timely feedback for improvement. After micro lessons they are shifted to acquire teaching skills through bigger lessons like mega lessons and discussion lessons. People teacher practises 22 lessons of Micro, mega and discussion under the supervision of teacher educators. Thus they acquire the necessary teaching skills in simulated conditions in the college campus before moving to real school situations for internship.

| File Description  | Documents   |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | <a href="https://crcollege.sdcollegeambala.org/">https://crcollege.sdcollegeambala.org/</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 functioning of institutional bodies is effective and efficient as visible in our policies, administrative setup, appointment and service rules.

#### Policies:

Working through a variety of bodies to increase transparency is the policy of our college. Numerous organizations strive to improve the effectiveness and efficiency of the police's operations. Occasionally, a variety of extracurricular and academic events are planned to help students develop their whole personalities. Every decision is made using a participatory method.

#### Administrative setup

The managing committee of our college, which is chosen by the Jaat Education Society members, the principal, staff members, government representatives, and university nominees make up the governing body. All decisions pertaining to the college's welfare are made by this committee. The college is run by the principal through a number of

committees to carry out all of the governing body's decisions.

#### Appointment and service rules

Regular appointments of teaching and non-teaching staff are made by posting job advertisement in national newspapers. A fair and transparent selection committee, comprising the president of the governing body, subject matter experts, university nominees, and government nominees, makes the selections. Every employee abides by the service guidelines set forth by the government of Haryana.

| File Description                                | Documents   |
|---|---|
| Link to organogram on the institutional website | <a href="https://www.crcoehsr.ac.in/download/Organogram_(6.2.2)_11292022055747.pptx">https://www.crcoehsr.ac.in/download/Organogram_(6.2.2)_11292022055747.pptx</a> |
| Documentary evidence in support of the claim    | <a href="#">View File</a>   |
| 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 | No File Uploaded          |
| Annual e-governance report                     | No File Uploaded          |
| Geo-tagged photographs                         | <a href="#">View File</a> |
| 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.



A multitude of committees and cells oversee the institution, such as those dealing with admissions, building and purchase, discipline, anti-ragging, exams, internships, and women's issues. Teaching and non-teaching staff members are given tasks to complete, which helps the committee carry out all of its significant decisions.

Online applications are used for admission to university programs leading to the B.Ed. The university advertises this and invites applications through its channels. The university places students in the colleges of their choice and according to their merit.

There is an admissions committee in place at our college. This committee makes all admissions-related decisions with the principal's approval. When a student is admitted, their certificates are all reviewed.

| 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

The college has implemented various welfare measures for teaching and non-teaching staff. Welfare measures for teaching staff :

- The college grants academic leave to the teaching staff for attending /parenting research papers in national/international seminars/ conferences.
- The college provides residential accommodation to the principal and two teachers in the college campus.

Welfare measures for non-teaching staff :

- The college provides residential quarters to two non-teaching

staff and six class IV employees in the college campus.

- The college also provides uniforms/dress to class IV employees.

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

3

| 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.

**C.R.C.O.E. Hisar complies with laws governing minimum requirements for hiring instructors and other academic staff as well as actions to uphold standards in higher education.**

education, along with any modifications made from time to time for both its teaching and non-teaching personnel. Once an employee has worked for a year, their performance is evaluated annually. In addition to assessing performance in accordance with established standards, the goal is to pinpoint areas that may benefit from improvement in order to help the employee advance and develop further.

**Teaching staff:**

**An annual confidential report is used to evaluate each faculty**

member's performance.

Based on their API score, faculty members who are eligible for promotions are suggested.

Beyond academics, the institute engages in a wide range of activities, for which faculty members are given extra tasks and responsibilities.

The principal checks and validates the faculty member's completed proforma.

#### Non-teaching personnel

Through ACR, all non-teaching staff members are also evaluated. The many criteria for employees are evaluated under distinct headings, such as reliability, honesty, punctuality, familiarity with regulations, expertise in handling account issues, typewriting skill, ability to collaborate with others, etc.

All employees receive financial upgrades and promotions upon meeting performance standards.

| 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   | No File Uploaded          |

## 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

Regular internal and external financial audits are carried out by the institute. Bursar conducts internal audits, and a purchase committee has been established to solicit quotes and select the lowest-priced bidder to acquire supplies for the college. College appointed C.A. conducts the external audit. Regular audits are

conducted by government auditors on certain government-related accounts, such as salaries and scholarships. The college's carefully thought-out financial policy guarantees the efficient and best use of funds for administrative, educational, and developmental goals.

| 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.

Annual student fees and salary grants from the Director Higher Education, Haryana, are how we raise money. The amount from the student fee is used by the college for university fees as well as additional costs associated with providing student support, like educational tours, cultural events, athletic programs, upkeep and renovation of the campus facilities, library book purchases, and service fees. The purchase and construction committee handles the expenses in an open manner. An internal audit mechanism exists, and

a teacher serving as a bursar performs this function. A chartered accountant employed by the college conducts the external audit.

| 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

To improve quality and prepare competent teachers, student teachers must have a strong understanding of the subject and pedagogy, teaching skills, and a positive outlook on the teaching profession. The IQAC of the organization strives to improve the pedagogical knowledge, abilities, and attitudes of its members toward the teaching profession. The institution uses a structured mechanism to institutionalize its Quality Assurance plan. The academic calendar that the institution develops offers opportunities for improving theoretical knowledge through regular classes, developing teaching skills through micro, mega, and real-teaching practice/internship in schools, marking significant days with co-curricular activities, evaluation procedures, and receiving feedback from teachers and students. The gradual development of positive attitudes is a corollary of the gradual acquisition of theoretical knowledge and pedagogical abilities.

| 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.

The annual plan of teaching learning process in the form of academic calendar was prepared in the beginning of academic year by IQAC. Span of duration of classes was planned and spread in accordance with the university calendar. All the activities, events and programs were planned under different cells, clubs and committees. However periodic review was done to see the effective execution of the plan. The timetable plan in the beginning was modified during micro teaching and mega teaching phase. The teaching learning process underwent another change during the internship program. Switching to and from offline and online mode of classes was also adjusted.

| 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

2

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

One of the above

**follow up action Collaborative quality initiatives with other institution(s)**  
**Participation in NIRF**

| File Description   | Documents   |
|--|---|
| Data as per Data Template                                  | <a href="#">View File</a>   |
| Link to the minutes of the meeting of IQAC                 | <a href="https://crcoehsr.ac.in/download/Minutes_of_Meeting_(2022-23)_0132024100040.pdf">https://crcoehsr.ac.in/download/Minutes_of_Meeting_(2022-23)_0132024100040.pdf</a> |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC    | <a href="https://crcoehsr.ac.in/download/AQAR_2021-22_0612023080058.pdf">https://crcoehsr.ac.in/download/AQAR_2021-22_0612023080058.pdf</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                             | No File Uploaded  |

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

**Nil**

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

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its



power requirements in not more than 100 - 200 words.

With the following program like usage of energy-saving devices and LED lighting., the institution is striving to conserve the environment through "Sustainable Development." Vegetation is an easy and efficient approach to block heat since trees and other plants help cool the surroundings. There are many trees on our college campus, which adds to the pleasant atmosphere. It lowers energy consumption and enhances quality of life.

Recycled water is utilised for gardening. Gardens, landscaping, a plastic-free campus, a zero-waste plan, rough/reuse of paper in offices, and other campus efforts were prioritised for managing solid waste and several initiatives were taken to safeguard and advance the diversity.

| File Description                     | Documents                 |
|--------------------------------------|---------------------------|
| Institution's energy policy document | <a href="#">View File</a> |
| Any other relevant information       | No File Uploaded          |

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.

The purpose of waste management policies is to guarantee the appropriate processing, disposal, and management of waste produced by institutions. In order to safeguard public health, minimise pollution, and advance environmental sustainability, these policies must be put into action. Waste management policies are typically developed by institutions and include recommendations for waste reduction, reuse, and recycling. The policies also specify how non-hazardous trash should be managed and how hazardous garbage should be disposed of. These policies are revised on a regular basis to take into account modifications to waste management techniques. Institutions usually appoint a waste management team or employ a waste management business to supervise waste management operations in order to implement waste management rules.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | No File Uploaded          |

**7.1.3 - Institution waste management practices** | One of the above

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

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

**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**

One of the above

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

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

The following are the institutional activities to maintain green spaces on campus, maintain cleanliness and sanitation, and provide a healthy, pollution-free environment:

Only academic or student-owned vehicles are allowed on campus. Furthermore, there is parking space for vehicles available at the college campus' main entrance. Students and staff feel comfortable strolling along the pedestrian-friendly routes, with a few exceptions, the campus is vehicle-free. Plastic bottles, bags, spoons, straws, and cups are among the single-use items that are

strictly prohibited. Staff and students are made aware of this at orientation. The trees and lawn offer shade and a lovely atmosphere. Gardeners and supervisors with training take great care in creating and maintaining a green landscape.

| File Description                                     | Documents                 |
|--|---------------------------|
| Documents and/or photographs in support of the claim | <a href="#">View File</a> |
| 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      | <a href="#">View File</a> |
| Circulars and relevant policy papers for the claims made                                  | No File Uploaded          |
| Snap shots and documents related to exclusive software packages used for paperless office | No File Uploaded          |
| Income- Expenditure statement highlighting the specific components                        | No File Uploaded          |

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

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

Nil

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

**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**

C. Any 2 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   | <a href="#">View File</a> |
| 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

### C R College of Education Hisar

#### Best practices

- All the teachers & students have their own email id to reduce the use of paper for communication among teachers and students .
- Recycling of paper is done for the purpose of rough work .
- Staff and students are encouraged to save electricity.
- Green and eco-friendly environment is maintained..
- The institution is governed by a democratically elected governing body which represents all the stakeholders like society, faculty members, non teaching staff ,affiliating University and government nominees.

| File Description  | Documents                 |
|---|---------------------------|
| Photos related to two best practices of the Institution | <a href="#">View File</a> |
| Any other relevant information                          | No File Uploaded          |

### 7.3 - Institutional Distinctiveness

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

The college wants to be a top-tier establishment that serves the needs of the neighbourhood while serving as a centre of excellence in education. In order for students to impart the best information possible and succeed, we want them to feel a sense of patriotism and global brotherhood. To support each student's overall growth, the institution provides them with opportunities that completely engage them in all extracurricular, academic, and extension activities. We host a variety of events, including talent hunts, discussions, debates, assignments, projects, involvement in youth festivals at the regional and zonal levels, skill-development curricula, and sports for the holistic development of the students' personalities.

| 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  | No File Uploaded          |