YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution   **C.R. College of Education, Hisar**

- Name of the Head of the institution   **Dr. Chander Prabha**

- Designation   **Principal (in-charge)**

- Does the institution function from its own campus?   **Yes**

- Alternate phone No.   **09416143552**

- Mobile No: **9416166262**

- Registered e-mail ID (Principal)   **principalcrcoehisar@gmail.com**

- Alternate Email ID   **rameshsandhu64@gmail.com**

- Address   **C.R. College of Education, Rajgarh Road, Near Radio Station, Hisar, Haryana**

- City/Town   **Hisar**

- State/UT   **Haryana**

- Pin Code   **125001**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution   **Co-education**

- Location   **Urban**

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **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   https://crcoehsr.ac.in/

- Web-link of the AQAR: (Previous Academic Year)   https://crcoehsr.ac.in/aqar.php

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

- if yes, whether it is uploaded in the Institutional website Web link: https://crcoehsr.ac.in/academic-calendar.php

5.Accreditation Details

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**

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

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

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

- Upload latest notification of formation of IQAC   No File Uploaded

9.No. of IQAC meetings held during the year   **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   **Yes**

- (Please upload, minutes of meetings and action taken report)   [View File](#)

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

- If yes, mention the amount

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

Helped to make sound decisions for the smooth academic and administrative functioning of the Institution. Took the initiative towards updating the faculty, staff and students in their own respective areas. Preparation of academic calendar and its compliance. Holding online classes for addressing the specific needs of students. Staff members were encouraged to attend online seminars, workshops, faculty development programmes etc.

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

Plan of Action	Achievements/Outcomes
Orientation of the student-teachers about the college, faculty, Infrastructure, rules and regulations, curriculum and its transaction. Orientation of the students about the curricular and co-curricular activities. Celebration of National days Organisation of regular classroom transactions in the college through online mode Organisation of internship for B.Ed 2nd year students in the schools. Organisation of micro- and mega teaching lessons For B.Ed first year students in the college Celebrations of various days like Lohri/ Makar Sankranti, Voters' day, International Women's Day	The student teachers were able to demonstrate cognitive ability during classroom interaction, house and university examination. The student teachers were able to demonstrate effective teaching skills during internship and their practical examination. The student teachers were able to demonstrate their professional ethics and abilities. Student teachers were able to demonstrate ICT skills during teaching-learning as well as examination

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	**C.R. College of Education, Hisar**
• Name of the Head of the institution	**Dr. Chander Prabha**
• Designation	**Principal (in-charge)**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**09416143552**
• Mobile No:	**9416166262**
• Registered e-mail ID (Principal)	**principalcrcoehisar@gmail.com**
• Alternate Email ID	**rameshsandhu64@gmail.com**
• Address	**C.R. College of Education, Rajgarh Road, Near Radio Station, Hisar, Haryana**
• City/Town	**Hisar**
• State/UT	**Haryana**
• Pin Code	**125001**
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• Type of Institution	**Co-education**
• 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**
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• IQAC e-mail address	**iqaccrcoehisar@gmail.com**
• Alternate e-mail address (IQAC)	**naaccrce@gmail.com**
3.Website address	https://crcoehsr.ac.in/
• Web-link of the AQAR: (Previous Academic Year)	https://crcoehsr.ac.in/aqar.php
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://crcoehsr.ac.in/academic-calendar.php

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**B+**	**2.75**	**2003**	**16/09/2003**	**15/09/2008**

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

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8.Whether composition of IQAC as per latest NAAC guidelines	**No**
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• If yes, mention the amount		

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Orientation of the student-teachers about the college, faculty, Infrastructure, rules and regulations, curriculum and its transaction. Orientation of the students about the curricular and co-curricular activities. Celebration of National days Organisation of regular classroom transactions in the college through online mode Organisation of internship for B.Ed 2nd year students in the schools. Organisation of micro- and mega teaching lessons For B.Ed first year students in the college Celebrations of various days like Lohri/ Makar Sankranti, Voters' day, International Women's Day	The student teachers were able to demonstrate cognitive ability during classroom interaction, house and university examination. The student teachers were able to demonstrate effective teaching skills during internship and their practical examination. The student teachers were able to demonstrate their professional ethics and abilities. Student teachers were able to demonstrate ICT skills during teaching-learning as well as examination

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020	24/02/2022

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. We also plan to start an M Ed course along with the

existing one. 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. For instance one of our students after completing B.Ed first year, had to exit in the consequent year but next year, she was given entry and joined back as a student of the second year. Thus she completed the B.Ed program within 3 years. 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.

16.Academic bank of credits (ABC):

NIL

17.Skill development:

Nil

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

The linkages between education and Indian culture was carried out through various online platforms . In the B.Ed curriculum we have various subjects which help us to relate Indian knowledge and culture to the current knowledge system. In knowledge and curriculum course of B.Ed. 2nd year students get acquainted with Indian philosophies as well as culture which helps us to relate the old and new knowledge. In our teaching learning process teachers transact the knowledge bilingually that is in Hindi as well as in English. Also, we have subjects like pedagogy of Sanskrit and pedagogy of Hindi which provides us the knowledge of our rich culture. Also, in pedagogy subjects students learn about historical developments of the subject knowledge with reference to Indian contexts. Through various activities like folk dance, skits, slogan writing etc. we provide knowledge of Indian culture and traditions.

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

- Formulation of program learning objectives

- formulation of program specific learning outcomes

- formulation of course learning outcomes

- sufficient exposure to students in different teaching and

- co curricular activities

  - monitoring and recording the performance of students and giving them feedback

  - engaging students in micro lessons Mega lessons and real teaching lessons

  - during internship feedback is sought from the practice schools

  - Thus through robust evaluation planning and practical assessment tools, objectives are achieved

20.Distance education/online education:

Nil

Extended Profile

2.Student

2.1 Number of students on roll during the year	**396**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**400**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**221**

File Description	Documents
Data Template	View File

2.4	**196**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**196**

File Description	Documents
Data Template	[View File](#)

2.6	**396**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File](#)

4.Institution

4.1	**4,20,341**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**15**
Total number of computers on campus for academic purposes	

5.Teacher

5.1	**09**
Number of full-time teachers during the year:	

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2	**09**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Primarily,curriculum and syllabus is planned and revised by affiliated Guru Jambheshwar University of Science and Technology Hisar itself. Invited members of our teaching faculty in the capacity of board of study constitute the committee of the university for finalising the syllabus. Time to time as directed by the University, modifications are done and implemented. Our Institute follows the academic calendar and frames a yearly account of all its academic cultural and other co curricular activities that are considered desirable for holistic development of prospective teachers.. The entire framework of academic session runs in consonance with the schedule of the university. Being a teacher education institute we switch to different time tables as per the requirement. After orientation to the college activities & code of conduct, students are introduced to compulsory courses classes. The next phase starts with the commencement of micro teaching and mega teaching for pedagogy subjects. We have to revise the time table again. For the exposure to different activities in the form of talent search competition extension lectures and other events too, warrant revision and modification. The phase of practice teaching in school requires a different schedule and time table. House tests, unit tests, an organisation of activities functions celebration of national days and festivals are integral part of curriculum planning and revision. Keeping the social background of students- rural urban interest and local issues, activities under different cells are planned in consultation with students & stakeholders.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	D. Any 2 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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	D. Any 1 of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://crcoehsr.ac.in/clo.php
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	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	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

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

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	

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.

The curriculum of the college emphasises three components: fundamental knowledge and pedagogical knowledge related to the philosophical, sociological, psychological, teaching-learning and constitutional base of imparting education. The second part of development of teaching and communication skills among student-teachers. The third aspect is to give an opportunity for an experiential learning/ internship in government /private school for 20 weeks. 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 attitudes.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

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**

- **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	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	No File Uploaded

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

396

2.1.1.1 - Number of students enrolled during the year

396

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

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

8

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

8

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

2.2 - Honoring Student Diversity

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

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**

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

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

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
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

8

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
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 adopt a multiple mode approach for enhancing student learning.Both offline and online notes were used during the session. Participative learning was encouraged and slides, notes and URL of you tube videos and Open Educational Resources were shared with students.Course wise detail of modes of teaching and learning adopted by the teachers is as follows:

- https://docs.google.com/spreadsheets/d/1ujW0QM9HyrnsePmLRbWO qWyyX2refHxavHxKrE6vusg/edit#gid=0

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

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

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://crcollege.sdcollegeambala.org/
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

396

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
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	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://youtu.be/nFDku20Z-Ow
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 college adopts a process of guiding, teaching and supporting new student- teachers.Mentor teacher leads, guides and advises students and another teacher who is junior in experience, in a work situation characterised by mutual trust and belief.

Experienced teachers and student- teachers are able to explain educational policies, regulations and procedures; share methods; materials and other resources;help solve problems in teaching and learning; provide personal and professional support.

In the context of teaching, our institution teachers provide mentoring to mentees in the development of teaching skill, strategies or techniques within peer discussion, observation lessons. In micro-mega teaching classrooms, guidance on how to observe lessons is provided. Our College provides successful mentoring programmes by competent mentors who possess the expertise,commitment and dedication to provide assistance to novice student-teachers.

The faculty keeps itselfs abreast with recent developments in education through FDP/ seminars/ conferences/ research papers etc. All the staff members maintain a good & radiant relationship with each other and thus are able to maintain a balance between home & work stress. Good physical and mental health prove that a proper balance is maintained between home and work activities.

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

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

the linkages of various contexts of education- from local to regional to national to global	

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

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

The curriculum transaction in the college is basically experience based participatory and learner-centric. All the facilities available in the college are being used judiciously to make the teaching-learning process focused on creativity, innovativeness, rational thinking, and the acquisition of life skills. Students are trained to cater to the needs of digital natives of the 21st century using ICT tools. CR College of education has organized various activities to develop skills in 2020-2021. Essay writing and quiz online competition was organized on 15 august to develop thinking, creativity, and innovativeness in students. Poster making competition was organized on 12 January 2021 for the celebration of Youth Day. An Essay writing competition was organized on 23 January 2021 in celebration of voter day to develop social responsibility. In this celebration, 8 students participated. On this day declamation competition, rangoli competition, and slogan writing on Tobacco free educational institutional initiatives were organized. Our students participated in a painting competition at S.D. College Ambala Cantt. On 24 January 2021 to develop their creativity and won 1st prize. Collage making competition, powerpoint presentation on national level inter-college online competition were organized on 8 March 2021 on International women day.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning	**Six/Seven of the above**

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	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
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	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

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

Three of the above

activities Performance tests Oral assessment Rating Scales

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
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 ofcommunity related events Building teams and helping them to participate Involvement	One of the above

in preparatory arrangements
Executing/conducting the event

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

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

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

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

Internship programmes in teacher education are very important to shape the trainees into an effective teacher of tomorrow. It provides not only practise 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 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. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. 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	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

184

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

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

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Internship programme in teacher education is very essential to monitor the pupil teachers into an effective teacher of tomorrow. It provides not only practise teaching but opportunities to participate in activities of the school like a regular teacher. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession. In CR College of Education we have an effective monitoring mechanism during internship programmes.We develop in pupil teachers professional attitudes, values and interests needed to function as a teacher Observing other teachers in schools 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. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment we keep a supervision dairy 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 response	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
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	One of the above

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

2.5 - Teacher Profile and Quality

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

9

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

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

7

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

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

170

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

170

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

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

colleagues and with other institutions on policies and regulations

Teachers of our institute make earnest efforts to update themselves by participating in professional development programmes organised at different National, state, regional levels. Current issues and development in such programs are discussed and shared with the entire teaching faculty. These deliberations help in modifying the existing framework or setup in academic and co-curricular aspects. Many teachers of our college are members of AIAER, CET Haryana , IPDA and other bodies. The exchange of information among teachers within the college and with other institutes broadens the mental horizon of all the working professionals and keeps them abreast with the innovative practices in the field of teacher education.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

Teachers at CR College of Education are constantly engaged in (CIE) continuous internal evaluation, which improves teachers' and students' subject knowledge, general awareness, oratory and vocabulary skills, social awareness, and other skills. These skills are evaluated through group discussion, with marks awarded based on participation and performance during the Pandemic in the academic year 2020-21 as per university guidelines, The unit test, house test and examination were conducted through online mode by the examination committee and respective subject teachers through the medium of software. It encourages students to share their ideas and expertise, which helps to motivate them and improve their knowledge. Evaluations based on the college activities and its outcomes.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
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

All the guidelines of Guru Jambheshwar University of Science and technology Hisar were strictly followed for the conduct of examination. During covid-19 internal and external examinations were shifted to online mode. All the directions received from the university were conveyed to the students. Orientations and notices helped students to understand the do's and don'ts while appearing in the online mode of examination. Consequences of violation of rules and conditions were conveyed. Grievances of students were given sympathetic hearing. Technical snag, hospitalisation on account of covid-19 ,network issues and other genuine problems were resolved so that genuine cases don't suffer.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

2.6.4 - 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 is affiliated to Guru Jambheshwar University of Science and Technology Hisar and follows the directions and patterns of the university. internal tests are conducted with strict adherence to University guidelines. The entire schedule of internal assessment is communicated to the students and faculty in the beginning of session through the academic calendar framed according to the universities academic calendar. During regular teaching tests quizzes are conducted and performance of students is recorded. Due weightage is given to attendance, punctuality, performance in and outside the classroom and timely submission of assignments to teachers, use of ICT during teaching practice and command over language. The efficiency and performance of student teachers is greatly affected by micro, mega and full teaching practice lessons in first year and internship during second year. Due to COVID-19, the entire system of teaching-learning got shifted to online mode. The evaluation system was transformed and students were asked to submit their assignments through Google classroom. The responses of students' projects and assignments had to be managed in online mode. This brought a big change in teaching, learning and evaluation methods. The record was prepared for the student by all the teachers of different subjects. Students had the freedom to see the evaluated answer sheets and discuss with their teachers. Internal assessment marks were uploaded on University web portal

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 makes earnest efforts to align learning outcomes and course learning outcomes with the teaching learning process through pupil centred teaching, frequent discussions and presentations and exposure to classroom teaching in the form of micro groups and mega groups. Internship programs facilitate the

students in the achievement of objectives. Gradually the students begin to reflect on the issues related to discipline, education, society and general life. Exhibition of professional skills and competencies is acquired through a program of study. Enhancing professional competency (EPC)courses hone their reading- writing skills as well as the ability to use ICT tools .Study of Drama and Art in Education sensitised the students with human values and give them an exposure to rich and diverse culture of a country

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

2.7.2 - Pass percentage of Students during the year

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

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

Through the classroom teaching, assignments and internship practice students- teachers have gained different professional and personal attributes. The progress of the students have been recorded in assignments , house tests and in observation lessons. The school principals have also observed them during internship and have graded them highly satisfactory and excellent. After performing these activities, students have acquired intellectual development, critical thinking skills, teaching skills and different professional skills in cognitive domain. Apart from cognitive domain, students have learned interpersonal communication skills, social skills, positive attitude towards teaching, cooperation; collaborative skills and democratic values. After the completion of the observation lesson, teacher educators and peer groups discuss their weakness and strength on the basis

of pre decided criteria.

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

2.7.4 - Performance of outgoing students in internal assessment

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

360

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

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

Nil

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
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 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

9

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

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

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

0

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

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

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

0

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

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

0

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

0

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

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

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	[View File](#)
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 college has adequate facilities for teaching and learning. There are six classrooms, one science laboratory, one home science and one computer laboratory. The college has a good sports complex with a track of 400 m race. The college has a gymnasium/fitness centre. It has adequate sports equipment. The college has 15 computers and Wi-Fi broadband with a 5G fibre cable facility. The college has some Audio-visual equipment also like slide projector, epidiascope, diascope, OHP, TV, cameras, printers, photostat machine, CCTV cameras LCD and LED projectors also. The college has a volleyball ground, football ground and facilities for athletics.

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

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://crcoehsr.ac.in/Building.php
Any other relevant information	**No File Uploaded**

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

Nil

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

4.2 - Library as a Learning Resource

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

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	**One of the above**

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)

0

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

119

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	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**
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://classroom.google.com/c/MTIyOTEzNDE xOTQz?cjc=to2ot7m
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)

204724

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

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

In addition to the grant provided by Haryana Government, nominal feeischarged from the students. The entire amount taken as feeis spent for the welfare of the students. A suitable arrangement has been made by the college to spend this amount. Under which this amount is spent for the purchase and repair of any item or product. For this, a purchase committee has been constituted through which any item or product is procured. This is followed by an internal audit as well. All accounts are maintained by the college accountant.

This amount is mainly spent for the following needs:

1. For academic purposes: students are given the facility of Book bank, in addition to this, equipment and chemicals are purchased for laboratories. which are also used by the students in colleges and schools for performing experiments.

2. For sports purpose: There is a gym for students, as well as an organised sports complex. Annual Athletic meets are organised and cash prizes are also given to the winning participant.

3. For cultural purpose: Students are prepared to participate in the cultural activities of the college and University

level, in addition some amount is spent on repair of computers and maintenance of the classroom etc.

File Description	Documents
Appropriate link(s) on the institutional website	https://crcoehsr.ac.in/Building.php
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 | **Five/Six of the above**

Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	E. None of the above

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

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

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
09	**196**

File Description	Documents
Data as per Data Template	[View File](#)
Reports of Placement Cell for during the year	**No File Uploaded**
Appointment letters of 10 percent graduates for each year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

8

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

29

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

5.3 - Student Participation and Activities

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

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

0

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

5.4 - Alumni Engagement

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

Nil

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

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

The vision and mission of the institution are reflected in the prospective plans and governance of the college. All the activities done for the administration of the college are performed through various committees like- Admission committee, purchase, discipline, construction, anti ragging, examination, internship etc.

All the plans and their implementation is done through the active participation of the governing body, principal, teachers and non teaching staff of the college. All the discussions take a participatory approach. The main decision making bodies of our institution are the governing body of the college consisting of office beavers, executive members, government nominee, vice chancellor nominee, principal, two teachers and one non teaching staff of the college. The other decision making body is the general staff consisting of the principal, all teaching and non teaching staff of the college and this body makes decisions about the formation of academic calendar and constitution of different committees. The IQAC cell, consisting of teachers, non teaching staff, student, alumni association, governing body and social worker, takes decisions about the improvement in the quality of the institution.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
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

Institution practises decentralisation and participative management. The organisation structure of the academic, administrative bodies is based on decentralisation of power

democratic values and active participation in decision making. Power is disbursed to the members and collective wisdom is honoured. All the staff members are included in various committees. Periodic meetings are held for taking decisions. The executive Council of the governing body of our institution nominates four members from our Institute- two from teaching and two from non-teaching staff. Thus the management supports involvement of the staff at all levels.

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

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

The institution adopts a transparent mechanism in its financial academic administrative & other functions. For all financial matters the purchase committee makes purchases by inviting at least 3 quotations out of which the lowest one is given order. The bursar of the college checks all the bills. The chartered accountant is hired for overseeing the accounts. Additionally, external Audit is also carried out For Academic transparency, we have different committees in the form of admission committee, college library committee, time table incharge, sports committee, co curricular committee, examination committee, internship committee and others. All the notices related to classes, timetable, curricular activities, internship, tests and examination are displayed on the notice board. For carrying out administrative functions, we have a construction committee, discipline committee, women grievances redressal cell, discipline committee, guidance placement cell, cultural and literary cell and anti ragging cell. All the activities organised under these cells and committees are circulated and displayed on the notice boards and shared on WhatsApp groups.

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

6.2 - Strategy Development and Deployment

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

With the break of pandemic covid-19, everything has changed and has started running with entirely new measures. However, the education system has found out various ways to tackle the situation such as online virtual classes. The entire session 2020-21 passed through online classes and even exams were taken online. Our institution provides online classes using different applications such as Zoom, WhatsApp, Google Classroom and Google meet. Online education systems have supported the continuance of education using the already available internet technology. Our college has a BSNL fibre broadband connection. All the teachers share their PPT of their subjects to students through Google classroom, moodle LMS etc. . We conduct live classes through Google meet. We share Google meet links in the WhatsApp group and Google classroom.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://classroom.google.com/c/MTIyNTM5NTE5MDQ3?cjc=k6tlpdw
Documentary evidence in support of the claim	**No File Uploaded**
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 the institutional bodies is effective and efficient because the top decision making body known as governing body is set up through Haryana Government registration act.The governing body is constituted for a period of three years through elections. All the procedures adopted for the constitution of the governing body/ Management are transparent and through democratic setup. The governing body /Management consist of four office bearers namely- president, vice president, general secretary and treasurer. The eleven executive members are appointed by the president with the consent of other office bearers. The administrative head of the governing body is the president.

The important function /responsibilities of the governing body is to bring effectiveness and efficiency in the administrative setup of the institution through fresh appointments and providing physical infrastructure to the institution. The president calls the governing body meeting within every three months through the participation of Haryana government nominee, V.C. 's nominee, teaching and non teaching staff nominee, along with office bearers and executive members. All the decisions are taken following the constitution of the governing body act and policies of higher education Haryana and service rules of employees.

File Description	Documents
Link to organogram on the institutional website	https://www.crcoehsr.ac.in/download/Organogram_(6.2.2)_11292022055747.pptx
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

The college is administered through various committees and cells viz. Admission committee, purchase & construction committee,

discipline committee, anti-ragging committee, discipline committee, examination committee, internship committee, women cell etc. All the major decisions taken by the committee are implemented effectively by distributing the work among teaching & non-teaching staff members.

Online process is adopted at the university level for B.Ed. admission. The university invites applications at its level by issuing advertisements for this. Colleges are allotted by the University to the students on the basis of merit according to their choice.

An admission committee has been formed in the college. All decisions related to admission are taken by this committee with the consent of the principal. At the time of admission, the certificates of all the students are checked by the committee, whose certificates are found correct, and are given admission in the college. All these works are done under the prescribed procedure by the University. Our college is an aided college in which all instruction and rules of the government and the university are adopted,due to which till date there is no allegation or favouritism. There has been no interruption in admission.

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

6.3 - Faculty Empowerment Strategies

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

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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 follows the guidelines and regulations on minimum qualifications for the appointment of teachers and other academic staff and measures for the maintenance of standards in higher education, together with all amendments made therein from time to time for its teaching and non teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to evaluate the performance as per established norms, but also identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

Teaching staff:

- **Performance of each faculty member is assessed through an annual confidential report.**

- **Faculty members whose promotions are due, are recommended based on API score.**

- **Institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities.**

- **The proforma filled by the faculty member is checked and verified by the principal.**

Non teaching staff

- **All non teaching staff are also assessed through ACR.**

- **The various parameters for staff members are assessed under**

different categories i.e.punctuality, regularity, honesty, acquaintance with rules, knowledge in dealing with account matters, proficiency in typewriting, capacity for working with others, etc.

- On satisfactory performance, all employees are granted promotions and financial upgrades.

Links:

- Proforma for ACR (Teaching-staff)

- Proforma for ACR (Non teaching staff)

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

Institute conducts internal and external financial audits regularly. Internal audit is done by Bursar, a purchase committee has been constituted and this committee invites the quotations and takes a decision on the basis of the lowest quotation to purchase the material for the college. The external audit is performed by a C.A. Some accounts related to the government like salary, scholarship etc. are audited by the government auditors regularly. The college has a well-formulated financial policy which ensures effective and optimal utilisation of finances for academic, administrative and development purposes.

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

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

Nil

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.

Our college runs to fulfil the thrust of especially rural background student education needs a grant in aid institutes and runs on no loss, no profit bases. Our funds are mobilized through student fees on annual bases and salary grants from the Director higher education, haryana. College utilises the amount from students' fee towards university charges and other expenditure on student facilitation such as educational tours, cultural activities,sports activities,maintenance and renovation of the college infrastructure,purchase of books for library and service charges.

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

6.5 - Internal Quality Assurance System

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

In order to enhance the quality and prepare competent teachers, student teachers need to have deep knowledge of content and pedagogy, teaching skills and positive attitude towards the teaching profession. The IQAC of the institution strives to develop and sharpen their pedagogical knowledge and skill and attitude towards teaching profession. The institution adopts a structured mechanism to institutionalise Quality Assurance strategy.The institution prepares an academic calendar which gives an opportunity for the enhancement of theoretical knowledge through regular classes, development of teaching skills through micro, mega- and real-teaching practice/internship in schools, co curricular activities and celebration of important days, evaluation process, feedback from students and teachers. The development of positive attitudes is a slow process and takes place while learning theoretical knowledge and pedagogical skills throughout the duration of the course. All these activities lead to the enhancement of quality in the institutions.

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

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

The focus of the teacher education program is to develop the pedagogical knowledge and skills and experiential learning to the

student-teachers so as to prepare competent teachers. The college adopts three types of strategy for teaching-learning process. The institution adopts online/ offline or blended form of teaching in the classroom to develop pedagogical knowledge and skills, runs micro- and mega- teaching programs for developing teaching skills and sends the student-teachers in schools for internship/ experiential learning. For developing quality in the teaching learning process, the institution reviews its teaching learning process periodically on the basis of feedback received from teacher, students and school principals. The institution changed its time table, strategies/methodology of teaching learning to provide theoretical knowledge with the active participation of students, co -curricular activities and internship program. The student teachers are observed formerly in the classroom, teaching skills and during internship to provide suitable feedback.

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

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

5

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected,	One of the above

analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://crcoehsr.ac.in/download/Minutes_of_meeting_2020-21_1013202207135l.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

Improvements achieved in academic and administrative areas are mention

IQAC strictly monitors academic and administrative domains of the institution to promote quality in functioning. During 2020- 21, covid-19 affected the entire teaching learning process and the mode of classes from offline which shifted to online mode. Use of Google classroom, Google meet and other platforms were used by teachers for interacting with students. Material, assignments, class tests were available on such platforms and all efforts were

put to make the process student friendly. Improvements were visible with time in the mode of conducting classes, exchanging reading material, manner of asking questions and in method of appearing in tests and examinations.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution is dedicated to 'Sustainable Development' aiming to preserve the environment with the following initiatives: Use of LED lights and energy efficient equipment. Trees and other plants help cool the environment, making vegetation a simple and effective way to reduce heat. Our college campus has a number of trees that make the environment cool. It improves quality of life, reduce energy use.

Recycled water is used for gardening and toilet flushing. Green campus initiatives with focus on gardens , landscaping, plastic-free campus, zero-waste plan, rough/reuse of paper in office and solid waste management practices and awareness campaigns to protect and promote diversity. We promote organic vegetable growing. Strong focus is on the environment and Swachhta.

File Description	Documents
Institution's energy policy document	[View File](#)
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 college adopts sustainable practices. Our campus is polythene free and smoke free campus.The college adopts the policy of 3 R's Reduce, Reuse and Recycle the waste material produced in the

campus. All the students and faculty members are strict and encouraged to carry lunch boxes to reduce the amount of solid waste. The college adopts the several green practices on the campus such as awareness programs, poster making competition, campus and locality cleaning. College building is designed in such a way as to promote natural lighting & ventilation to minimise the use of electricity. Energy saving CFL & LED lights are used in the college building. These are the various initiatives of the institution-

-More than 90 percent students use public transport facility

-Some of our staff members use e- vehicles

-Separate parking is provided for different types of vehicles

-More fruit trees and herbal plants are added each year to already existing trees. Approximately 18 fruit trees were planted to make our campus greener and more attractive.The lawn is well maintained. The college is moving towards 100 percent LED campus

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

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

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
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 | One of the above

water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

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	[View File](#)
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 institutional initiatives for maintenance of cleanliness, sanitation, greening the campus and providing a pollution free healthy environment are followed:

The vehicles owned by faculty or students with pollution check stickers only are permitted into the campus. And vehicle parking space is provided at the main entrance of the college campus. As the campus is vehicle free with some exceptions, students and staff experience comfort walking through the pedestrian friendly pathways.

Single use plastic items such as plastic bottles, bags, spoons, straws and cups are banned completely and awareness is created among staff and students through orientation.

The lawn and the trees provide shade and beautiful ambience. Utmost care is taken to develop and maintain green landscaping by trained gardeners and supervisors.

For cleanliness in our college one sweeper and four peons are appointed. Sweepers clean all the rooms, toilet and lawn regularly. It is important for the college to take care of the health and hygiene of the students and all staff members. We provide clean drinking water to students and all staff members.

File Description	Documents
Documents and/or photographs in support of the claim	View File
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	Two of the above

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

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

0

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	**D. Any 1 of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<u>View File</u>
Web-Link to the Code of Conduct displayed on the institution's website	<u>View File</u>
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

Best practice 1

Title Cultural Diversity: Unity in Diversity

Context: The student to the institution comes from different castes and religion, our college promotes the 'Unit of Diversity' through organising of various cultural programmes and tries to achieve the Institutional Best Practice as "Cultural Diversity"

Practice:

The institution has been taking following measures to achieve the best practice:

• Holi is celebrated on the college campus.

• Hawan is organised at the start of the session.

Every festival is given equal respect in this institution

Evidence:

The Academic Calendar is followed accordingly to celebrate all cultural programmes in the following academic year and maximum students actively participated in the programme.

Best practice - 2

Counselling and Mentoring System for Students

Objectives:

To minimise dropouts, improve performance and reduce stress of the students through personal counselling.

. The Practice.

• Their academic performance and other activities are all recorded.

• The mentors also counsel the students in need of emotional problems.

• Mentors take special care of weak students, who are given advice on how to study, prepare a time table for study and clarify the

doubts and also given notes to study.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
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

Defining our Academic Success Excellence Defining our success as an institution requires us to carefully assess our students. Our students proved their academic excellence by getting 8 positions out of the first 10 positions in university exams. We aim to have a positive impact in our community and the wider society by producing graduates who exceed average expectations. Learning is dependent on the pedagogical approaches teachers use in the classroom. Effective pedagogy has led to academic achievement, social and emotional development, acquisition of teaching skills, and a general ability to contribute to society. Some of the pedagogy strategies include the following: 1) strong grasp of pedagogical approaches specific to the subject matter and age of the learners (also called pedagogical content knowledge) 2) Appropriate use of whole class, small group, and pair work 3) Meaningful incorporation of teaching and learning materials in addition to the textbook and 4) A positive attitude towards students and belief in their capacity to learn.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	**No File Uploaded**