



## **YEARLY STATUS REPORT - 2021-2022**

### **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/download/AQAR\\_2020-21\\_01202023060310.pdf](https://crcoehsr.ac.in/download/AQAR_2020-21_01202023060310.pdf)

**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/download/Academic\\_Calendar\\_\(2021-22\)\\_01202023094554.pdf](https://crcoehsr.ac.in/download/Academic_Calendar_(2021-22)_01202023094554.pdf)

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B+</b>	<b>2.75</b>	<b>2003</b>	<b>16/09/2003</b>	<b>15/09/2008</b>

**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/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>0</b>

**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
<p>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 blended 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</p>	<p>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</p>

**13. Whether the AQAR was placed before statutory body?**

**No**

- Name of the statutory body

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

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

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>C. R. College of Education, Hisar</b>
• Name of the Head of the institution	<b>Dr. Chander Prabha</b>
• Designation	<b>Principal In-Charge</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>09416143552</b>
• Mobile No:	<b>9416166262</b>
• Registered e-mail ID (Principal)	<b>principalcrcoehisar@gmail.com</b>
• Alternate Email ID	<b>rameshsandhu64@gmail.com</b>
• Address	<b>C.R. College of Education, Rajgarh Road, Near Radio Station, Hisar, Haryana</b>
• City/Town	<b>Hisar</b>
• State/UT	<b>Haryana</b>
• Pin Code	<b>125001</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>
• Financial Status	<b>Grants-in aid</b>

• 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				
<b>3.Website address</b>	<a href="https://crcoehsr.ac.in/">https://crcoehsr.ac.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://crcoehsr.ac.in/download/AQAR_2020-21_01202023060310.pdf">https://crcoehsr.ac.in/download/AQAR_2020-21_01202023060310.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://crcoehsr.ac.in/download/Academic_Calendar_(2021-22)_01202023094554.pdf">https://crcoehsr.ac.in/download/Academic_Calendar_(2021-22)_01202023094554.pdf</a>				
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<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	0	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			No		
• Upload latest notification of formation of IQAC			No File Uploaded		

<b>9.No. of IQAC meetings held during the year</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>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.</p>		
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Plan of Action	Achievements/Outcomes				
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<b>13.Whether the AQAR was placed before statutory body?</b>	<b>No</b>				
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>					
<table border="1"> <thead> <tr> <th>Name of the statutory body</th><th>Date of meeting(s)</th></tr> </thead> <tbody> <tr> <td><b>Nil</b></td><td><b>Nil</b></td></tr> </tbody> </table>	Name of the statutory body	Date of meeting(s)	<b>Nil</b>	<b>Nil</b>	
Name of the statutory body	Date of meeting(s)				
<b>Nil</b>	<b>Nil</b>				
<b>14.Whether institutional data submitted to AISHE</b>					
<table border="1"> <thead> <tr> <th>Year</th><th>Date of Submission</th></tr> </thead> <tbody> <tr> <td><b>2020-21</b></td><td><b>Nil</b></td></tr> </tbody> </table>	Year	Date of Submission	<b>2020-21</b>	<b>Nil</b>	
Year	Date of Submission				
<b>2020-21</b>	<b>Nil</b>				
<b>15.Multidisciplinary / interdisciplinary</b>					
<p>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</p>					



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. Issues of Climate Change, isolation of elderly people, and health care are society's most pressing challenges which institute plans to engage through multidisciplinary research.
<b>16.Academic bank of credits (ABC):</b>
NIL
<b>17.Skill development:</b>
Nil
<b>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>
The 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.
<b>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</b>
<p>Formulation of program learning objectives</p> <p>formulation of program specific learning outcomes</p> <p>formulation of course learning outcomes</p> <p>sufficient exposure to students in different teaching and co curricular activities</p> <p>monitoring and recording the performance of students and giving them feedback</p> <p>engaging students in micro lessons Mega lessons and real teaching lessons</p> <p>during internship feedback is sought from the practice schools</p> <p>Thus through robust evaluation planning and practical assessment tools, objectives are achieved</p>

**20.Distance education/online education:****Extended Profile****2.Student**

2.1 396

Number of students on roll during the year

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

2.2 400

Number of seats sanctioned during the year

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

2.3 221

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

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

2.4 196

Number of outgoing / final year students during the year:

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

2.5 Number of graduating students during the year 196

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

2.6 396

Number of students enrolled during the year

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

<b>4.Institution</b>	
4.1  Total expenditure, excluding salary, during the year (INR in Lakhs):	<b>4,27,277</b>
4.2  Total number of computers on campus for academic purposes	<b>15</b>

<b>5.Teacher</b>	
5.1  Number of full-time teachers during the year:	<b>09</b>

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

5.2  Number of sanctioned posts for the year:	<b>09</b>
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<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The college has the mechanism for delivery and documentation of the curriculum set by the university to achieve the educational, social, and cultural objectives. In the beginning of the session, an orientation programme is conducted for the new students. The principal and staff members discuss the curriculum and prepare an academic calendar. Time table is framed according to the credit given to each course. Teachers' time table and class time table are prominently displayed on college notice boards for students.</p>	

Successful implementation of academic calendar is achieved by distributing responsibilities among teachers in the form of different cells, clubs and committees after due deliberations and discussion of faculty with the principal. Information regarding academic and co curricular activities is circulated through notices, whats app group and email. Professional growth of teachers is emphasised pertinently by the institution by stimulating them to join faculty development programmes, workshops and other MOOC programmes. Students are sensitised on different social issues such as cleanliness, health and hygiene, gender issues and issues related to specially abled persons. Visits to the Red Cross, villages and enrichment programmes provide wholesome experiences . Thus the Institute is committed to develop its students holistically by encouraging them to attend/ participate in such events

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

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

**D. Any 2 of the above**

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

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

**D. Any 1 of the Above**

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

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****19**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<b>Nil</b>

**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	<b>No File Uploaded</b>
Brochure and Course content along with CLOs of value-added courses	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****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
<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	
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
<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>	
0	
<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>	
0	

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

### 1.3 - Curriculum Enrichment

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

Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas.

The curriculum focuses mainly on three components: The first component is fundamental knowledge and pedagogical knowledge related to the philosophical, sociological, psychological, teaching-learning and constitutional base of imparting education. The second component gives importance to the development of teaching and communication skills among student- teachers. The third component provides an opportunity for an experiential learning/ internship in government /private school for 04 weeks in Ist year and 16 weeks in 2nd year. All of these three components provide an opportunity to the students to acquire knowledge, skill,value and positive attitude towards teaching and help them to develop professional skills and ethics. All these components are reflected in our academic calendar, timetable, and academic culture of our institution. Student teachers demonstrate their knowledge in internal as well as the external examination, skills, values and attitude in their practical examination. Our students got 8 out of top 10 positions in university examinations. 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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
Photographs indicating the participation of students, if any	<b>No File Uploaded</b>

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	<b>No File Uploaded</b>
Documentary evidence in support of the claim	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

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

- **Orientation programme**
- **Division of students in tutorial groups**
- **Micro teaching and mega teaching**

- Curriculum transaction to develop a fundamental knowledge base.
- School internship
- Organisation of awareness programs in the form of extension lectures, speech and open discussion, slogan writing, poster making, essay writing, rangoli, powerpoint presentations, mehndi rachao, and many more
- Literary events and competitions like declamation, speech competition

all these above mentioned points definitely enrich their understanding and facilitate in helping them in being a good teacher. Classroom teaching through all the subjects in curriculum, supplements their skills, knowledge and creative faculties in respective fields.

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

#### 1.4 - Feedback System

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

One of the above

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

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

Feedback collected and analysed

the following

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

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

200

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

200

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

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

80

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

80

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

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

11

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

11

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

## 2.2 - Honoring Student Diversity

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

Nil

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	Four/Three of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	Three of the above

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

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

1:25

### 2.2.4.1 - Number of mentors in the Institution

1:25

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.3 - Teaching- Learning Process

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

Teachers 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 through google classroom as well as through whatsapp.To gain the field work experience students are sent for Internships in different Institutions. Presentations were given by students for enhancing their confidence, communication skills and knowledge.

Course wise detail of modes of teaching and learning adopted by the teachers is as follows:

### 2.3.1 Various modes of learning

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://crcollege.sdcollegeambala.org/">https://crcollege.sdcollegeambala.org/</a>
Any other relevant information	No File Uploaded

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

396

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

### 2.3.4 - ICT support is used by students in various learning situations such as

One of the above

**Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	<a href="https://www.youtube.com/@poornimadevi7844">https://www.youtube.com/@poornimadevi7844</a>
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

#### **Nature of mentoring efforts in the institution**

All the staff members of the college cooperate and guide each other. Thus junior staff and new students of the college are informed by their senior colleagues and teachers about the customs and policies of the college. Therefore, we share our experiences with them to solve the problems and challenges at the workplace. Recognizing the diversities of the students including linguistic, regional and social perspective etc. Learning opportunities are provided for all students with their different abilities. All the employees of the college work in full coordination with their colleagues and administration. The environment of the college is democratic. The conduct of all the staff members is exemplary. Understanding, cooperating and guiding each other's feelings is a custom, in which everyone respects each other.

All efforts to maintain a balance between college work and home work such as, excursions, yoga etc. are organized from time to time. Positive relationships with each other, regular routine and cordial behavior by the administration towards their subordinates make the workplace environment pleasant.



All staff members conduct educational research.We keep ourselves abreast with the current global academic perspective through various seminars, conferences, faculty development programs etc.

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

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

Two of the above

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

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

The curriculum transaction in the college is basically experience based, participatory and learner-centric. All the facilities available in the college are 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 organised various literary, co-curricular and sports activities including celebration of various important days like International women day etc. Drama and art in education Inculcates in our students communication skills,

empathy,awareness along with creativity.Programs like awareness campaigns on drug de addiction nurture thinking skills and solutions of existing problems in society.

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

## 2.4 - Competency and Skill Development

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

Five/Six of the above

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

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP)**

Six/Seven of the above

<b>Identifying varied student abilities Dealing with student diversity in classrooms</b> <b>Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>													
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td><a href="#">View File</a></td></tr> <tr> <td>Reports and photographs / videos of the activities</td><td>No File Uploaded</td></tr> <tr> <td>Attendance sheets of the workshops / activities with seal and signature of the Principal</td><td>No File Uploaded</td></tr> <tr> <td>Documentary evidence in support of each selected activity</td><td><a href="#">View File</a></td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Reports and photographs / videos of the activities	No File Uploaded	Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded	Documentary evidence in support of each selected activity	<a href="#">View File</a>	Any other relevant information	No File Uploaded	
File Description	Documents												
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Reports and photographs / videos of the activities	No File Uploaded												
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded												
Documentary evidence in support of each selected activity	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<b>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</b>	<b>Two of the above</b>												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td><a href="#">View File</a></td></tr> <tr> <td>Details of the activities carried out during the academic year in respect of each response indicated</td><td><a href="#">View File</a></td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>	Any other relevant information	No File Uploaded					
File Description	Documents												
Data as per Data Template	<a href="#">View File</a>												
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning</b>	<b>Three of the above</b>												

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

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

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

Two of the above

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

**2.4.6 - Students develop competence to organize academic, cultural, sports and**

One of the above

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

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

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 practice teaching but opportunities to participate in activities of the school like a regular teacher. In

C.R. College of Education, Hisar, we have an effective monitoring mechanism during internship programmes in which first of all the student teachers are given the opportunity to observe the demonstration classes of the teachers in the college campus. In micro-teaching pupil teachers give micro and mega lessons for practice in different 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

##### 2.4.9.1 - Number of final year students during the academic year

196

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural**

One/Two of the above

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

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

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

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

  

<b>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)</b>	Two of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	No File Uploaded

  

<b>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	One of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

  

<b>2.5 - Teacher Profile and Quality</b>
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**2.5.1 - Number of fulltime teachers against sanctioned posts during the year****8**

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

**2.5.2 - Number of fulltime teachers with Ph. D. degree during the year****6**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.5.3 - Number of teaching experience of full time teachers for the during the year****171****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****171**

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

colleagues and with other institutions on policies and regulations

Teachers at our institution work diligently to stay current by taking part in professional development courses held at various national, state, and regional levels. The entire teaching staff discusses and shares recent developments and challenges in these programmes. These discussions aid in the modification of the current setup or framework in academic and extracurricular areas. Our college has many teachers who are part of organisations like IPDA, CET Haryana, and AIAER. All working professionals' minds are expanded by the information sharing among teachers inside the college and with other institutions, and they stay up to date on cutting-edge techniques in teacher education as a result.

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

## 2.6 - Evaluation Process

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

Teachers at C.R. 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. 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	<b>Three of the above</b>
File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>
<b>2.6.3 - Mechanism for grievance redressal related to examination is operationally effective</b>	
<p><b>Mechanism for grievances redressal related to examination</b></p> <ul style="list-style-type: none"> <li>• The criteria adopted is as directed by the University</li> <li>• In the beginning of academic session the students are informed about the components of assessment process throughout the year</li> <li>• Entire assessment tests are scheduled as per University and communication to the students well in advance</li> <li>• The marks obtained by the students in internal assessment tests are uploaded on the university web portal</li> <li>• Day to day performance is assessed including regularity ,attendance ,timely submission of assignments</li> <li>• Redressal of grievances is done at different levels ,that is</li> </ul>	

,departmental level and college level. Continuous evaluation of students is carried out by faculty regarding theory lectures, assignments and unit tests. Query if any is discussed with faculty

- College appoints senior supervisor for smooth conduction of examination at the end of term .If students face any problems, they are solved. Grievances related to medium of examination, clash of dates are solved in consultation with the principal

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institute 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 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 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. . The students were asked to submit their assignments through Google classroom also.. The responses of students' projects and assignments were managed and recorded

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

### 2.7.2 - Pass percentage of Students during the year

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

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

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 improvement. Students and teachers have developed a variety of professional and personal qualities through classroom instruction, assignments, and

internship practise. Assignments, home assessments, and observation lessons all tracked pupils' development. The internship was also witnessed by the school principals, who gave them grades of excellent and highly satisfactory. After completing these tasks, students have developed their cognitive abilities as well as their critical thinking, teaching, and other professional skills. Students have acquired interpersonal communication skills, social skills, a positive attitude towards learning, teamwork, collaborative abilities, and democratic principles in addition to their cognitive development. Following the observation lesson, teacher educators and peer groups examine each other's strengths and weaknesses in light of previously established standards.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
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

170

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

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

The knowledge and abilities you want students to have at the end of the course are outlined in the institution's course learning

objectives. At the entrance level, teachers evaluate the behaviour of student teachers and determine their abilities and limitations. Through assessments, the instructor or teacher can determine how well the students are achieving the learning goals. The selection of instructional strategies is followed by guiding student learning towards achieving the goals. Teachers conduct assessments for learning in their classrooms to understand more about how their pupils are learning. It might be official, like a test, or casual, like a conversation between teachers and pupils. Teachers need to be aware of what students already know, can do, and yet need to learn.

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	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

1

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

### 3.3 - Outreach Activities

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

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

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

50

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

50

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

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

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****Nil**

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

<b>3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges</b>	<b>One/Two of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

## 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 adequacy of facilities for teaching and learning varies depending on the specific requirements set forth by statutory bodies, which may differ across different countries and educational systems. However, in general, there are several key areas that are typically covered by these requirements.

One of the most important areas is classroom space and equipment. Statutory bodies often specify minimum standards for classroom size, lighting, ventilation, and seating arrangements, as well as the availability of instructional technology such as projectors, whiteboards, and computers.

In addition, statutory bodies typically set standards for library and laboratory facilities, which may include requirements for the size and scope of collections, the availability of specialized

equipment and resources, and the qualifications of librarians and laboratory staff.

Other areas that may be covered by statutory requirements include student housing, dining facilities, recreational spaces, and transportation options.

Overall, the aim of these requirements is to ensure that students have access to high-quality facilities and resources that support their academic success and well-being. However, it's worth noting that while meeting these minimum standards is important, it may not always be sufficient to provide students with the best possible learning experience

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

**2**

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

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

**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**

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)

12550

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

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

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

46



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

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

None of the above

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

### 4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Nil

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

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

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

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)  
Opt any one:****D. 50 MBPS - 250MBPS****4.3.4 - Facilities for e-content development are available in the institution such as  
Facilities for e-content development are available in the institution such as Studio /  
Live studio Content distribution system  
Lecture Capturing System (LCS)  
Teleprompter Editing and graphic unit**

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

**4.4 - Maintenance of Campus and Infrastructure****4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)****427277**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

In addition to the grant provided by Haryana Government, nominal fee is charged from the students. The entire amount taken as fee is spent on 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	<a href="https://crcoehsr.ac.in/Building.php">https://crcoehsr.ac.in/Building.php</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls**

Five/Six of the above

<b>Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls</b> <b>Indicate the one/s applicable</b>													
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Geo-tagged photographs</td><td><a href="#">View File</a></td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	<a href="#">View File</a>	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>E. None of the above</b>												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template for the applicable options</td><td>No File Uploaded</td></tr> <tr> <td>Institutional guidelines for students' grievance redressal</td><td>No File Uploaded</td></tr> <tr> <td>Composition of the student grievance redressal committee including sexual harassment and ragging</td><td>No File Uploaded</td></tr> <tr> <td>Samples of grievance submitted offline</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	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	
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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												
<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>													

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
3	189

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
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).

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

24

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

### 5.3 - Student Participation and Activities

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

Nil

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

**5.3.2 - Number of sports and cultural events organized at the institution during the year****2**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	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.

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

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

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

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

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

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

## 6.2 - Strategy Development and Deployment

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

Everything has altered since the pandemic COVID-19 broke out, and completely new strategies have been implemented. However, a new educational system has come up with a number of solutions, such as

online virtual classes, to address the issue. The academic year 2021-22 was spent taking classes in blended mode. Our college offered online courses using a variety of tools, including Zoom, WhatsApp, Google Classroom, and Google Meet. Utilising the already existing internet technologies, online education platforms have supported the continuation of education. A BSNL fibre broadband connection is available at our campus. Through Google Classroom, the Moodle Learning Management System, and other platforms, all teachers share their PPTs with the students. Our live classes were delivered using Google Meet and face to face. In the WhatsApp group and Google Classroom, we exchange Google Meet links.

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

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

The functioning of institutional bodies is effective and efficient as visible in our policies, administrative setup, appointment and service rules.

#### Policies:

The policy of our college is to bring transparency in the functioning of the college through various bodies. Various bodies work to bring efficiency and effectiveness in the functioning of the college. Various curricular and co curricular activities are organised from time to time for the allrounder of the personality of the students. All the decisions are taken in a participatory approach.

#### Administrative setup

Our college is governed by a governing body which includes a managing committee elected by the Jaat Education Society members, principal of the college, member of the staff of the college and

government and University Nominee. This committee takes all decisions regarding the Welfare of the college. The college is administered by principal with the help of various committees to implement all the decisions of the governing body.

#### Appointment and service rules

The appointment of teaching as well as non teaching staff on regular basis is done by publishing the vacancies in the newspaper at National level and selection is made by a selection committee consisting of the President of governing body, subject experts, nominee of the Universities and nominee of the government in a fair and transparent way. All the employees follow the service rules prescribed by the Haryana government.

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

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

Three/Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution is run by a number of committees and cells, including the committees for admission, purchases and building, discipline, anti-ragging, exams, internships, and women's issues. By assigning tasks to teaching and non-teaching staff members, the committee effectively implements all of its important decisions.

For B.Ed. admission at the university level, an online approach is used. The university posts advertisements for this and seeks applications at its level. Students are assigned colleges by the university based on their merit and in the colleges of their choice.

In our college, an admissions committee has been established. With the principal's approval, this committee makes all admission-related decisions. All students' certificates are examined at the time of admission.

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

### 6.3 - Faculty Empowerment Strategies

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

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

- The college grants academic leave to the teaching staff for attending /parenting research papers in national/international seminars/ conferences.

- The college provides residential accommodation to the principal and two teachers in the college campus.

**Welfare measures for non-teaching staff :**

- The college provides residential quarters to two non-teaching staff and six class IV employees in the college campus.
- The college also provides uniforms/dress to class IV employees.

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

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

0

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

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

0

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

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

2



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

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

C.R.C.O.E. Hisar 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	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.4 - Financial Management and Resource Mobilization

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

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.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

**Institutional strategies for mobilization of funds and the optimal utilization of resources are in place**

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. The expenditure is done by purchase and constructor constructive construction committee in a transparent way. There is a mechanism of internal audit And this act is done by a teacher as a Bursar. The external audit is done

by a chartered accountant hired by the college.

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

## 6.5 - Internal Quality Assurance System

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

Student teachers must possess in-depth knowledge of subject and pedagogy, teaching abilities, and a positive attitude towards the teaching profession in order to improve quality and prepare competent teachers. The institution's IQAC works to advance its members' pedagogical knowledge, skills, and attitudes towards the teaching profession. To institutionalise its Quality Assurance plan, the institution uses a structured mechanism. The institution creates an academic calendar that provides the chance for theoretical knowledge to be improved through regular classes, teaching skills to be developed through micro, mega, and real-teaching practice/internship in schools, co-curricular activities to mark significant days, evaluation procedures, and teacher and student feedback. The acquisition of theoretical knowledge and pedagogical abilities is a gradual process that also involves the gradual development of positive attitudes.

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

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

The goal of the teacher education programme is to equip student teachers with the pedagogical knowledge, skills, and experience learning necessary to become effective teachers. The college uses

three different teaching-learning strategies. To develop pedagogical knowledge and skills, the institution uses online, offline, or blended teaching methods in the classroom. It also organises micro- and mega-teaching programmes to improve teaching techniques and places student teachers in classrooms for internships and hands-on learning. The institution frequently evaluates its teaching and learning process based on feedback from teachers, students, and school administrators in order to improve the process and quality. In order to impart theoretical knowledge with students' active participation, the institution adjusted its schedule, teaching methods, and co-curricular activities and practice teaching programme.

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

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

8

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

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

Two of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://crcoehsr.ac.in/mom.php">https://crcoehsr.ac.in/mom.php</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://crcoehsr.ac.in/aqar.php">https://crcoehsr.ac.in/aqar.php</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

**Incremental improvements achieved within the institution**

**Significant Improvements were achieved in academic and administrative areas.**

**IQAC strictly monitors academic and administrative domains of the institution to promote quality in functioning. During 2021-22 too, there was some effect of covid-19 and it affected the teaching learning process and the mode of classes from face to face which shifted to blended mode. Our teachers used Google classroom, Google meet and other platforms to teach students. Subject matter, assignments, class tests were available on such platforms and all efforts were made to make the process student friendly. Improvements were visible with time in the mode of conducting**

classes, exchanging reading material, and manner of asking questions.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

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

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

Waste management policies are designed to ensure the proper disposal, handling, and management of waste generated by institutions. The implementation of these policies is critical to promote environmental sustainability, reduce pollution, and protect public health.

Institutions usually create waste management policies that include guidelines for reducing, reusing, and recycling waste. The policies also outline procedures for disposing of hazardous waste and managing non-hazardous waste. These policies are typically based on local, state, and federal regulations, and they are updated regularly to reflect changes in waste management practices.

To implement waste management policies, institutions typically designate a waste management team or hire a waste management company to oversee waste management activities. The team is responsible for monitoring waste generation, managing waste streams, and implementing waste reduction strategies.

The implementation procedure typically involves several steps, including identifying the types and quantities of waste generated, developing a waste management plan, establishing waste reduction targets, and implementing waste reduction strategies. Institutions may also conduct waste audits to identify areas where waste can be reduced and develop programs to educate employees and students about waste reduction and recycling.

In summary, waste management policies and their implementation procedures are critical for promoting environmental sustainability and reducing pollution. By following these policies and procedures, institutions can minimize their impact on the environment and protect public health.

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

**7.1.3 - Institution waste management practices 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	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

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

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

**The institutional initiatives for maintenance of cleanliness, sanitation, greening the campus and providing a pollution free healthy environment are as follows:**

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

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

Four of the above

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

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

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	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### Best practices

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

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

### 7.3 - Institutional Distinctiveness

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

The college aspires to be a premier institution with a centre of excellence in education that caters to the needs of the local community. We encourage students to have a sense of global brotherhood and patriotism in order to give knowledge of the highest calibre and achieve achievement. The college exposes all students to such opportunities that engages them fully in all academic, extracurricular, and extension activities in order to assist the student's complete development. We organises various activities such as a talent search programme, talks and debates, participation in regional and zonal youth festivals, assignments and projects, a curriculum for skill development, and sports for the all round development of the personality of the students.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded