



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

C.R.COLLEGE OF EDUCATION,HISAR

**C.R. COLLEGE OF EDUCATION, RAJGARH ROAD, NEAR RADIO STATION,
HISAR, HARYANA**

125001

www.crcoehsr.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Chhaju Ram College of Education, Hisar is one of the best colleges of education in Haryana. It was inaugurated in 1968 by the then Governor of Haryana – Shri B.N. Chakravarti. At that time, it was the fifth college of education in Haryana. Presently It is a co-educational, grant-in-aid college affiliated to Guru Jambheshwar University of Science and Technology, Hisar . It is located in urban Hisar on Rajgarh Road near All India Radio Station with a campus area of 18.5 acres. C. R. College of Education in Hisar stands as a distinguished institution for teacher training in Haryana, boasting a legacy as one of the oldest establishments offering B.Ed. programme. Its primary objective is to prepare adept and effective educators. Reflecting its commitment to this cause, the college's motto, "LifeLong Learning," encapsulates the profound dedication of teachers towards nurturing the future generation. In a rapidly evolving technological landscape where traditional values often take a backseat, teachers are entrusted with the crucial task of serving as beacons of morality and guidance for the youth. The college boasts impressive infrastructure, including a striking building, expansive lawns, laboratories, and well stacked library, all contributing to a conducive learning environment. Complementing these physical assets is a faculty characterised by high qualifications and unwavering dedication. The institution's ethos revolves around fostering holistic development, emphasizing the importance of values-based education, and preserving cherished traditions. In navigating the challenges posed by technological advancement, teachers are called upon to serve as exemplars and guides for their students. Their role extends beyond imparting knowledge to shaping character and instilling essential life skills. With a focus on harmonious personality development, C. R.College of Education ensures that students are equipped not only with academic prowess but also with the moral compass necessary for responsible citizenship. The college prides itself on its track record of success, having achieved numerous milestones and earned a reputation for producing motivated and outstanding educators who positively impact society.

Vision

Vision and Mission Statements of the institution

? To develop the institution as a centre of quality education so as to provide outstanding teachers with a perfect blend of human values and technical skills and updated knowledge

- ? To inculcate values among students teachers in Indian context
- ? To strive for the achievement of equity, access and quality in teacher education.
- ? To promote creation of knowledge rather than rote memorization
- ? To develop high order thinking skills among the students.
- ? To promote integration of ICT in teaching-learning and governance of the students.
- ? To strive for excellence in the educational system to meet the challenges of the 21st century.

- ? To educate the student teachers to become reflective teachers.
- ? To prepare teachers for the 21st century but rooted in Indian culture, ethos and values.

“Education is the most powerful weapon which you can use to change the world” - Nelson Mandela

Mission

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1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Centrally located and easily accessible
- Spacious building with beautiful landscape
- Systematically designed curriculum
- Organisation of extension lecture, awareness program and co-curricular activities
- Rigorous micro, mega and real teaching practice

- Admission procedure on merit basis as per the norms of state government
- Mentoring facilities available to college students
- Orientation programmes organised for students and teachers
- Heterogeneous student population
- Safe and secure campus
- Excellent result in academic and Co-curricular activities
- A team of dedicated teachers and office staff
- Active and vibrant women cell for gender sensitization
- Well established and functional units/ clubs/ cells to engage in outreach programs within and outside the campus
- Bank inside the campus

Institutional Weakness

As noted American English poet Robert Frost so eloquently phrased it, "——— and miles to go before I sleep, and miles to go before I sleep," each organisation on the route to growth has a number of obstacles and must work hard to overcome them. The college accepts responsibility for its flaws and works tirelessly to achieve excellence in all areas of instruction. The following are some areas that require reconsideration and corrective action:

- Infrastructure to be added to the increasing demands
- Shortage of rooms
- .Being an affiliated college, the limited scope of curriculum revision, assessment, evaluation, examination improvement, and structure of courses due to lack of autonomy
- Insufficient number of permanent teachers
- Placement activities and Alumni cell need to be strengthened
- ICT support System has to be made more efficient
- Library needs to be automated
- Research and outreach activities can be increased.

MOU are required

Institutional Opportunity

- **Situated centrally in the heart of the city, the institute's location has contributed to the inclusiveness and diversity of the college. All stakeholders, including eminent scholars and experts can visit the college with ease.**
- **The college fulfils some of the criteria including infrastructure and additional land of 2.5acres along with Law college and C.R. public school inside the campus.**
- **The college has ample opportunities to introduce need- based courses which generate employability.**
- **Due to its central location, collaborative research and other activities with nearby institutes can be done.**
- **Practice Teaching School owned by the institute will be helpful for the overall development of students where they can learn basic things pertaining to teaching and life skills, etc. It will also help for their livelihood (learn and earn).**
- **Transportation facility is needed for educational tours and visits.**
- **Requirement of facilities such as post office, cooperative store, etc. in the campus so that all the stakeholders can be benefitted and they can save their time**

Institutional Challenge

- **The college has more than basic infrastructural facilities. However, there is much more room for updating and adding to the existing infrastructure, especially in the area of IT. Component to meet the modern requirements after proper approval from the government.**
- **The college faces immense challenges while planning to organise Symposia and Conferences at the International level in the form of Government funding and various formalities.**
- **Being a Grant-in aid Institution, the road map for establishing MOU with reputed institutions is a bit difficult.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Academic calendar is designed for the entire session with the collaboration of the Principal , IQAC and faculty members.
- Balance is maintained in academic and extracurricular activities
- Teachers are encouraged to participate in faculty development program
- Orientation programme for teachers and students are organised
- Provision for enrichment activities, educational trips and social legal awareness programs
- Internship of 4 weeks for students of 1st year and of 16 weeks internship for 2nd year students to harness their teaching skills
- Program learning objectives and course learning objectives are communicated to students and teachers through orientation programmes
- Division of students in tutorial groups while focusing on child centeredness
- Substantial improvement in teaching skills through micro and mega teaching session with closed supervision and feedback
- Feedback sought from practice teaching schools regarding performance of interns.
- Intern are encourage to contribute in all the activities and functions organised during internship

Teaching-learning and Evaluation

- Every year 200 new students are enrolled through the merit list provided by Guru Jambheshwar University of Science and Technology Hisar
- Seats are filled up as per applicable reservation policy
- Use of multimodal teaching strategy to improve learning outcomes
- ICT support for the learning of students
- Development of professional attributes in student by the teacher

about recent developments in the field of education by encouraging them to attend seminar webinars etc.

- Cultivation of creativity, empathy and life skills among students
- Organisation of preparatory activities for school based practice teaching

- **Student develop competence to organise academic,Cultural sports and community related events through involvement in preparatory arrangements of conducting the events**
- **Planning of internship program with the selection of schools, number of students in each school, nature of inter engagement, monitoring mechanism and appraisal of their performance**
- **Active participation of teachers in professional development courses and sharing information with the college**
- **Student learning evaluation is continuous and transparent**
- **Mechanism for grievances redressal is in place**
- **Academic calendar for the conduct of internal evaluation**
- **Pass Percentage of students during the last 5 years is more than 95%**
- **Number of students achieving on an average 70% or more in internal assessment is 170 out of 200 students**

Infrastructure and Learning Resources

- **Adequate physical facilities in the form of Six class rooms, two science lab, computer lab, Home Science Lab.**
- **Robust Sports Complex with 400 mtr track**
- **Fitness centre with gym**
- **Provision for access to Wi-Fi, Internet and 15 computers**
- **Availability of slide projector, Epidiascope,OHP, T.V, camera, printers photostat machine, CCTV cameras, LCD projector, LED projectors**
- **Volleyball court and football field**
- **Student Computer ratio is 25:1**
- **Books and Journals are added to the existing stock in college library**
- **Organisation of Annual Athletic Meet, cultural and social awareness programs**

Student Support and Progression

- **common room for girls**
- **Student support facilities are available in the form of:**
- **Vehicle parking**
- **Safe drinking water**
- **Canteen**
- **Toilet for boys and girls**
- **Recreational facility**
- **Sanitary napkins vending machine**
- **Bus- Pass facility**
- **Grievances redressal mechanism**
- **Total number of graduating students during the last 3 years is 577**
- **Student Council was formed in 2018-19 which played pivotal role in institutional functioning**
- **Many sports and cultural events were organised at the institution**

Governance, Leadership and Management

- **The institution adopts a decentralised participatory approach in governance.**
- **Responsibilities are delegated to a committee composed of conveners co- co-conveners, members etc.**
- **Committees are constituted for admission ,examination, time table, discipline ,purchase construction ,disposal, sports, cultural activities**
- **Governing body of the institution has four nominees from our college two from teaching faculty and two from non teaching faculty**
- **Maintenance of transparency in financial academic, and administrative affairs**
- **Purchase committee, bursar, chartered accountant ,auditors perform their roles fairly as per rules.**
- **All types of events planned by different cells and committees are conveyed and displayed well in**

advance after discussion among members and convener of committee

- **Fair and transparent selection committee appoints teachers as per service rules having nominees of government and affiliating university**
- **All the employees abide by the service guidelines laid by government of Haryana**
- **Regarding faculty empowerment strategies, the college grants academic leave to teaching staff for attending or presenting papers in seminars conferences**
- **The college provides residential accommodation to some employees**
- **Provision of uniform / dress to class 4 employees**
- **Annual confidential report of the employees, API and involvementment in academic and co curricular and administrative tasks is the criteria for performance appraisal system and advancement in career**
- **Number of teachers who underwent faculty development programmes is Five.**
- **IQAC contributes to the maintenance of quality education by framing academic calendar, developing teaching skills through micro and Mega teaching sessions, internship in schools ,organisation of functions .**

Institutional Values and Best Practices

- **Dense plantation and sprawling lawns lower energy consumption and enhanced aesthetic appeal**
- **Sufficient efforts to make our Institute plastic free ,zero waste campus**
- **Reuse of paper and move toward paperless office**
- **Biodegradable waste is dumped in a pit to be used as manure for our garden.**
- **Separate containers are kept for collection of dry and wet waste.**
- **Cleanliness and sanitation drives are organised time to time**
- **Economical usage of water leading to reduced wastage.**
- **Green practices are followed by Institute include creation of footpath and green landscaping with trees and plants in addition to the above mentioned features**
- **Some of our employees use bicycles and E-vehicles.**
- **Institutional code of conduct is displayed on institutional website**

- A host of events include Talent Hunt, discussions, debates, assignments, projects, participation in festivals at regional and zonal level.
- Encourage students to participate in online and offline competitions organised by different educational institutions at various level- state, National, international

Research and Outreach Activities

- In house support is provided by the institution to the teachers for research proposals in the form of organising interactive sessions
- Number of research papers /articles published in journals notified on UGC website during the last five years is 25
- The number of books /chapters/ Papers in National, International Conference proceedings published in the last five years is 9.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	C.R.COLLEGE OF EDUCATION,HISAR
Address	C.R. College of Education, Rajgarh Road, Near Radio Station, Hisar, Haryana
City	Hisar
State	Haryana
Pin	125001
Website	www.crcoehsr.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Urmila Malik	01662-254458	9416166262	01662-254458	principalcrcoehisar@gmail.com
IQAC / CIQA coordinator	Urmila Malik	01662-1662254458	7015332826	01662-254458	naaccrce@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Haryana	Guru Jambheshwar University of Science and Technology	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-07-1968	View Document
12B of UGC	01-07-1968	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	26-12-2010	12	As the institution is Permanently recognized by NCTE there is no need to seek approval every year

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	C.R. College of Education, Rajgarh Road, Near Radio Station, Hisar, Haryana	Urban	18.5	2102.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,B.Ed.General	24	Graduation	English + Hindi	200	200

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				11			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	7	2	0	9
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		0	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	19	1	0	0	20
	Female	180	0	0	0	180
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	7	9	10	10
	Female	35	34	37	29
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	11	9	12
	Female	59	57	58	62
	Others	0	0	0	0
General	Male	9	5	7	11
	Female	84	84	79	76
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		200	200	200	200

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Nil
2. Academic bank of credits (ABC):	Nil
3. Skill development:	Nil
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Nil
5. Focus on Outcome based education (OBE):	Nil
6. Distance education/online education:	Nil

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Nil
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Nil
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Nil
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness drives for students in the form of rally, Discussions on ethical voting etc
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Makes efforts to enroll students above 18 years as voters in collaboration with district election office

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
394	399	396	382	389
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	200	200
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
94	95	95	95	86
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
194	196	196	182	189
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
192	196	196	163	189
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
394	399	396	382	389
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	09	07	07
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2**Number of Sanctioned posts year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	09	09	09
File Description		Document		
University letter with respect to sanction of p		View Document		

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2022-23	2021-22	2020-21	2019-20	2018-19
2178362	427277	420341	1435603	1155919
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 15**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The college takes a multifaceted approach to fulfilling its academic, social, and cultural objectives, leveraging various mechanisms to ensure a well-rounded educational experience for its students. At the outset of each year, new students are welcomed into the fold through an orientation program, laying the groundwork for their academic journey ahead. Under the stewardship of the principal and staff, the academic calendar is meticulously crafted, with due consideration given to the credit allocation for each course. This structured schedule is readily accessible to students via college notice boards, facilitating seamless navigation of their classes and teacher schedules.

Crucially, the institution recognizes that academic enrichment extends beyond the confines of the classroom. To this end, a plethora of extracurricular and co-curricular activities are meticulously curated and communicated to students through various channels, including emails, WhatsApp groups, and notices. Through participation in these activities, students are afforded the opportunity to explore diverse interests and cultivate essential life skills, fostering their holistic development.

Moreover, the college places a premium on the professional growth of its faculty, recognizing them as pivotal agents of change in the educational ecosystem. Teachers are actively encouraged to engage in faculty development programs, workshops, and Massive Open Online Courses (MOOC, equipping them with the requisite tools and knowledge to deliver high-quality instruction. This emphasis on continuous learning not only enhances the pedagogical prowess of educators but also enriches the overall academic experience for students.

Beyond academic pursuits, the college is committed to nurturing socially conscious individuals, cognizant of their role as responsible global citizens. Pupils are provided with social education on a diverse array of topics, ranging from disability awareness and gender equality to health and hygiene. Furthermore, the institution endeavours to broaden students' horizons through experiential learning opportunities, including educational trips and enrichment activities. By actively encouraging student participation in these events, the college seeks to instil values of empathy, inclusivity, and civic responsibility, thus shaping well-rounded individuals poised to effect positive change in society.

In essence, the college's holistic approach to education underscores its unwavering commitment to fostering academic excellence, social awareness, and cultural enrichment. Through a synergistic blend of academic rigour, extracurricular engagement, and social consciousness, the institution endeavours to empower students with the knowledge, skills, and values necessary to thrive in an

increasingly interconnected world.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

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 last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 100**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 0

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

The curriculum of our institution is meticulously structured around three key components, each designed to foster the holistic development of student-teachers. Emphasis is placed on cultivating fundamental knowledge and pedagogical understanding across various domains including philosophy, sociology, psychology, teaching-learning principles, and the constitutional framework of education. This foundational component equips students with a comprehensive understanding of the theoretical underpinnings of education, enabling them to critically engage with educational issues and develop informed instructional practices.

The curriculum prioritises the development of essential teaching and communication skills among student-teachers. Through targeted coursework, workshops, and practical exercises, students enhance their ability to effectively convey information, engage learners, and manage classroom dynamics. By honing these essential competencies, students are better equipped to create dynamic and inclusive learning environments that cater to diverse student needs.

Components of our curriculum offer invaluable experiential learning opportunities through internships in government schools. Over a span of four weeks in the first year and sixteen weeks in the second year, students immerse themselves in real-world teaching environments, applying theoretical knowledge in practical settings under the guidance of experienced educators. This hands-on experience not only deepens their understanding of pedagogical theories but also allows them to develop invaluable practical skills, values, and professional ethics essential for effective teaching practice.

Throughout the curriculum, a strong emphasis is placed on the acquisition of knowledge, skills, values, and positive attitudes towards teaching. These components are seamlessly integrated into our academic calendar, timetable, and institutional culture, ensuring that every aspect of the student experience is geared towards their professional development. Assessment mechanisms, both internal and external, rigorously evaluate student performance, assessing not only their knowledge but also their practical skills, values, and attitudes towards teaching. Furthermore, assessments conducted by school authorities during internships serve as additional validation of the acquisition of teaching skills, values, and attitudes, affirming the effectiveness of our curriculum in preparing competent and ethical educators for the demands of the teaching profession.

File Description	Document
Documentary evidence in support of the claim	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Our institution prepares students to engage effectively with the varied and complex educational landscapes they will encounter in their professional careers in the form of discussions, presentations on diversity of the school system.

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Teacher education programs offer a wide range of experiences to help future teachers grow. They include things like orientation programs, where new teachers learn about the art of teaching. They also join micro groups to learn together and support each other. These groups help them share ideas and learn from each other.

Students also practise teaching in different ways to get better at it. They might practise teaching micro and mega groups. They learn what works best for them and how to improve. They also study different teaching methods and ideas to understand how to teach effectively.

One important part of their learning is their time spent in real schools. This is called a school internship. During this time, students work in classrooms with real students. They learn by doing, seeing what teaching is like in the real world. They learn how to handle different situations and how to connect with students.

Outside classrooms, students take part in many different activities. They attend lectures and discussions to learn more about teaching. They also take part in competitions and events, like writing slogans or making posters, collages, rangoli, essays etc. These activities help them develop important skills like creativity and empathy.

One exciting part of teacher training is literary events and competitions. These events help students improve their speaking skills and express themselves confidently. They learn how to speak in front of others and share their ideas effectively.

When students finally start teaching in classrooms, they have the chance to put everything they've learned into practice. They teach a variety of subjects and use different methods to engage their students. This is where they truly become skilled teachers, inspiring curiosity and learning in their students.

Overall, teacher training is a mix of learning and doing. Students learn about teaching through experiences like orientation programs, group work, and internships. They also take part in activities outside of class to develop important skills. By the end of their training, they emerge as capable and caring teachers, ready to make a positive impact in the lives of their students.

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

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

- 1.Students
- 2.Teachers
- 3.Employers
- 4.Alumni
- 5.Practice teaching schools/TEI

Response: E. Any 1 or none of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 196

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 125.59

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
124	111	111	120	117

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 2.24**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	8	11	1

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

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..

Response:

During orientation students' learning needs are identified and then their involvement in educational programmes is planned thus providing academic support to students

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

Response: C. Any 3 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Data as per Data Template	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 49.25

2.2.4.1 Number of mentors in the Institution

Response: 8

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

In modern education, the adoption of a multiple mode approach to teaching and learning is increasingly recognized as essential for catering to diverse learning styles and enhancing student engagement and comprehension. Let's delve into the varied modes of learning and their rationale for different courses within a program:

- 1.Experiential Learning:** This mode emphasises learning through hands-on experiences, such as experiments, field trips, or simulations. Experiential learning allows students to apply theoretical concepts to real-world scenarios, fostering a deeper understanding of the subject matter.
- 2.Participative Learning:** In participative learning, students actively engage in discussions, debates, and group activities. This mode is particularly effective in humanities and social sciences courses, where critical thinking and communication skills are paramount. By encouraging students to voice their opinions and engage in collaborative problem-solving, participative learning cultivates a deeper understanding of complex issues.
- 3.Problem Solving Methodologies:** This mode focuses on presenting students with authentic problems to solve, often within the context of their field of study.In all teacher education courses, problem-solving methodologies encourage students to apply their knowledge and analytical skills to tackle real-world challenges, preparing them for future careers.
- 4.Brainstorming:** Brainstorming sessions stimulate creativity and innovation by encouraging students to generate ideas freely and without judgement. This approach is beneficial in courses that require creative thinking, such as Drama and art in education, Reading and Reflecting on the text and others. By fostering a collaborative approach to problem-solving, brainstorming enables students to explore diverse perspectives and develop innovative

solutions.

5. **Focused Group Discussion:** Focused group discussions provide a structured platform for students to delve into specific topics or case studies in depth. This mode is commonly used in literature, psychology, or sociology courses to facilitate critical analysis and interpretation of texts or phenomena. By encouraging active listening and respectful dialogue, focused group discussions enhance students' comprehension and communication skills.
6. **Online Mode:** With the proliferation of digital technology, online learning has become increasingly popular across disciplines. Online mode offers flexibility and accessibility, allowing students to learn at their own pace and convenience. Whether through video lectures, interactive quizzes, or discussion forums, online learning complements traditional classroom instruction and provides additional resources for students to reinforce their understanding of course material.

In conclusion, the adoption of varied modes of learning is driven by the need to accommodate diverse learning styles and optimise student engagement and comprehension. By integrating experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussions, and online mode into different courses, educators can create dynamic and immersive learning experiences that cater to the unique needs and interests of their students.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 63.41

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	8	8	0

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 394

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

2.3.4

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

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

Response: D. Any 1 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

In our college, we have a special way of helping new student-teachers get started. We call it mentoring. This means that experienced teachers, called mentor teachers, help and guide the new student-teachers. There's a lot of trust and support between them.

These mentor teachers are like leaders. They show the new student-teachers how things work, like explaining rules and procedures. They also share teaching methods, materials, and other helpful stuff. If there are any problems with teaching or learning, they work together to solve them. And they're not just there for professional help; they also give personal support.

When it comes to teaching skills, our college is really hands-on. We believe in learning by doing. So, the experienced teachers mentor the new ones in developing their teaching skills. They do this through discussions with peers and by observing each other's lessons. There's this thing called micro-mega teaching, where teachers can observe lessons and learn from each other.

But it's not just about teaching. Our college wants to keep up with what's new in education. So, the teachers attend workshops, seminars, and conferences. They also read and write research papers to stay updated.

One thing that's really important to us is having a good relationship with each other. We believe that when people get along well, it helps them handle stress better. We all work together like a big family. And we make sure to take care of our physical and mental health. This means we find a good balance between our work and home life. When we're healthy and happy, we can do our jobs better.

Overall, our college is all about supporting each other and learning together. We believe that with the right guidance and support, anyone can become a great teacher. And by staying connected and taking care of ourselves, we can keep doing our best every day.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. Special lectures by experts

2. 'Book reading' & discussion on it
3. Discussion on recent policies & regulations
4. Teacher presented seminars for benefit of teachers & students
5. Use of media for various aspects of education
6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: D. Any 2 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

The teaching-learning process serves as the fertile ground where the seeds of creativity, innovation, critical thinking, empathy, and life skills are sown and nurtured among students. Beyond the transmission of facts and information, effective teaching sparks curiosity, encourages exploration, and fosters an environment where students feel empowered to question, experiment, and discover.

Creativity flourishes when students are given the freedom to express themselves, think outside the box, and explore diverse perspectives. Through activities that encourage imagination and problem-solving, educators can inspire students to approach challenges with innovation and originality. Whether it's through art, literature, science, or mathematics, the classroom becomes a canvas for students to unleash their creative potential.

Promotional Activities and Programs at C.R. College of Education

1. **Life Skills Communication Classes and Soft Skills Development:** Our institution prioritises the development of essential life skills among students. We conduct a specialised programme focusing on communication skills, soft skills development, and effective time management techniques.

2. **Promotion of Creativity and Innovation:** To foster a culture of creativity and innovation, we organise a plethora of competitions such as poster making, essay writing, short story writing, drama, drawing, dance, singing, wealth from waste, speech, debates, etc. These competitions serve as platforms for students to showcase their talents and innovative ideas.
3. **Participation in Inter-College Competitions:** We actively encourage our students to participate in inter-college competitions. This provides them with exposure to diverse perspectives and helps in polishing their competitive spirit and skills.
4. **Utilisation of ICT Tools for 21st Century Learning:** Recognizing its importance, we train our students to effectively utilise Information and Communication Technology (ICT) tools. Various workshops and sessions are organised to enhance their digital literacy skills.
5. **Celebration of Important Days and Events:** C.R. College of Education organises various literary, co-curricular, and sports activities throughout the academic year. Additionally, we celebrate important days such as International Women's Day, fostering awareness and inclusivity within our student community.
6. **Integration of Drama and Art in Education:** We believe in the transformative power of drama and art in education. These activities not only promote creativity but also instil essential skills such as communication, empathy, and social awareness among our students.
7. **Awareness Campaigns on Social Issues:** Our institution is committed to addressing pertinent social issues. Therefore, we organise awareness campaigns on various social issues.

In essence, the teaching-learning process extends far beyond the boundaries of traditional education, serving as a catalyst for holistic development. By nurturing creativity, critical thinking, empathy, and life skills among students, educators play a pivotal role in shaping future generations who are not only academically proficient but also compassionate, innovative, and resilient individuals poised to make a positive impact on the world.

File Description	Document
Documentary evidence in support of the claim	View Document

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan(IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

2.4.4

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: D. Any 2 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programs in teacher education play a crucial role in shaping aspiring educators into effective teachers of tomorrow. They provide hands-on teaching experience and immerse trainees in the daily activities of a school environment, much like regular teachers. At C.R. College of Education in Hisar, we've established an effective monitoring system for our internship programs, ensuring a comprehensive learning experience for student teachers.

To kickstart their internship journey, student teachers begin by observing demonstration classes conducted by experienced teachers on our college campus. This initial step allows them to grasp teaching techniques and classroom management strategies firsthand. Following this, they engage in micro-teaching sessions where they deliver short lessons to their peers under the guidance and supervision of faculty members. These micro-teaching sessions enable them to practice and refine various teaching skills essential for their future careers.

Observing seasoned teachers in action is invaluable for the development of aspiring educators. It not only enhances their self-awareness but also helps them identify areas for personal and professional growth. Throughout the internship program, each student teacher is assigned a mentor teacher who provides guidance and feedback, fostering reflective practice and encouraging them to question and refine their teaching methods.

The institute allocates schools within Hisar District for student teachers to conduct their internships. Obtaining permission from the District Education Officer (DEO) of the respective schools is a prerequisite for Internship. This ensures that students have access to diverse teaching environments and experiences, enriching their learning journey.

In addition to practical teaching experiences, we emphasise the importance of reflective practice and continuous improvement. To facilitate this, student teachers maintain a supervision diary, where they document their experiences, reflect on their teaching practices, and set goals for improvement. This diary serves as a tool for developing their professional and instructional skills, enabling them to become more effective educators.

Furthermore, we encourage teacher educators to document innovative activities conducted during the internship program. These activities serve as valuable learning experiences for both student teachers and faculty members, fostering creativity and experimentation in teaching approaches.

In essence, internship programs in teacher education are a cornerstone of preparing future educators. Through practical experience, mentorship, and reflection, we empower aspiring teachers to become skilled, adaptable, and innovative professionals ready to make a positive impact in the classroom and beyond.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 1.62

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 120

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: E. Any 1 or none of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

An internship programme in teacher education is crucial for shaping pupil teachers into effective educators of the future. It goes beyond just providing teaching practice; it offers opportunities for pupil teachers to immerse themselves in school activities much like regular teachers. This hands-on experience is invaluable for fostering a genuine understanding of the teaching profession and the

working conditions they'll face.

At C.R. College of Education, we've established a robust monitoring system for our internship programs. We focus on cultivating professional attitudes, values, and interests essential for success in teaching. One cornerstone of this development is the observation of experienced teachers in action. This practice not only enhances self-awareness among teachers regarding their skills but also helps them pinpoint areas where further growth is needed.

Throughout the internship, mentor teachers play a vital role in observing and guiding teacher trainees. This mentoring process encourages reflection on teaching practices and prompts trainees to question their approaches. Additionally, we maintain supervision diaries to track and enhance students' professional and instructional skills, thus contributing to ongoing improvements in the teaching process.

In addition to assessment, we emphasise the importance of documenting innovative activities conducted during the internship period. This ensures that valuable experiences and insights gained during the program are recorded for future reference and improvement.

In summary, our internship program at C.R. College of Education focuses on providing practical experiences and mentorship opportunities that are essential for preparing future educators. Through observation, reflection, and documentation, we aim to equip teacher trainees with the skills, attitudes, and knowledge needed to excel in the teaching profession.

File Description	Document
Documentary evidence in support of the response	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

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

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1.Effectiveness in class room teaching**
- 2.Competency acquired in evaluation process in schools**
- 3.Involvement in various activities of schools**
- 4.Regularity, initiative and commitment**
- 5.Extent of job readiness**

Response: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality**2.5.1**

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 91.11

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 97.56

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 8

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 20.67**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 186

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4**Teachers put-forth efforts to keep themselves updated professionally through**

- In house discussions on current developments and issues in education
- Sharing information with colleagues and with other institutions on policies and regulations

Response:

At our Institute, teachers are always learning and growing. They take part in different professional development programs to get better at their jobs. These programs happen at local, state, and national levels. In these programs, teachers talk about what's new in education and share ideas with each other. This helps them stay up-to-date and be the best they can be for their students.

What they learn in these programs isn't kept to themselves. They share it with all the other teachers. They have regular meetings where they talk about what they've learned and how they can use it to make our teaching- learning process even better. This teamwork helps us improve and change to meet the needs of students.

Many of our teachers are part of important groups like the All India Association for Educational Research, the State Council of Educational Research and Training, and the International

Professional Development Association. Being part of these groups helps them connect with other teachers from different places. They share ideas and learn from each other. This makes our teachers even better at what they do.

The good things our teachers learn don't just stay in our institute. They help other institutes too. Our teachers share what they've learned with teachers from other places. This helps make education better for students everywhere.

Overall, our teachers are always working to be the best they can be. They learn new things, share ideas, and work together to make our institute great. And by doing that, they make sure that the students get the best education possible.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Teachers at C.R.College of Education are consistently involved in Continuous Internal Evaluation (CIE), a process aimed at enhancing both teachers' and students' proficiency in various areas such as subject knowledge, general awareness, communication skills, social consciousness, and more. This evaluation method primarily relies on group discussions where students actively participate and perform, earning marks based on their engagement and contributions. Through this approach, students are encouraged to share their thoughts and expertise, fostering a supportive environment that motivates them to enhance their understanding and skills.

CIE at C.R. College of Education emphasises the importance of evaluating students' progress not only through traditional assessments but also through their involvement in college activities and the outcomes they achieve. This holistic evaluation method ensures that students' growth is measured comprehensively, taking into account their academic achievements as well as their participation in extracurricular and co-curricular activities.

The primary focus of CIE is to promote active learning and engagement among students. By incorporating group discussions into the evaluation process, students are provided with a platform to express their ideas, engage in meaningful dialogue, and learn from their peers. This interactive approach not only enhances students' subject knowledge but also improves their oratory and vocabulary skills as they articulate their thoughts and opinions in a group setting.

Furthermore, CIE encourages students to develop a broader understanding of various societal issues and fosters social awareness among them. Through discussions on relevant topics, students gain insights into diverse perspectives and develop empathy towards different viewpoints. This aspect of CIE contributes to the holistic development of students, preparing them to become responsible and informed members of society.

Moreover, CIE serves as a motivational tool for students, as they are evaluated based on their active participation and performance in group discussions. This recognition of their efforts incentivizes students to actively engage in the learning process and strive for continuous improvement. Additionally, by providing constructive feedback and acknowledging students' contributions, teachers play a crucial role in nurturing their confidence and self-esteem.

CIE at C.R. College of Education is a comprehensive evaluation approach that focuses on enhancing students' academic knowledge, communication skills, social awareness, and overall development. Through group discussions and participation-based assessments, students are empowered to express themselves, learn from their peers, and actively contribute to their learning journey. This student-centred approach not only fosters a culture of collaboration and mutual learning but also prepares students to excel in their academic pursuits and beyond.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

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

- 1.Display of internal assessment marks before the term end examination**
- 2.Timely feedback on individual/group performance**
- 3.Provision of improvement opportunities**
- 4.Access to tutorial/remedial support**
- 5.Provision of answering bilingually**

Response: B. Any 3 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The University has issued clear guidelines for the colleges to evaluate students throughout the academic year. These guidelines are communicated to students at the beginning of each academic term. Evaluation exams are scheduled by the university well in advance, and students receive ample notice of these dates.

Student performance is assessed on a daily basis, taking into consideration factors such as attendance, punctuality, and the timely submission of assignments. Any concerns or complaints regarding the evaluation process are addressed by involving all the teachers.

Faculty members play an active role in assessing student progress. They regularly evaluate students through various means, including unit examinations, assignments, and theory lectures. Students are encouraged to seek clarification or assistance from faculty members regarding any aspect of their performance.

To ensure the smooth conduct of end-of-term exams, our college appoints a senior teacher as superintendent. This person is responsible for overseeing exam administration and resolving any issues that may arise. In cases where there are concerns about the exam format or scheduling conflicts, the senior supervisor consults with the college principal to find solutions.

Overall, the college has implemented a comprehensive evaluation process that prioritises transparency, fairness, and student support. By providing clear guidelines, regular feedback, and avenues for addressing grievances, the institute aims to create an environment conducive to academic success.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The adherence to rules and regulations set forth by Guru Jambheshwar University of Science and Technology Hisar underscores the commitment of the institute to maintaining academic standards and integrity. This commitment extends to the administration of internal exams, which are conducted meticulously in strict accordance with the policies outlined by the university. Ensuring alignment with the university's directives is essential for fostering consistency and fairness in assessment practices.

At the outset of each session, the institute frames an academic calendar that mirrors the schedule of Guru Jambheshwar University. This calendar serves as a vital tool for disseminating information regarding the entire schedule of internal assessments to both students and faculty members. By synchronising with the university's calendar, the institute ensures that all stakeholders are well-informed and prepared for the assessments ahead, promoting transparency and accountability in the academic process.

During regular instructional sessions, tests and quizzes are seamlessly integrated into the curriculum. This approach not only facilitates continuous evaluation of student learning but also enhances the effectiveness of teaching methodologies. Through ongoing assessment, educators can gauge student comprehension and adjust their teaching strategies accordingly, thereby fostering a dynamic and adaptive learning environment.

One notable aspect of the institute's assessment framework is the autonomy granted to subject teachers in determining the weightage assigned to various assessments. This decentralisation of decision-making empowers educators to tailor assessments to the specific requirements and learning objectives of their respective subjects.

Moreover, the institute recognizes the importance of fostering a culture of transparency and open communication between students and teachers. To this end, students are afforded the opportunity to review their graded answer sheets and engage in constructive dialogues with their teachers. This feedback mechanism not only enhances students' understanding of their performance but also encourages active participation and self-reflection, nurturing a sense of ownership and responsibility towards their academic journey.

The utilization of the university's website as a platform for uploading internal assessment results further underscores the institute's commitment to transparency and accountability. By making assessment data readily accessible to all stakeholders, including students, faculty, and

administrative staff, the institute promotes a culture of data-driven decision-making and continuous improvement. Moreover, the comprehensive nature of the assessment results, encompassing aspects such as attendance, punctuality, academic performance, and assignment submissions, provides a holistic overview of students' progress and engagement across various dimensions of their academic journey.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Our institute places a paramount emphasis on the seamless integration of learning outcomes and course objectives with the teaching-learning process. Through a meticulously crafted approach centred around the students, we endeavour to cultivate a holistic educational environment that nurtures intellectual growth and practical skill development. This is achieved through a multifaceted strategy that encompasses pupil-centred teaching methodologies, regular discussions, presentations, and exposure to classroom dynamics through micro and mega group activities.

At the core of our educational philosophy lies the conviction that true learning emerges from active engagement and participation. By fostering an environment where students are encouraged to take ownership of their learning journey, we empower them to delve deeper into subject matter, develop critical thinking skills, and cultivate a profound understanding of real-world applications.

Internship programs stand as a cornerstone of our educational framework, providing students with invaluable hands-on experience and exposure to professional settings. These programs serve as a bridge between academic theory and practical application, allowing students to apply theoretical knowledge in real-world contexts, thus facilitating the attainment of educational objectives.

As students progress through their academic journey, they are encouraged to reflect on a myriad of issues spanning discipline, education, societal dynamics, and broader life experiences. Through structured opportunities for self-reflection and discourse, students gain insights into the complexities of the world around them, fostering a sense of intellectual curiosity and social awareness.

Central to our curriculum is the cultivation of professional skills and competencies that are

indispensable for success. Through a comprehensive program of study, students are equipped with the requisite knowledge and practical skills to excel in their chosen fields. Additionally, our Enhanced Professional Competency (EPC) courses are designed to enhance students' reading, writing, and ICT proficiency, ensuring they are well-prepared to navigate the demands of the digital age.

Moreover, our commitment to holistic education extends beyond academic pursuits to encompass the cultivation of human values and cultural appreciation. Through the study of drama and art in education, students are sensitised to the diverse tapestry of human experiences, fostering empathy, creativity, and a deep appreciation for cultural diversity.

Our institute is dedicated to providing a transformative educational experience that transcends the traditional boundaries of academia. By fostering a nurturing and intellectually stimulating environment, we empower students to realise their full potential, equipping them with the skills, knowledge, and values needed to thrive in an ever-evolving global landscape.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 97.81

2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
192	196	196	163	189

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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

Response:

In the dynamic landscape of education, the synergy between classroom teaching, assignments, and internship practice creates a rich variety of learning experiences for both students and teachers. This multifaceted approach not only fosters academic growth but also cultivates a range of professional and personal attributes essential for success in the teaching profession.

Throughout their journey, students and teachers alike undergo a transformative process, marked by continuous assessment and reflection. Assignments serve as a sound base, allowing students to demonstrate their understanding of concepts and apply them in real life. House tests provide further insight into their progress, while observation lessons offer a platform for hands-on learning under the guidance of experienced mentors.

The endorsement of school principals, mentor teachers who have observed and evaluated students during their internships, underscores the commendable performance of student-teachers.

Beyond academic achievements, students emerge from these experiences equipped with different teaching skills across various domains. In the cognitive realm, they exhibit heightened intellectual development and honed critical thinking abilities. These skills not only enhance their problem-solving capabilities but also empower them to adapt to diverse teaching methodologies and student needs.

Moreover, the learning extends beyond the confines of the cognitive domain. Students acquire invaluable interpersonal communication skills, crucial for fostering meaningful connections with students, colleagues, and parents. They also develop social competencies, such as empathy and cultural sensitivity, which are indispensable in creating inclusive and supportive learning environments.

A positive attitude towards teaching becomes ingrained as students navigate through challenges and successes, instilling in them a resilient spirit essential for the rigours of the profession. Collaboration and cooperation are nurtured through group assignments and peer interactions, fostering a sense of community and shared responsibility among educators.

Central to this holistic development is the cultivation of democratic values, as students learn to respect diverse perspectives and engage in constructive dialogue. This foundation of democratic principles underpins their approach to teaching, empowering them to foster critical thinking and community engagement among their future students.

Following observation lessons, teacher educators and peer groups engage in reflective discussions, offering constructive feedback and insights. By evaluating strengths and weaknesses against predetermined criteria, students gain valuable insights into areas for growth, allowing them to refine their practice and continually strive for excellence.

In essence, the integration of classroom teaching, assignments, and internship practice serves as a catalyst for comprehensive professional and personal growth among students and teachers alike.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4**Performance of outgoing students in internal assessment****Response:** 82.47**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year****Response:** 160

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

In any educational institution, the course learning objectives serve as the roadmap for what students should know and be able to do by the end of a course. These objectives are carefully crafted to encompass the essential knowledge, skills, and abilities that students are expected to acquire. They provide a clear target for both educators and learners, guiding the instructional process and assessment methods.

At the beginning of a course, teachers engage in a significant process of evaluating the abilities and limitations of their students. This initial assessment helps instructors understand the starting point of each student, allowing them to tailor their teaching strategies to meet the diverse needs of the class. By identifying strengths and weaknesses, teachers can provide appropriate support and guidance throughout the learning journey.

Assessment plays a pivotal role in monitoring student progress and determining the extent to which learning objectives are being met. Through various assessment methods, such as tests, quizzes, projects, and discussions, instructors gather evidence of student learning and achievement. These assessments provide valuable feedback to both teachers and students, highlighting areas of mastery and areas that may require further attention.

The selection of instructional strategies is informed by the course learning objectives, as well as by the diverse needs and learning styles of students. Teachers employ a variety of teaching techniques, such as lectures, group activities, hands-on experiments, and multimedia presentations, to engage students and facilitate their understanding of key concepts. By employing a range of instructional methods, educators can cater to different learning preferences and maximise student learning outcomes.

Throughout the teaching process, teachers continually assess student learning to gauge progress and adjust instruction as needed. These assessments for learning provide insights into student understanding and inform instructional decisions. Whether through formal assessments like exams or informal assessments like class discussions, teachers gather data to inform their teaching practices and support student growth.

Effective teaching requires teachers to be keenly aware of their students' existing knowledge, skills, and learning needs. By understanding where students are in their learning journey, teachers can scaffold instruction, provide targeted support, and create meaningful learning experiences. This awareness enables teachers to meet students where they are and guide them towards achieving their full potential.

Therefore, the alignment of instructional strategies with course learning objectives, coupled with ongoing assessment and feedback, forms the foundation of effective teaching and student learning. By continually evaluating student progress and adjusting instruction accordingly, teachers play a vital role in guiding students towards academic success and attainment of learning goals.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** E. None of the above

File Description	Document
Data as per Data Template	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: E. None of the above**3.2 Research Publications****3.2.1**

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.95

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	09	01	03

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

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.37

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	03	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 2

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	5	5

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 0.51

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	5	5

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 5.87

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	50	0	30	25

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Sensitising Students to Social Issues and Community Development through Outreach Activities

Outreach activities like Youth Red Cross Camp, Literary events and Awareness campaigns Conducted in the college and District level incorporate elements of service-learning, wherein students apply academic knowledge to practical situations. This application not only reinforces classroom learning but also empowers students to contribute meaningfully to their communities. Whether through tutoring programs, health camps, or advocacy campaigns, students realise the tangible impact they can have on society, thereby fostering a sense of agency and civic responsibility.

These outreach activities play a pivotal role in sensitising students to social issues and community development by offering immersive learning experiences that complement traditional education. These activities empower students to become proactive agents of change, equipped with the knowledge, skills, and empathy necessary to address the complex challenges facing our world today. By nurturing a generation of socially conscious individuals, outreach initiatives contribute significantly to building a more equitable and compassionate society for the future.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/

recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

File Description	Document
Data as per Data Template	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

The college facilities are comprehensive, catering to both academic and extracurricular needs. With six classrooms, a science lab, a computer lab, and a home science lab, students have ample space and resources for hands-on learning. These facilities are equipped with modern tools like slide projectors, OHPs, and LCD projectors, enhancing the learning experience.

For physical fitness and recreation, the college offers a state-of-the-art sports complex featuring a 400-metre racetrack, volleyball court, and football field. The fitness centre includes a well-equipped gym, ensuring students can maintain a healthy lifestyle. Moreover, there's an abundance of sporting goods available, enabling students to participate in various activities comfortably.

Institute has Wi-Fi and 5G fibre optic internet. Students have high-speed connectivity for office and academic purposes. Additionally, the presence of 15 computers ensures easy access to digital resources. The college also prioritises security with CCTV cameras installed across the campus.

The audio-visual equipment available further enriches the learning environment. TVs, cameras,printers, facilitate students to have access to tools that facilitate multimedia presentations and projects.

Overall, the college provides a conducive environment for holistic development. Whether it's academics, sports, or technology, students have access to facilities that support their growth and learning journey.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

4.1.2

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

Response: 28.57

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

Response: 2

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 7

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

Response: 100

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2178362	427277	420341	1435603	1155919

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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**

Response:

We have not adopted automation of library using Integrated Library Management System, we do it manually

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

We don't have remote access to library resources which students and teachers can use. Students and Faculty can visit physically for access.

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.13

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
.28160	.01255	0	.33375	.00797

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0.79

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 50

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 115

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 20

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 61

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 74

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure**4.3.1**

Institution updates its ICT facilities including Wi-Fi

Response:

Updating ICT (Information and Communication Technology) facilities, including Wi-Fi, is essential for maintaining an effective and modern learning environment in educational institutions. We have purchased one HP All in one computer in September,2021. We already have wifi connection since 2020

4.3.2

Student – Computer ratio for last completed academic year

Response: 26.27

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response: 120**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 120

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4**Facilities for e-content development are available in the institution such as**

- 1.Studio / Live studio
- 2.Content distribution system
- 3.Lecture Capturing System (LCS)
- 4.Teleprompter
- 5.Editing and graphic unit

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1****Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 49.51**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
157233	427277	204724	835804	1155919

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Response:

The allocation and utilisation of funds in educational institutions play a crucial role in shaping the holistic development of students. In Haryana, the government provides grants to colleges, supplemented by nominal fees paid by students. This fund is meticulously managed to ensure optimal benefits for the student community.

To facilitate transparent and effective spending, a structured framework has been established. The purchase committee purchases goods and services, ensuring that expenditure aligns with the institution's objectives. Subsequently, an internal audit scrutinises the financial transactions, ensuring accountability and adherence to regulations. The college accountant assumes responsibility for maintaining accurate records and financial accounts.

The majority of expenses from the student welfare fund are allocated to three main categories: education, sports, and culture. Education takes precedence, with investments in supplies, equipment, and resources for laboratories. Students benefit from access to a book bank, which alleviates financial burdens associated with purchasing textbooks. Additionally, chemicals and apparatus for experiments enrich the learning experience, fostering practical skills and scientific inquiry.

The promotion of physical well-being is equally prioritised through sporting initiatives. The college boasts of an organised sports complex and gymnasium, providing avenues for students to engage in recreational activities and pursue athletic endeavours. Annual athletic competitions not only cultivate a spirit of healthy competition but also offer cash rewards, recognizing and incentivizing excellence in sportsmanship.

Cultural enrichment is also integral to the student experience. Funds are allocated for participation in cultural events hosted by the college. These events serve as platforms for students to showcase their talents, celebrate diversity, and foster a sense of community. Additionally, funds are earmarked for classroom upkeep and computer repairs.

In essence, the prudent allocation of funds from student fees and government grants underscores the institution's commitment to holistic student development. Through diligent oversight and strategic planning, the institution endeavours to maximise the impact of funds used for empowering students and to realise their full potential and contribute meaningfully to society.

File Description		Document
Appropriate link(s) on the institutional website	View Document	

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: D. Any 5 of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including

sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: D. Any 2 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1**Percentage of placement of students as teachers/teacher educators****Response:** 1.18**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	09	0	0

File Description**Document**

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 7.81**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 15

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.****File Description****Document**

Details of graduating students and their progression to higher education with seal and signature of the principal

[View Document](#)

Data as per Data Template

[View Document](#)**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 22.54

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
13	24	29	68	77

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1**

Student council is active and plays a proactive role in the institutional functioning

Response:

The oath-taking ceremony held on October 18, 2018, was a formal event where student union members were entrusted with authority and responsibility. They pledged full support, cooperation, and collaboration with the principal and staff for academic and administrative tasks. The student union actively participated in various cultural activities and organised a talent search program. Additionally, morning assemblies with spiritual orientation were arranged during the zero period.

Mahatma Gandhi's 150th birthday was commemorated by allowing all students to speak about his life. Drama and plays centred around Gandhi were organised, and students worked on making the campus polythene-free as part of the Swachh Bharat Swasth Bharat Abhiyan. A micro-teaching skill development program was conducted with the assistance of the student council. Moreover, the college adopted several villages for outreach programs related to Swachh Bharat Swasth Bharat Abhiyan, in collaboration with the student council.

The college celebrated its 50th foundation day on the birth anniversary of Seth Chhaju Ram Ji, the founder of Jat Education Institutions, with the support of the community. Eminent personalities like Sh. Puran Singh Dabra and Sh. Kanwal Singh praised the college's contributions to the development of the Hisar area.

Festivals like Lohri and Makar Sankranti were celebrated on January 13th and 14th, 2019. The 70th Republic Day was celebrated with enthusiasm, and International Women's Day on March 8, 2019, was also observed. An educational tour to Kullu and Manali was organised from April 8th to 11th, 2019. Additionally, the student council assisted in organising house tests in May 2019.

Throughout the year, numerous programs and activities were presented and organised by the

students. These included events like Teacher's Day celebrations, Hindi Divas, and Dandiya Raas. A cultural program preceding Durga Puja was held in collaboration with the college's cultural committee. Children's Day on November 14, 2019, and Republic Day were also celebrated.

Sports activities were also given importance, with the organisation of sports days in collaboration with the cultural committee. Moreover, students actively participated in a voter awareness rally. The student council reiterated their commitment to supporting academic and administrative tasks while also providing platforms for students to excel beyond academics. Their efforts focused on ensuring the holistic development of students within and outside the college campus.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 2

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	0	2	4

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Our institution does not have a functional and registered alumni association but we are in touch with different alumni

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: E. None of the above

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 0

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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.

Response:

Various alumni of the institution visited time to time and motivate students with their expertise

Criterion 6 - 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

Response:

The vision and mission of an educational institution serve as guiding principles that shape its direction and goals. In the case of our college, these foundational elements are deeply ingrained in our prospective plans and governance structures. Our institution operates with a clear understanding of its purpose and objectives, ensuring that every activity undertaken aligns with these core principles.

Central to our administrative framework are various committees, each entrusted with specific responsibilities crucial to the functioning of the college. These committees, such as the Admission Committee, Purchase Committee, Discipline Committee, Construction Committee, Anti-Ragging Committee, Examination Committee, and Internship Committee, play vital roles in their respective domains. They ensure that the college operates efficiently and effectively in all areas related to administration and student welfare.

A key aspect of our decision-making process is inclusivity and participation. We believe in fostering a collaborative environment where all stakeholders have a voice. The governing body, comprising office bearers, executive members, government nominees, vice-chancellor nominees, the principal, two teachers, and one non-teaching staff member, serves as the primary decision-making body. This diverse representation ensures that decisions are made with a comprehensive understanding of various perspectives and interests.

Furthermore, the General Staff, consisting of the principal, all teaching and non-teaching staff members, collectively contribute to decision-making processes related to academic matters and the formation of committees. This inclusive approach not only promotes transparency but also fosters a sense of ownership and accountability among all staff members.

A cornerstone of our commitment to continuous improvement is the Internal Quality Assurance Cell (IQAC). Comprising representatives from various stakeholders, including teachers, non-teaching staff, students, alumni association members, governing body members, and social workers, the IQAC plays a pivotal role in enhancing the quality of education and overall institutional performance. By evaluating existing practices, identifying areas for improvement, and implementing quality enhancement measures, the IQAC ensures that our college remains at the forefront of academic excellence.

Our institution's governance structure and decision-making processes are designed to uphold its vision and mission. Through active participation, inclusivity, and a commitment to quality

enhancement, we strive to create a conducive learning environment that nurtures intellectual growth, fosters innovation, and empowers individuals to contribute meaningfully to society. By staying true to our core values and continuously evolving to meet the needs of our stakeholders, we are poised to achieve our overarching goal of academic excellence and holistic development.

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

6.1.2

Institution practices decentralization and participative management

Response:

In our institution, decentralisation and participative management are not just buzzwords; they're the pillars of our organisational structure. We believe in spreading power across various levels and ensuring that decision-making involves everyone. This democratic approach isn't just a theory; it's a practice embedded in our everyday operations.

Our academic and administrative bodies operate on the principles of decentralisation and democratic values. This means that power isn't concentrated in the hands of a select few; instead, it's dispersed among the members. We value collective wisdom, recognizing that diverse perspectives lead to better decisions.

One way we ensure active participation is by including all staff members in various committees. Whether you're a teacher or a non-teaching staff member, your voice matters. These committees serve as forums for discussion and decision-making, where everyone's input is valued.

Regular meetings are a cornerstone of our decision-making process. These gatherings provide opportunities for dialogue and debate, ensuring that decisions are well-informed and reflective of the collective will. Through these meetings, we foster a culture of transparency and accountability.

Moreover, our executive council, representing the governing body of our institution, actively involves staff members in decision-making. By nominating four members from our institute—two from teaching and two from non-teaching staff—the management demonstrates its commitment to inclusivity and staff involvement at all levels.

Our institution's management philosophy revolves around empowering staff members and

honouring their collective wisdom. Through decentralisation, democratic values, and active participation, we create an environment where everyone has a stake in shaping the organisation's future. This inclusive approach not only strengthens our institution but also fosters a sense of ownership and belonging among all members.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The institution prioritises transparency across all its operations, ensuring accountability and fairness in financial, academic, and administrative matters. In financial affairs, a rigorous process is followed where the purchase committee solicits at least three quotations for any purchase, selecting the lowest bid for orders. The bursar meticulously scrutinises all bills to maintain financial integrity, while a chartered accountant oversees the accounts, providing an additional layer of assurance. Moreover, external audits are conducted to uphold financial transparency and compliance.

Academic transparency is upheld through various committees dedicated to different aspects of academic areas. These committees include the admission committee, college library committee, timetable management, sports committee, co-curricular activities committee, examination committee, and internship committee, among others. Notices regarding classes, timetables, curricular activities, internships, tests, and examinations are prominently displayed on notice boards, ensuring that pertinent information is accessible to all stakeholders.

Administrative functions are managed efficiently through specialised committees such as the construction committee, discipline committee, women's grievances redressal cell, guidance placement cell, cultural and literary cell, and anti-ragging cell. Activities organised by these committees are widely communicated through notice boards and shared on WhatsApp groups, fostering transparency and inclusivity.

By disseminating information through multiple channels, the institution ensures that students, faculty, and staff remain informed about relevant developments and opportunities. This approach not only enhances transparency but also encourages active participation and engagement within the institution's diverse committees and cells.

Overall, the institution's commitment to transparency extends beyond financial matters to

encompass all facets of its operations. Through robust processes, clear communication channels, and active involvement of stakeholders, it fosters an environment of trust, accountability, and collaboration, thereby enriching the academic and administrative experience for all members of the community.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategic plan implemented by C.R. College of Education, Hisar, to enhance teaching skills involves a meticulous approach. We organise various types of lessons, such as microteaching, mega lessons, and discussion lessons, focusing on specific teaching skills like questioning, introducing, explaining, illustrating, and stimulus variation. Students practise these skills in small groups, gradually gaining confidence and proficiency. Teacher educators closely supervise their performance, providing timely feedback for improvement. As students progress, they progress to larger lessons, like mega lessons and discussions, where they continue to hone their teaching abilities under supervision.

Traditionally, students undergo 22 lessons encompassing micro, mega, and discussion formats, ensuring a comprehensive skill set before they engage in real-school internships. However, the onset of the COVID-19 pandemic necessitated a significant shift in educational strategies. To adapt, innovative solutions emerged, including online virtual classes, to mitigate the disruptions caused by the pandemic. Throughout the 2021–22 academic year, the college embraced a blended learning model, combining online and face-to-face instruction.

Leveraging various digital tools such as Zoom, WhatsApp, Google Classroom, and Google Meet, the college facilitated remote learning. Access to high-speed internet via a BSNL fibre broadband connection enabled seamless connectivity on campus. Teachers utilised platforms like Google Classroom and Moodle Learning Management System to share course materials, including PowerPoint presentations, with students. Live classes were conducted using Google Meet, ensuring interactive engagement between teachers and students.

In addition to scheduled classes, communication channels like WhatsApp groups and Google Classroom were utilised for information exchange and coordination. Links to Google Meet sessions were shared through these platforms, ensuring students could easily access live classes. Despite the challenges posed by the pandemic, the college's proactive approach and adoption of digital tools enabled continuity in education delivery.

Overall, the transition from traditional teaching methods to online modalities showcased the college's adaptability and commitment to providing quality education amidst unprecedented circumstances. By embracing technology and implementing innovative strategies, C.R. College of Education, Hisar, successfully navigated the challenges while ensuring the continued growth and development of its students' teaching skills.

File Description	Document
Documentary evidence in support of the claim	View Document

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.

Response:

The institutional bodies' effectiveness and efficiency are facilitated by the establishment of the governing body through the Haryana Government Registration Act. This governing body, formed through elections, serves a three-year term and operates within a transparent and democratic framework. Comprising four office bearers - president, vice president, general secretary, and treasurer - alongside eleven executive members appointed by the president with the consent of other office bearers, it serves as the administrative head.

Key responsibilities of the governing body include enhancing the administrative setup through new appointments and improving physical infrastructure. The president, as the administrative head, convenes meetings at least once every three months. These gatherings involve representatives from various stakeholders, including nominees from the Haryana government, the Vice-Chancellor's office, teaching and non-teaching staff, in addition to office bearers and executive members.

Decisions within these meetings adhere strictly to the governing body's constitution, as well as the policies of higher education in Haryana and the service rules governing employees. By ensuring compliance with established regulations and protocols, the governing body promotes accountability and consistency in its actions.

Through its transparent and democratic structure, the governing body fosters inclusivity and diverse perspectives in decision-making processes. This approach not only enhances the legitimacy of its actions but also promotes the efficient utilisation of resources and the achievement of institutional objectives.

Furthermore, the governing body's emphasis on regular meetings ensures continuous monitoring and evaluation of institutional affairs, facilitating timely interventions and adjustments as needed.

By engaging with various stakeholders, it promotes collective ownership and commitment to the institution's goals, thereby fostering a conducive environment for growth and development.

Thus the governing body plays a pivotal role in ensuring the effective and efficient functioning of institutional bodies. By upholding democratic principles, adhering to established regulations, and promoting stakeholder engagement, it enhances transparency, accountability, and overall organisational performance.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System
- 6.Biometric / digital attendance for staff
- 7.Biometric / digital attendance for students

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The smooth functioning of any institution relies heavily on its administrative framework, often organised through a system of committees and cells, each tasked with specific responsibilities

crucial for its operation. These committees and cells play a pivotal role in ensuring various aspects of management .

At the forefront of institutional governance are several committees and cells meticulously designed to oversee diverse areas. These include committees dedicated to admission, purchases, building management, discipline, anti-ragging measures, examinations, internships, and addressing women's issues. Each committee is entrusted with its unique set of responsibilities, ranging from ensuring fair admission procedures to maintaining a safe and conducive environment for learning.

In the realm of admissions, a critical aspect of any educational institution's operations, a systematic approach is adopted. Embracing modernity, the University employs an online approach for B.Ed. admissions. This entails the university disseminating advertisements, soliciting applications through online platforms, and meticulously evaluating candidates based on predefined criteria.

Upon receiving applications, the university meticulously assesses each candidate's merit, considering academic achievements, relevant qualifications, and any additional criteria deemed necessary. Subsequently, the university allocates students to colleges based on their merit and preferences, ensuring a fair and transparent allocation process that aligns with the aspirations of the students.

Within individual colleges, specialised committees are established to oversee admission-related matters. With the principal's endorsement, these committees are entrusted with the authority to make informed decisions regarding admissions. They meticulously scrutinise students' certificates, verifying the authenticity of documents and ensuring compliance with prescribed admission criteria.

Through a collaborative effort involving teaching and non-teaching staff members, these committees effectively implement decisions pertaining to admissions, ensuring adherence to established protocols and standards. Such collaborative endeavours foster a sense of collective responsibility and promote synergy within the institution's administrative framework.

Moreover, beyond the admission process, these committees remain actively engaged in addressing various institutional concerns, ranging from academic matters to student welfare initiatives. Whether it's devising strategies to curb ragging incidents or formulating policies to promote gender equality, these committees play a pivotal role in shaping the institutional landscape and fostering a conducive learning environment for all stakeholders.

The institutional framework, characterised by a network of committees and cells, embodies a commitment to excellence and efficiency in governance. Through their concerted efforts, these committees navigate the complexities of institutional management, ensuring the seamless operation of the educational institution and the holistic development of its students.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The college has made commendable steps in fostering a conducive and supportive environment for both its teaching and non-teaching staff through welfare measures tailored to their distinct needs and roles within the institution.

For the esteemed teaching staff, the college recognizes the importance of continuous academic growth and professional development. To facilitate this, academic leave is granted to teachers, enabling them to attend and present research papers at both national and international seminars and conferences. This not only enhances their scholarly pursuits but also contributes to the academic prestige of the institution. Additionally, the provision of residential accommodation within the college campus for the principal and two teachers ensures not only convenience but also a sense of belonging and security within the college community.

Turning attention to the invaluable non-teaching staff, the college extends its support by providing residential quarters to two non-teaching staff members and six class IV employees within the college premises. This initiative not only addresses housing concerns but also fosters a sense of closeness and unity among the staff, enhancing overall morale and productivity. Furthermore, the provision of uniforms or dress to class IV employees not only ensures a sense of identity and professionalism but also alleviates financial burdens associated with work attire, thereby promoting dignity and equality within the workplace.

By investing in their professional development, providing essential amenities, and promoting a culture of inclusivity and support, the college not only enriches the lives of its staff but also cultivates a thriving academic community poised for excellence and innovation. Such initiatives not only attract and retain talent but also reinforce the college's reputation as an employer of choice, dedicated to nurturing and empowering its workforce for the challenges and opportunities of tomorrow.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 0

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.4

Percentage 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

Response: 34.15

6.3.4.1 Total 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 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	4	2	2

File Description**Document**

Data as per Data Template

[View Document](#)

Copy of Course completion certificates

[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

C.R.C.O.E. Hisar diligently follows the guidelines and regulations stipulating the minimum qualifications necessary for appointing teachers and other staff. These guidelines ensure that standards in higher education are maintained, with periodic amendments incorporated as required. The institute assesses the performance of each employee annually. The primary objective of this assessment is not only to observe performance against established criteria but also to identify areas for improvement that can contribute to the continued progress and development of the employee.

For teaching staff, the performance evaluation process entails the completion of an annual confidential report for each faculty member. Recommendations for promotions are made based on the Academic Performance Indicator (API) score. Additionally, given the institute's involvement in various activities beyond academics, faculty members are assigned additional duties and responsibilities accordingly. The proforma submitted by faculty members undergoes scrutiny and verification by IQAC and Principal to ensure accuracy and integrity.

Similarly, non-teaching staff members are subject to assessment through the Annual Confidential Report (ACR) mechanism. This evaluation encompasses several parameters, including punctuality,

regularity, honesty, familiarity with rules and regulations, proficiency in typewriting skills, and the ability to collaborate effectively with others. Employees who demonstrate satisfactory performance are eligible for promotions and financial advancements as recognition of their contributions.

The institute places great emphasis on maintaining high standards in all aspects of its operations, including the recruitment and evaluation of both teaching and non-teaching staff. By conducting thorough assessments and providing opportunities for growth and advancement, the institute ensures that its employees are equipped to contribute effectively to its overall mission and objectives.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Financial audits are a major aspect of ensuring transparency and accountability within any organisation, and the institute is no exception. At this institute, both internal and external audits are regularly conducted to maintain financial integrity and efficiency.

Internally, the Bursar oversees the internal audit process. This involves a thorough examination of financial records and procedures within the institute to identify any discrepancies, errors, or areas for improvement. By conducting these audits internally, the institute can proactively address any issues and strengthen its financial management practices.

In addition to internal audits, the institute has established a purchase committee tasked with inviting quotations and selecting the most cost-effective suppliers for acquiring supplies. This process helps to ensure that the institute obtains quality goods and services at the best possible prices, maximising the value of its financial resources.

Externally, a Chartered Accountant (C.A.) appointed by the college conducts regular audits. External audits provide an independent assessment of the institute's financial statements and practices, offering stakeholders assurance that the institute's financial reporting is accurate and

reliable.

Furthermore, the institute undergoes audits by government auditors on specific accounts related to government funding, such as salaries and scholarships. These audits ensure compliance with government regulations and guidelines, as well as the proper allocation of funds allocated for these purposes.

The institute's commitment to conducting regular audits demonstrates its dedication to financial responsibility and transparency. By adhering to a carefully thought-out financial policy, the institute aims to optimise the use of funds for various administrative, educational, and developmental goals.

This financial policy outlines clear guidelines and procedures for budgeting, spending, and reporting, ensuring that funds are utilised efficiently and effectively. By aligning financial practices with organisational objectives, the institute can allocate resources strategically to support its mission and enhance its overall operations. These measures help to safeguard the institute's financial health, promote accountability, and ensure that resources are utilised responsibly to advance its mission and objectives.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Annual student fees and salary grants from the Director Higher Education, Haryana, as major sources of revenue for C.R. College of Education, Hisar. These funds are facilitating various aspects of the college's operations, ensuring the provision of high-quality education and a productive learning environment for its students.

First and foremost, the revenue generated from student fees plays a significant role in covering the university fees for enrolled students. Additionally, it supports the allocation of resources for additional costs associated with providing comprehensive student support services.

One significant area where student fees contribute is in facilitating educational tours and cultural events. These initiatives not only broaden students' horizons but also foster cultural exchange and experiential learning. Similarly, funds are allocated to support athletic programs, promoting physical well-being and sportsmanship among students.

Furthermore, the revenue from student fees is utilised for the upkeep and renovation of campus facilities. This ensures that students have access to well-maintained infrastructure conducive to learning. Additionally, a portion of these funds is allocated towards library book purchases, enriching the academic resources available to students and faculty.

It's noteworthy that the college operates with transparency and accountability in financial matters. The purchase and construction committee handle expenses openly, ensuring that funds are allocated efficiently and effectively. Moreover, an internal audit mechanism is in place to monitor and evaluate financial transactions, with a senior teacher serving as a bursar overseeing this function according to DGHE and affiliated university norms.

To maintain standards of financial integrity, the college conducts external audits conducted by a chartered accountant and Accountant General of Haryana. This further ensures compliance with regulatory requirements and best practices in financial management. These funds not only support the basic operational needs of the college but also enable the provision of comprehensive student support services, infrastructure development, and adherence to financial transparency and accountability standards.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

In order to prepare competent teachers, it's imperative that student teachers possess a profound understanding of both content and pedagogy, alongside honed teaching skills and a positive outlook towards the teaching profession. The Institutional Quality Assurance Cell (IQAC) plays a pivotal role in fostering these qualities within the institution. Through a structured approach, the institution endeavours to institutionalise a robust Quality Assurance strategy.

A fundamental component of this strategy is the formulation of an academic calendar that meticulously outlines various activities aimed at enriching student teachers' learning experiences. Regular classes serve as a foundation for theoretical knowledge, providing students with a comprehensive understanding of educational concepts.

Moreover, the institution emphasises practical application through micro, mega, and real-teaching practices or internships in schools. These experiences provide student teachers the opportunity to develop and refine their teaching skills in real-world settings, thereby bridging the gap between theory and practice.

Co-curricular activities and the commemoration of significant days further enrich the academic calendar, fostering holistic development and fostering a sense of community among students and faculty members.

An integral aspect of the institution's Quality Assurance strategy is the evaluation process, which includes soliciting feedback from both students and teachers. This feedback mechanism facilitates continuous improvement by identifying areas for enhancement and acknowledging successful practices.

Additionally, the cultivation of a positive attitude towards the teaching profession is recognized as a gradual process, unfolding alongside the acquisition of theoretical knowledge and pedagogical skills throughout the duration of the course. Encouraging a supportive and nurturing environment is crucial in nurturing this attitude, fostering enthusiasm and dedication among student teachers.

By integrating these multifaceted approaches into its academic framework, the institution is able to foster the holistic development of student teachers, equipping them with the requisite knowledge, skills, and attitudes to excel in the teaching profession. Ultimately, these efforts culminate in the enhancement of overall quality within the institution, ensuring that it remains at the forefront of teacher education.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The teacher education program at the college is meticulously designed to cultivate both pedagogical knowledge and practical skills essential for nurturing competent educators. With a multifaceted approach, the institution ensures that student-teachers are equipped with the necessary tools and experiences to excel in their future careers. Here's an in-depth expansion on the strategies and initiatives implemented:

1. Pedagogical Development through Varied Teaching Strategies:

- **The college employs a diverse range of teaching strategies, including online, offline, and blended approaches, to cater to different learning styles and preferences among student-teachers.**
- **By incorporating both traditional classroom settings and modern digital platforms, the program fosters adaptability and proficiency in utilising contemporary educational technologies.**

2. Micro- and Mega-Teaching Programs:

- **Micro-teaching sessions offer student-teachers opportunities for focused practice and refinement of teaching techniques in controlled environments. These sessions allow for targeted feedback and improvement.**
- **Mega-teaching programs provide broader teaching experiences, enabling student-teachers to engage with larger groups and diverse learning contexts. This exposure enhances their ability to manage classroom dynamics effectively.**

3. Internship/Experiential Learning in Schools:

- **The college places significant emphasis on practical, hands-on experience by sending student-teachers to schools for internships. This immersive learning approach allows them to apply theoretical knowledge in real-world teaching scenarios.**
- **Through internships, student-teachers gain insights into the daily responsibilities of educators, develop classroom management skills, and establish meaningful connections with students and mentors.**

4. Continuous Improvement through Feedback Mechanisms:

- **The institution conducts regular reviews of its teaching-learning processes based on feedback from various stakeholders, including teachers, students, and school**

principals. This feedback loop ensures ongoing refinement and enhancement of the program's effectiveness.

- By soliciting input from diverse perspectives, the college identifies areas for improvement and adapts its strategies and methodologies accordingly. This commitment to continuous improvement fosters a dynamic and responsive learning environment.

5. Tailored Support and Mentorship:

- Student-teachers receive personalised support and mentorship throughout their journey, with dedicated faculty members offering guidance and constructive feedback.
- Formal observations of student-teachers in classroom settings, as well as during internships, enable mentors to provide targeted feedback aimed at enhancing teaching skills and professional development.

The teacher education program at the college is characterised by its comprehensive approach to developing competent and reflective educators. Through a combination of innovative teaching strategies, hands-on experiences, and continuous improvement efforts, the institution prepares student-teachers to thrive in dynamic educational environments and make meaningful contributions to the field of education

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 5.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	5	5	6

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

In the wake of the COVID-19 pandemic, the academic landscape underwent significant transformations at our institution, compelling a swift shift from traditional face-to-face teaching to online modes. Throughout the academic years 2020-21 and 2021-22, the Institution's Internal Quality Assurance Cell (IQAC) played a pivotal role in meticulously monitoring both academic and administrative facets, steadfastly promoting quality in all operational dimensions.

In the initial phase (2020-21), the entire teaching-learning process faced unprecedented challenges due to the pandemic. However, with unwavering determination, faculty members swiftly adapted to the virtual realm, leveraging platforms such as Google Classroom, Google Meet, and others to ensure seamless interaction with students. Course materials, assignments, and class assessments were seamlessly integrated into these platforms, fostering a student-friendly learning environment. Despite the initial hurdles, incremental improvements became evident over time. The mode of conducting classes evolved, with enhanced strategies for exchanging reading materials and refining the approach to questioning during sessions. The adaptation to online tests and examinations also witnessed notable refinements, ensuring a smoother assessment process.

As the pandemic persisted into the subsequent academic year (2021-22), albeit with some alleviation, the institution transitioned towards a blended learning model. This hybrid approach amalgamated both face-to-face interactions and virtual components, ensuring flexibility while adhering to safety protocols. Once again, the faculty adeptly utilised digital platforms to facilitate teaching sessions, disseminate course materials, and administer assessments. Continual efforts were directed towards refining the teaching methodologies, optimising the exchange of learning resources, and enhancing the engagement levels through innovative questioning techniques.

Throughout this transformative period, the diligent oversight of IQAC remained instrumental in driving improvements across academic and administrative domains. The proactive measures undertaken not only mitigated the disruptions caused by the pandemic but also fostered a culture of resilience and adaptability within the institution. As we navigate through the dynamic educational landscape, the commitment to quality assurance remains unwavering, ensuring that our students receive a holistic and enriching learning experience despite the challenges posed by external circumstances.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - 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

Response:

The institution is dedicated to promoting sustainable development through various initiatives aimed at conserving energy and preserving the environment. One of the primary strategies involves the use of energy-saving devices and LED lighting throughout the campus. These measures not only reduce energy consumption but also contribute to a more eco-friendly atmosphere.

In addition to technological advancements, the institution recognizes the importance of natural solutions in mitigating environmental impact. Vegetation, such as trees and plants, are strategically planted across the campus to block heat and cool the surroundings naturally. This not only improves the quality of the environment but also enhances the overall ambiance of the campus, making it a more pleasant place for students, faculty, and visitors alike.

The commitment to sustainability extends beyond just energy and water conservation. Efforts are made to minimise waste generation through initiatives such as maintaining a plastic-free campus, implementing a zero-waste plan, and promoting the reuse of paper in offices. These measures not only reduce the environmental footprint of the institution but also foster a culture of responsible consumption and waste management among the campus community.

Moreover, the institution places a strong emphasis on biodiversity conservation. Various initiatives are undertaken to safeguard and enhance the diversity of flora and fauna within the campus environment. This includes preserving natural habitats, promoting native species, and creating educational opportunities for students to learn about the importance of biodiversity conservation.

Overall, the institution's comprehensive approach to sustainability encompasses both technological innovation and nature-based solutions, with a focus on minimising environmental impact while enhancing the well-being of the campus community. Through these efforts, the institution strives to serve as a model for sustainable development and inspire positive change in the broader community.

File Description	Document
Institution energy policy document	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The college's commitment to sustainability is not only commendable but also serves as a shining example for other institutions to follow. By adopting a multifaceted approach that encompasses various aspects of eco-friendliness, the campus has become a haven for environmentally conscious practices.

At the heart of these efforts lies the mantra of the 3 R's: Reduce, Reuse, and Recycle. This ethos is ingrained in every facet of campus life, from waste management to daily routines. By encouraging students and faculty members to carry lunch boxes and minimise the use of disposable materials, the college effectively reduces solid waste production. Moreover, initiatives like awareness programs and poster making competitions foster a culture of environmental consciousness, ensuring that sustainability is not just a policy but a way of life.

The infrastructure itself is designed with sustainability in mind. The buildings are constructed to maximise natural lighting and ventilation, thereby minimising the need for artificial lighting and air conditioning. Energy-efficient CFL and LED lights further reduce electricity consumption, contributing to both cost savings and environmental preservation.

Transportation is another area where the college leads by example. With over 90% of students utilizing public transport facilities, the campus significantly reduces its carbon footprint. Additionally, providing separate parking for different types of vehicles encourages the use of eco-friendly modes of transportation, such as bicycles and electric vehicles. Some staff members already embrace this by using e-vehicles, demonstrating a commitment to sustainable commuting practices.

The greenery on campus is not merely ornamental but serves a vital ecological purpose. By planting more fruit trees and herbal plants each year, the college not only enhances its aesthetic appeal but also contributes to biodiversity and ecosystem health. The meticulously maintained lawn adds to the campus's allure while serving as a recreational space for students and staff alike.

Perhaps most notably, the college is making strides towards becoming a 100% LED campus. By gradually phasing out traditional lighting in favor of energy-efficient LEDs, the institution further reduces its carbon footprint and energy consumption.

In sum, the college's sustainability initiatives encompass a wide range of practices, from waste reduction to energy efficiency and green transportation. By integrating these principles into its operations and culture, the campus not only minimizes its environmental impact but also educates and inspires future generations to prioritize sustainability. In doing so, the college emerges as a beacon of environmental stewardship and sets a standard for responsible living that extends far beyond its walls.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.3

Institution waste management practices include

- 1.Segregation of waste**
- 2.E-waste management**
- 3.Vermi-compost**
- 4.Bio gas plants**
- 5.Sewage Treatment Plant**

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs	View Document

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**

Response: D. Any 1 of the above

File Description	Document
Geotagged photographs	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Maintaining cleanliness, sanitation, and a pollution-free environment is essential for the well-being of everyone in our college community. Our institutional initiatives are designed to ensure a healthy

and pleasant campus experience for students, faculty, and staff alike.

One of our key policies is regulating vehicle usage on campus. Only vehicles with pollution check stickers are permitted, and designated parking spaces are provided at the main entrance. By limiting vehicular traffic, we create a pedestrian-friendly environment, enhancing safety and comfort for everyone.

In line with our commitment to sustainability, single-use plastic items are completely banned on campus. This includes items such as bottles, bags, spoons, straws, and cups. Through orientation programs and awareness campaigns, we educate both staff and students about the importance of reducing plastic waste and encourage the use of eco-friendly alternatives.

Our campus is adorned with lush lawns and trees that not only beautify the surroundings but also provide shade and a serene ambiance. To ensure the maintenance of this greenery, we employ gardeners and supervisors who diligently care for the landscaping. Their efforts contribute to a visually appealing environment that promotes well-being and relaxation.

Cleanliness is a top priority, and to achieve this, we have dedicated staff responsible for upkeep. A team consisting of one sweeper and four peons ensures that all rooms, toilets, and outdoor areas are cleaned regularly. Their meticulous work ensures that our campus remains tidy and inviting at all times.

The health and hygiene of our students and staff are paramount. Clean drinking water is provided to everyone on campus, ensuring access to safe and potable water at all times. By prioritising hygiene, we create a conducive environment for learning, working, and socialising.

Our institutional initiatives for cleanliness, sanitation, and environmental sustainability are comprehensive and carefully implemented. Through measures such as regulating vehicle usage, banning single-use plastics, maintaining green spaces, and ensuring cleanliness and hygiene, we aim to foster a campus environment that promotes health, well-being, and academic excellence.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus**4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	.21750

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Our Institutions can leverage their local environment, locational knowledge, community practices,

and challenges to enhance their educational programs and community impact. Institutions can effectively utilize different aspects for their development and engagement strategies like Identifying Different Learning Needs and Readiness, Learning Styles and Preferences Assessment, Readiness Evaluation, Academic Background Review and Academic Support for Students.

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

The college envisions itself as more than just a centre for academic instruction; it aims to become a premier institution, recognized for its excellence in education and its profound impact on the local community. At the heart of this vision lies a commitment to fostering a sense of global brotherhood and patriotism among its students, instilling in them values that transcend geographical boundaries while nurturing a deep sense of pride and responsibility towards their own community and nation.

Central to the college's mission is the delivery of knowledge of the highest calibre, ensuring that students are equipped not only with academic prowess but also with the ethical and moral compass

necessary to navigate an increasingly interconnected world. Through a rigorous curriculum and innovative teaching methodologies, the college endeavours to cultivate critical thinking, creativity, and a thirst for lifelong learning among its student body.

However, education at this institution extends far beyond the confines of the classroom. Recognizing the importance of holistic development, the college is dedicated to providing students with a plethora of opportunities for personal and intellectual growth. To this end, a wide array of extracurricular activities, extension programs, and community engagement initiatives are organised, designed to engage students fully and enrich their college experience.

One such initiative is the talent search program, which aims to identify and nurture the unique talents and abilities of each student, providing them with the support and resources they need to reach their full potential. Additionally, talks and debates are regularly organised, providing students with a platform to engage in meaningful dialogue and hone their communication and critical thinking skills.

Participation in regional and zonal youth festivals further exposes students to diverse cultures and perspectives, fostering an appreciation for diversity and promoting cross-cultural understanding. Assignments and projects are tailored to encourage creativity, independent thinking, and problem-solving abilities, while a comprehensive curriculum for skill development equips students with the practical skills necessary for success in their chosen fields.

Moreover, sports and physical activities are an integral part of the college experience, promoting teamwork, discipline, and a healthy lifestyle while fostering solidarity and sportsmanship among students.

The college is committed to providing a transformative educational experience that not only equips students with the knowledge and skills they need to succeed but also instils in them the values of global citizenship, patriotism, and service to the community. By nurturing well-rounded individuals who are intellectually curious, socially responsible, and ethically grounded, the college strives to make a meaningful and lasting impact on both its students and the world at large.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

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File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

Chhaju Ram College of Education in Hisar makes significant contributions to society through its commitment to fostering educational excellence and community development. It was started with a noble mission of serving the poor and needy rural section of society by offering the best education at nominal fee. By offering high-quality teacher education programs, the college equips future educators with the knowledge, skills, and ethical grounding necessary to inspire and guide the next generation of learners. Through these efforts, Chhaju Ram College of Education plays a pivotal role in improving educational standards, nurturing community engagement, and fostering a spirit of civic responsibility among its students and staff.

Concluding Remarks :

Our institution committed to holistic development seamlessly integrates academic rigour with a diverse array of co-curricular activities to foster well-rounded student growth. Academically, it offers rigorous, innovative curricula designed to challenge students and expand their knowledge. Co-curricular programs provide students opportunities for leadership and personal development beyond the classroom. The institution upholds democratic values by encouraging student participation in decision-making processes through students ensuring that diverse voices contribute to the shaping of campus life. Comprehensive student support services address academic advising, mental health, and career guidance, promoting overall well-being and success. In the realm of research, the institution fosters a culture of inquiry and exploration, offering resources and mentorship for all learners. Core values such as integrity, respect, and inclusivity guide all aspects of institutional life, while best practices like regular feedback loops, innovative teaching methods, and community engagement initiatives ensure continuous improvement and relevance in meeting educational goals.