# YEARLY STATUS REPORT - 2020-2021

## Part A

## Data of the Institution

| | |
|---|---|
| **1.Name of the Institution** | RAO LAL SINGH COLLEGE OF EDUCATION, SIDHRAWALI, GURUGRAM |
| • Name of the Head of the institution | DR. VANDANA GANDHI |
| • Designation | PRINCIPAL |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 01242970028 |
| • Mobile No: | 9873421770 |
| • Registered e-mail ID (Principal) | rls.principal@gmail.com |
| • Alternate Email ID | poonam.lsr@gmail.com |
| • Address | VPO. - SIDHRAWALI, DISTT. - GURUGRAM |
| • City/Town | GURUGRAM |
| • State/UT | HARYANA |
| • Pin Code | 122413 |

**2.Institutional status**

| | |
|---|---|
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |

- Location                                        **Rural**

- Financial Status                                **Grants-in aid**

- Name of the Affiliating University              **GURUGRAM UNIVERSITY, GURUGRAM**

- Name of the IQAC Co-ordinator/Director          **DR. PREETI SANGWAN**

- Phone No.                                        **9416911713**

- Alternate phone No.(IQAC)                        **01242970028**

- Mobile (IQAC)                                    **9416911713**

- IQAC e-mail address                             **drpreetisangwan@gmail.com**

- Alternate e-mail address (IQAC)                 **drpreetisangwan@gmail.com**

## 3.Website address                              http://rlscoe.ac.in/

- Web-link of the AQAR: (Previous Academic Year)   http://www.rlscoe.ac.in/wp-content/uploads/2021/09/AQAR-REPORT-2019-20.pdf

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

- if yes, whether it is uploaded in the Institutional website Web link:   http://www.rlscoe.ac.in/wp-content/uploads/2021/09/Academic-Calender-2020-21.pdf

## 5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 2** | **B** | **2.80** | **2014** | **21/02/2014** | **20/02/2019** |

## 6.Date of Establishment of IQAC                **17/08/2004**

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

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **NA** | **NA** | **NA** | **Nil** | **0** |

**8.Whether composition of IQAC as per latest NAAC guidelines**    `Yes`

- Upload latest notification of formation of IQAC    [View File](#)

**9.No. of IQAC meetings held during the year**    `2`

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

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

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

- If yes, mention the amount

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

**• IQAC played a supportive role in the event of a pandemic, RLS College of Education adapted blended mode of teaching and education. This has been achieved by providing orientation to faculty members of the beginning of the academic year 2020-21. • During pandemic situation, IQAC played significant role in determining and integrating various ICT tools and MS to can out teaching-learning process in an effective manner. • During covid year, various national importance days were celebrated In online mode. • Organization of faculty orientation regarding online education and addressing the challenges during the pandemic year. • Orientation Program for the B.Ed. students both 1st and 2nd years organized in online mode. Students were given orientation about their courses, syllabus, co-curricular activities, education and classes, in online mode.**

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| - Orientation program, the Admission Committee and other faculty members for the pandemic year. | - Orientation Programs were conducted smoothly for both the students and the teachers to meet the upcoming challenged of the Pandemic situation and carrying out online education in an effective manner. |
| - Orientation program for B.Ed. students both in 1st and 2nd years; 2nd year organized. | - For this purpose of achieving outcomes based of teaching, various ICT tools were integrated in teaching-learning process in the desired outcome. |
| - Organization of co-curricular activities and celebrations of important fays carried out in online mode. | - Co-curricular activities were successfully carried in online mode with a positive outcome. |

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

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Governing Body of College | 14/08/2020 |

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

## Part A

## Data of the Institution

| 1.Name of the Institution | RAO LAL SINGH COLLEGE OF EDUCATION, SIDHRAWALI, GURUGRAM |
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| • City/Town | GURUGRAM |
| • State/UT | HARYANA |
| • Pin Code | 122413 |
| **2.Institutional status** | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |
| • Location | Rural |
| • Financial Status | Grants-in aid |

| | |
|---|---|
| • Name of the Affiliating University | **GURUGRAM UNIVERSITY, GURUGRAM** |
| • Name of the IQAC Co-ordinator/Director | **DR. PREETI SANGWAN** |
| • Phone No. | **9416911713** |
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| | |
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| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
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| | |
|---|---|
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| • Upload latest notification of formation of IQAC | View File |

| 9.No. of IQAC meetings held during the year | 2 |
| --- | --- |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes |
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|---|---|

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Governing Body of College | 14/08/2020 |

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

| Year | Date of Submission |
|---|---|
| 2020 | 12/03/2020 |

**15.Multidisciplinary / interdisciplinary**

Our B.Ed. and M.Ed interdisciplinary courses amalgamate

Conventional academic subjects into a specialized curriculum aimed at comprehending contemporary advancements in their respective fields. Such courses empower students with comprehensive knowledge and foster critical thinking that transcends conventional boundaries, promoting a holistic educational experience. In an era characterized by swift progress

in science, technology and arts, these programs have become integral to higher education. These courses have been meticulously delivered adopting multidisciplinary approach to tackle intricate scientific or societal challenge that demand a comprehensive approach beyond individual discipline.

In M.Ed. program, distinct disciplinary and self-study courses delve into interdisciplinary and multidisciplinary facets, enhancing the students understanding of these dimensions.

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

Students are encouraged to get themselves registered on the ABC platform developed by the National E-Governance division under the Digi locker framework.

**17.Skill development:**

Development of teaching skills through various teaching                                                  processes and strategies adopted:

- Observing skills
- Reading, writing and thinking skills
- Small group discussion skills
- Conflict management skills
- Time-management skills
- Students engagement skills
- Class management skills
- Communication skills
- Development of meta-cognitive skills.
- Development of stage management skills.
- Development of ICT skills for teaching lessons.

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

- Students are oriented to ancient Indian knowledge enunciated in Vedas and Upanishads while teaching philosophical foundations of education.
- 
- The medium of the classroom instruction has always bee Indian language (Hindi).

- B.Ed. ad M.Ed. curriculum is designed in such a way that its content develops deep understanding of life through the teaching of Indian and western philosophies, saints and educators. Their life and philosophy propagated by them through lectures on their birthdays.

- Yoga and meditation sessions are an integral part of B.Ed. curriculum. Regular yoga and mediation sessions extend lectures and yoga workshops are organized to develop physical and mental wellness of students.

- Our college campus has plenty of medicinal plants and students and oriented about the benefits of these plants in healing common day ailments and boost immunity. Students are encourages to grow more and more medicinal plants in the campus, and at home.

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

Teachers strive hand to prepare and present the instructional-based material in such a way that leads to outcome-based education. During the pandemic year, teachers adopted various strategies, ICT tools and CMS platform for best outcome based education.

The curriculum is designed and developed on the rising needs of the structural change in the field of education to facilitate local, regional, national and global demand in alignment with the curriculum prescribed. The curriculum is prepared to ensure that the students have the required brain knowledge, skills and attitude. The courses are designed on Learning Outcome based Curriculum Framework (LOCF) and considering the feedback of all stakeholders; such as students, alumni, faculty, parents and industry.

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

**Our college is affiliated to Gurugram University, Gurugram. Hence, the college is not eligible for distance education. Nevertheless, during covid i.e. Pandemic year (2020-21) we had adopted online education. All the courses were taught through online mode during the Pandemic year.**

## Extended Profile

### 1.Student

| 2.1 | **230** |
|---|---|
| Number of students on roll during the year | |

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

| 2.2 | **150** |
|---|---|
| Number of seats sanctioned during the year | |

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

| 2.3 | **69** |
|---|---|
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.4 | **115** |
|---|---|
| Number of outgoing / final year students during the year: | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.5Number of graduating students during the year | **115** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.6 | **115** |
| Number of students enrolled during the year | |

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

## 2.Institution

| 4.1 | **31144015** |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |
| 4.2 | **15** |
| Total number of computers on campus for academic purposes | |

## 3.Teacher

| 5.1 | **11** |
| Number of full-time teachers during the year: | |

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

| 5.2 | **13** |
| Number of sanctioned posts for the year: | |

# Part B

**CURRICULAR ASPECTS**

**1.1 - Curriculum Planning**

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

**The college adheres to the preset curriculum set forth by the affilatinguniversity. The college innovates within these well-established academic frameworks and is committed to providing students with a holistic education.**

**A long time before each teaching session, schedules, workloads, and other administrative tasks that support academic processes are planned. Events were planned, academic calendars and time tables were made, and a systematic list of the academic and extracurricular activities carried out by the responsible teacher in charge throughout the year was assembled during each academic session.**

**In order to ensure their continuing development, our teacher educators actively participate in faculty development programmes, refreshers, orientations, conferences, seminars, and research.**

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

| | |
| --- | --- |
| **1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni** | C. Any 3 of the above |

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| URL to the page on website where the PLOs and CLOs are listed | Nil |
| Prospectus for the academic year | No File Uploaded |
| Report and photographs with caption and date of student induction programmes | No File Uploaded |
| Report and photographs with caption and date of teacher orientation programmes | No File Uploaded |
| Any other relevant information | No File Uploaded |

**1.2 - Academic Flexibility**

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

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

15

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | No File Uploaded |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | No File Uploaded |
| Any other relevant information | Nil |

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

0

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

0

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| Brochure and Course content along with CLOs of value-added courses | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

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

0

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | No File Uploaded |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

90

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

90

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

## 1.3 - Curriculum Enrichment

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

**The college is committed to help students to grow as individuals and as members of society. Rallies, visits to a school for the blind, and trips to Om Shanti are organised by the college to teach students how to connect with socio-cultural issues and spiritual matters in a kind and productive way. Students can critically analyse topics pertaining to self, gender, the environment, and ethics with the use of the Understanding Self project, Gender School Paper, and Society Paper. The commemoration of International Women's Day educates students about their legal rights.**

**The college's campus is Wi-Fi enabled, which makes it easier for faculty members and students to stay online and learn and teach the most recent material. For content sharing, conversations with students, assignment submission, and discussions, teachers create Google Classrooms and WhatsApp groups.During the corona period, teachers began giving lectures online using Google Meet and Zoom, and they continue to do so for more lectures as well. In addition to using e-books, professors also use YouTube, Quizziz, Google Slides, and other platforms to create content for their associated papers, which improves the quality of lectures. Teachers share reading materials, quick notes, and electronic books using various mediums, including.**

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

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

**Students are given the option to select from a number of schools, including private, public, grant-in-aid, CBSE, village schools, and city schools, in order to enable them understand the diversity of educational opportunities.**

**Students visit places of worship, special education facilities, science and art museums, nursing homes for the elderly, orphanages, etc. and then they write reflections about their experiences. After watching instructional videos, they write reviews vocally in class. They present their reviews after reading articles, stories, etc. in the project reading and reflecting material.**

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them

ready for the professional field in not more than 100-200 words

Through two years of in-depth study and participation in all college-related extracurricular and curricular activities, a complete professional understanding is acquired.

In addition to the subject matter information that will prepare them for the profession, we attempt to give students a variety of skill sets, technical knowledge, artistic skills, and analytical skills. Students' functional, spoken English, employability, life skills, and ability to succeed in a competitive and quick-paced environment can all be improved. Along with their studies, they took part in the planning of seminars, talent searches, farewell parties, and other campus celebrations. They are excellent event hosts. Students are given group assignments to help them develop their cooperative learning skills.

Students learn about teaching through microteaching, simulation, actual teaching, and internships.

Emotional intelligence, critical thought, teamwork, and communication abilities are practised using both theory and practical application.

The most important principles of life, such as psychology, sociology, pedagogy, assessment, self-development, and school teaching, are strongly emphasised in the college B.Ed. curriculum. These are essentials for a teacher's profession. Without knowledge and experience of all such elements, it is difficult to develop the type of teacher that is currently needed.

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

## 1.4 - Feedback System

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

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

| **1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** | **Feedback collected, analyzed, action taken and available on website** |
|---|---|

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

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment of students during the year

**230**

## 2.1.1.1 - Number of students enrolled during the year

**115**

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

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

**40**

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

**40**

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

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

**6**

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

**6**

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

## 2.2 - Honoring Student Diversity

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

Centralized admission for the B.Ed. colleges of Gurugram district is conducted by Gurugram University, Haryana. Admission and counselling procedure was held in December, 2020 for two years B.Ed. Course (session 2020-2022). To realize the objective of addressing students' academic needs the institution incorporates various strategies and assesses their specific learning needs. At the very beginning, during the admission process, students are assigned two pedagogy subjects in accordance with the subjects that they have studied at the undergraduate level. Also, orientation programme is organised for newly admitted students to acquaint them about the nature of the programme and courses. To understand student needs and expectations, student representatives are elected section wise. Students are also given a participatory role in different committees and given responsibilities to carry out different curricular and co-curricular activities through out the session. Furthermore, each pupil is assigned a 'mentor group, in which a faculty member acts as a 'mentor' and provides guidance to the students as per their needs. Thus, institutional practices are focused upon the needs of students.

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

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

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

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

| File Description | Documents |
|---|---|
| Relevant documents highlighting the activities to address the differential student needs | **No File Uploaded** |
| Reports with seal and signature of the Principal | **No File Uploaded** |
| Photographs with caption and date | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**20**

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

**11**

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | [View File](#) |
| Any other relevant information | **No File Uploaded** |

## 2.3 - Teaching- Learning Process

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

**All the faculty members employ a diverse range of instructional approaches based on students' past experiences, interests, learning styles, and developmental needs. These approaches include direct and indirect instructions, experiential learning, facilitated study, interdisciplinary approaches, constructivist methods, peer learning, cooperative learning, demonstrations, discussions, lectures, tutorials, cooperative learning techniques, brainstorming, questioning, and ICT-enabled teaching. The selection of these methods depends on the curriculum content. Teacher educators stay updated through research, training, workshops, seminars, and faculty development programs. They utilize interactive approaches, such as discussions and oral presentations, to foster increased student participation and interactive learning.The students are actively involved in participative learning using task-based learning approaches.**

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

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

**11**

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Link to LMS | **Nil** |
| Any other relevant information | View File |

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

**230**

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Programme wise list of students using ICT support | **No File Uploaded** |
| Documentary evidence in support of the claim | **No File Uploaded** |
| Landing page of the Gateway to the LMS used | **No File Uploaded** |
| Any other relevant information | View File |

| 2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports | **Four of the above** |
|---|---|

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

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

A Mentoring system is in place to assess the level and needs of

the students & to resolve their problems. Mentor groups are formed in small groups in which students of B.Ed and M.Ed. are assigned to a mentor. There is a provision for Mentorship period in the time table. Mentors provide guidance, advice, feedback, and support to the mentees, serving variously as role model, teacher, counselor, advisor, depending on the specific goals and objectives negotiated with the mentees. Small group interactions and personal care is provided in

mentor groups to share their experiences and discuss their

problems. Students are guided and encouraged to follow professional

dress code and code of conduct of the college. Academic and personal counselling is provided to deal with student diversity and students from diverse cultural backgrounds are also encouraged to share their cultural practices with peers. Students are persuaded to stay in harmony with their peers irrespective of caste, colour, region & religion. Also, Internship in different schools, Assignments and Project work as an essential part of B.Ed. programme and Co-curricular activities like Freshers' Party, Talent hunt program, Annual athletic meet, Women's Day celebration etc. provide opportunities to the students to make themselves aware about recent developments in education and life.

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

| | |
|---|---|
| **2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of** | Five/Six of the above |

**teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

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

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

Our institution always encourage new approaches in teaching-learning methodologies. The students are encouraged to make best use of various opportunities provided to them in the teaching learning process.

The COVID 19 outbreak forced educational institutional to shift their pedagogy from offline to online mode.Before the locked down started, section-wise Whatsapp Groups and Google Classrooms were created, and this proved to be a coordinated start toward effective communication and additional activities. Foreseeing the circumstances, all faculty were urged to bring their course files, attendance registers, and student data to their homes. Online classes were taken place using the platforms like Zoom and Google meet etc. The faculty community was quick to upgrade to new platforms by attending online workshops, FDPs and seminars and was experimenting with new avenues for sharing instruction material in the form of e-content and OERs, assessing theory and practical subjects, giving assignments using online assessment platforms, guiding on projects, clearing doubts, and mentoring student.

Also, keeping in view the safety of our learners, many co-curricular activities were organized through online mode like poster making competition, slogan writing, online quiz etc

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

## 2.4 - Competency and Skill Development

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

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

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

**Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

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

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback**

Three of the above

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| Details of the activities carried out during the academic year in respect of each response indicated | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

All of the above

**activities Performance tests Oral assessment Rating Scales**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| Documentary evidence in support of each response selected | No File Uploaded |
| Sample evidence showing the tasks carried out for each of the selected response | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

**in preparatory arrangements**
**Executing/conducting the event**

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

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

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

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

**The school internship is important part of teacher education program. The internship is very helpful in developing various skills and competencies required to become an effective teacher.Our college plan internship programs for both programs very meticulously The students are oriented about this program by skill in teaching committee and other faculty members. The committee identifies the schools near the institution as well as in Gurgaon distric.The students also get permission from their neighbouring school heads for internship .The principal of the**

schools are requested officially to grand permission to our students for their internship. After getting permission, the school teachers are oriented about this program.The pupil teachers are oriented about their duties and task to be done in school. The pupil teachers actively participate in all the work assign to them. They are supervised by the school heads as well as faculty members. They get exposure in Government schools located in rural and urban areas.

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

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

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

115

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

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

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

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

**The college adopts effective monitoring mechanism during internship period. The pupil teachers are observed by school heads and teachers. Principal and teacher educators also visitthe schools when ever it was possible.Daily attendance of interns was maintained by school authorities as the skill in teaching committee. WhatsApp groups were formed and attendance was shared to the incharge of different schools .The interns prepared the daily record of activities which they done.A school internship file was also maintained by them in which the details of all activities as well as about school infrastructure and facilities available were maintained.The head of schools assigned them different task in addition to teaching.They activity participated in conducting examinations, keeping records, conducting morning assembly and other co-curricular activities. Due to covid situation, the internship program was conducted in online mode.**

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

| | |
|---|---|
| **2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\*** | **All of the above** |

| **Principal B. Ed Students / School\* Students (\* 'Schools' to be read as "TEIs" for PG programmes)** | |
|---|---|

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

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

| File Description | Documents |
|---|---|
| Format for criteria and weightages for interns' performance appraisal used | **No File Uploaded** |
| Five filled in formats for each of the aspects claimed | [View File](#) |
| Any other relevant information | [View File](#) |

## 2.5 - Teacher Profile and Quality

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

11

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

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

**11**

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

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

**10**

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

**10**

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

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

**The faculty keep themselves to pace the path of changes suitable to the requirement of the day. In house discussions were done on**

**various education topics The faculty members discussed current development and issues at the state as well as national level .Educational notifications issued byi apex bodies like UGC,NCTE and state higher education authority from time to time. Discussion about educational development and its implications were done in house .They also said information with colleagues and teachers from different institutions by organising various webinars and also participated in various webinars,workshops and faculty development programmes organised by various universities and institutions from time to time to keep them professionally updated.**

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

## 2.6 - Evaluation Process

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

**Evalution is very important aspect of teaching learning process The institution follows systematic internal evalution process to provide feedback to the pupil teachers. They were evaluated on regular basis by adopting various innovative techniques such as presentation in class,group discussion,class test, assignment,oral test and project based viva.They were assessed by conducting house examinations.During lockdown period they were evaluated online.After evaluation remedial sessions were organised Our college take all steps to nurture their talents so that they may become good teachers.**

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

| **2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment** | **Four of the above** |
|---|---|

**marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

| File Description | Documents |
|---|---|
| Copy of university regulation on internal evaluation for teacher education | View File |
| Annual Institutional plan of action for internal evaluation | **No File Uploaded** |
| Details of provisions for improvement and bi-lingual answering | **No File Uploaded** |
| Documentary evidence for remedial support provided | **No File Uploaded** |
| Any other relevant information | View File |

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

**There is a complete transparency in the process of internal assessment.After the house examinations are over ,the marked answer sheets are delivered to them The feedback related to attempting papers was also given.If any student had grievances,they discussed with concerned teacher. Similarly marks were also given in discussion lessons.The overall rank list was displayed on students notice board.The students were also permitted to see answer books of other students if someone desired so.If the students had grievances regarding University examination,then are forwarded to university authorities for further action in this regard.Students can also apply for rechecking and revaluation directly to the university.The grievance redressal related to examination were very effectively operational in our college.**

| File Description | Documents |
|---|---|
| Academic calendar of the Institution with seal and signature of the Principal | **No File Uploaded** |
| Any other relevant information | View File |

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe

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

**The college prepared and followed the academic calendar The tentative dates of term examinations were mentioned in academic calendar.There is examination committee consisting of convenor and members The committee took all initiatives like notifying the schedule of submission of questions papers,date sheet,duty chart,last date of submitting the award lists after showing the answer books to students and redressing their grievances if any .After receiving award list ,the committee compile the marks and overall rank list of students is prepared and displayed on on notice board.**

| File Description | Documents |
|---|---|
| Academic calendar of the Institution with seal and signature of the Principal | **No File Uploaded** |
| Any other relevant information | View File |

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

**The PLOs of both the teacher education programs were discussed with students just after admission process was over They were oriented about the PLOs of the course.The concerned teacher oriented the students about CLOs of their core and pedagogical subjects The PLOs of teacher education program are to make students competent, versed with teaching skills The PLOs are to make students good teachers who can disseminate knowledge effectively in the present time of technology.The teaching learning process of our college is aligned with PLOs of teacher education.Emphasis is given in theoretical as well practical work.In pedagogical subjects , students acquired skills through simulation, supervised teaching practice and internship.Conceptual knowledge is given through theory papers.They learned various aspects of teaching like preparing lesson plan, construction of achievement test,teaching aids and various methods of teaching whom they used during internship and simulated teaching**

**For MEd course,the would be teacher educators were oriented about educational research.Dissertation is a compulsory part of MEd program The students worked under the supervision of teacher**

**educators for their dissertation work.They used various data gathering tools for their research work They learnt and used various statistical techniques for data analytics and it's interpretation .**

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

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

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

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

**Our college always make sincere efforts to keep progressive performance of students and attainment of professional attributes in line with PLOs and CLIs. Attainment of course learning outcomes is always emphasized.This is also evaluated from time to time by various innovative methods Record of students performance is also maintained and analysed through internal assessment Students are also given remedial teaching and feedback for improvement on the basis of this assessment. Students were given internal as per criteria specified in the syllabus**

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

**2.7.4 - Performance of outgoing students in internal assessment**

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

**230**

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

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

**Our college always caters the learning needs of our students Initially students are identified with various learning needs through following strategies**

**By verbal discussion with students .**

**Giving class tests and assignments**

**Conducting house examinations**

**Organising various literary activities**

**After analysing their performance , mentoring is provided to them.Twenty students are allotted to each teacher educator for mentoring Academic councelling is also provided Students are also encouraged for peer tutoring.**

**Students were assigned various academic activities to be completed in collaborative manner.**

**To make the learning process ore live various activities like quise,group discussion,flip classroom,debate on various issues**

**were organised.**

| File Description | Documents |
|---|---|
| Documentary evidence in respect to claim | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**2.8 - Student Satisfaction Survey**

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

**yes**

**RESEARCH AND OUTREACH ACTIVITIES**

**3.1 - Resource Mobilization for Research**

**3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

**0**

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Sanction letter from the funding agency | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)**

**0**

| File Description | Documents |
|---|---|
| Sanction letter from the funding agency | **No File Uploaded** |
| Income Expenditure statements highlighting the research grants received certified by the auditor | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| | |
|---|---|
| **3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects** | **Two of the above** |

**Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

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

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

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

**3.2 - Research Publications**

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

8

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

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

1

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

**3.3 - Outreach Activities**

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

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

2

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

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

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

**170**

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

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

**180**

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

**180**

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

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

**The College organizes various community-based programs to sensitize to social issues so that they contribute to community development. Every year our college organizes various rallies, Abhiyan to create awareness among the public aboutswachhataaids awareness, road safety, and Girls-related issues. However, due to covid situation, these activities were limited in numbers.Every year our college organizes educational trips to Blind school, Om shanti retreated center etc.**

| File Description | Documents |
|---|---|
| Relevant documentary evidence for the claim | **No File Uploaded** |
| Report of each outreach activity signed by the Principal | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year**

**0**

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Appropriate certificates from the awarding agency | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**3.4 - Collaboration and Linkages**

**3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

**02**

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

**02**

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

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

0

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Report of each activities with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | View File |

| **INFRASTRUCTURE AND LEARNING RESOURCES** |
|---|
| **4.1 - Physical Facilities** |
| 4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than  100 - 200 words |

**Classrooms:**

**The institution prioritizes an enriching educational experience through well-equipped classrooms, fostering a conducive environment for effective teaching and learning. These spaces, equipped with modern amenities, serve as dynamic hubs for diverse pedagogical methods, facilitating interactive engagement between educators and students.**

**Laboratories:**

**Complementing the classrooms, the institution boasts state-of-the-art laboratories designed to enhance hands-on learning experiences. These specialized spaces, equipped with advanced tools, provide students with invaluable opportunities to deepen their understanding across various subjects, adhering to or exceeding the standards set by statutory bodies.**

**Computing Facilities:**

**In tandem with academic facilities, the institution prioritizes cutting-edge computing resources. Modern facilities, inclusive of up-to-date computers and software applications, enrich the technological environment, ensuring students are well-prepared for contemporary industry standards.**

**Sports Field:**

**Furthering its commitment to holistic education, the institution maintains a well-maintained sports field. Serving as a versatile venue for organized sports activities, the field fosters teamwork, leadership, and camaraderie among students. The institution's dedication to comprehensive facilities, aligning with or surpassing minimum standards, ensures students have access to an environment promoting physical health and cultivating essential life skills.**

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

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

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

**4**

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Geo-tagged photographs | **No File Uploaded** |
| Link to relevant page on the Institutional website | **Nil** |
| Any other relevant information | View File |

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

**1**

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

**4.2 - Library as a Learning Resource**

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

**Our college library is semi-automated. There is provision of Internet facilities in the library. One Computer for the library**

in charge and Two for students are available. There is provision of a separate reading room where journals News Papers Periodicals & magazines are available for teachers and students. These are regularly subscribed.

| File Description | Documents |
|---|---|
| Bill for augmentation of library signed by the Principal | No File Uploaded |
| Web-link to library facilities, if available | Nil |
| Any other relevant information | No File Uploaded |

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The college library is well equipped with plenty of books, computers,and wifi there is provision of a reprographicfacility for students and teachers. there is a separate reading room where journals magazines newspapers and periodicals areavailable. The teachers and students have access to library resources as per the requirement.

| File Description | Documents |
|---|---|
| Landing page of the remote access webpage | No File Uploaded |
| Details of users and details of visits/downloads | No File Uploaded |
| Any other relevant information | No File Uploaded |

| **4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases** | One of the above |
|---|---|

| File Description | Documents |
|---|---|
| Data as per Data template | **No File Uploaded** |
| Receipts of subscription /membership to e-resources | **No File Uploaded** |
| E-copy of the letter of subscription /member ship in the name of institution | **No File Uploaded** |
| Any other relevant information | View File |

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)**

**0.02215**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

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

**14**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Any other relevant information | **No File Uploaded** |

## 4.3 - ICT Infrastructure

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

**The institution has a well-equipped computer lab connected in LAN as well as in WAN. All the systems are having Internet (Wi-Fi) facilities. In addition there is an ICT Lab with all required ICT tools and resources.**

**A special computer room has further been created where systems**

placed are specifically meant for use by faculty and students for academic purposes like attending academic programmes, preparing PPTs and for maintaining records, etc.

In the Computer Lab software available are;

- Ms Office with tools
- MS- Word
- MS-Excel
- MS- Power Point
- Adobe Reader
- D-link software

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

## 4.3.2 - Student – Computer ratio during the academic year

10:1

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

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

| File Description | Documents |
|---|---|
| Receipt for connection indicating bandwidth | No File Uploaded |
| Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth | No File Uploaded |
| Any other relevant Information | No File Uploaded |

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

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

## 4.4 - Maintenance of Campus and Infrastructure

## 4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

**2.20**

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

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

**The college ensures optimal allocation and utilization of financial resources for maintenance through committee meetings. Laboratory maintenance involves outsourcing calibration and**

repairs. The library obtains book requirements from faculty, with the final list approved by the Principal. User feedback is encouraged through suggestion boxes, and 'no dues' from the library are mandatory for exam eligibility. The library committee addresses issues like weeding out old titles. Sports equipment maintenance is overseen by the college sports in-charge, and an annual athletic meet is organized.

A centralized computer lab with internet and WiFi is available, managed by committees addressing faculty needs. Stock registers are regularly maintained, and campus cleanliness, pest control, and landscaping are handled by institute employees. Regular inspections monitor campus maintenance, and outsourcing is employed for IT repairs. Water cooler and purifier maintenance, along with reading room upkeep and library book stock verification, are routine tasks. The college ensures comprehensive resource allocation for facility management, reflecting a commitment to excellence and student well-being.

http://www.rlscoe.ac.in/academic-infrastructure/

| File Description | Documents |
|---|---|
| Appropriate link(s) on the institutional website | https://rlscoe.ac.in/ |
| Any other relevant information | No File Uploaded |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

| | |
|---|---|
| **5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable** | **Nine or more of the above** |

| File Description | Documents |
|---|---|
| Geo-tagged photographs | **No File Uploaded** |
| Any other relevant information | [View File](#) |

| | |
|---|---|
| **5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | **A. All of the above** |

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

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

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

**5.2 - Student Progression**

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

| Number of students placed as teachers/teacher educators | Total number of graduating students |
|---|---|
| 20 | 100 |

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Reports of Placement Cell for during the year | No File Uploaded |
| Appointment letters of 10 percent graduates for each year | No File Uploaded |
| Any other relevant information | View File |

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

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

**35**

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| Details of graduating students and their progression to higher education with seal and signature of the principal | No File Uploaded |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | View File |

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

**20**

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

**5.3 - Student Participation and Activities**

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

**Institution does not has Student Council. Every year two students from each section are selected as class representatives. These student representatives work with various committees for organizing extra-curricular, co-curricular and academic activities like Talent Hunt Programme, Sports Meet, celebration of various days (Women's Day, Teacher's Day etc.) and festivals.List of the committees in which students work with the teachers is as follows:**

- **Sports Committee**
- **Cultural Committee**
- **Internal Quality Assurance Committee (IQAC)**
- **Yoga Club**
- **Youth Red Cross Club**

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

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

**4**

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

| 5.4 - Alumni Engagement |
| --- |
| 5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects |

The alumni association of Rao Lal Singh College of Education plays a crucial role in the development and growth of an institution. Its impact extends beyond the academic realm, influencing various aspects such as enhancing institutional reputation, networking and mentorship, knowledge exchange and student support. Many alumni of this institution continue to engage in their academic and professional fields after graduation. Alumni associations facilitate knowledge exchange and collaboration between the individuals and the institution. They share their success stories with prospective teachers, and contribute to the admissions process.Their achievements reflect positively on the quality of education provided by the institution, attracting prospective teachers and enhancing its overall standing in the academic community.Alumni members of Rao Lal Singh College of Education, holding prestigious positions such as Principals, Professors and Head of the department in various institutions, play a pivotal role in facilitating the placement of current students. This engagement extends beyond mere professional assistance, as these accomplished alumni actively participate in institutional events, providing valuable insights, motivation, and constructive feedback to enhance the overall learning experience.

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

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

**advice and support**

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

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

**2**

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

**The Alumni Association of Rao Lal Singh College of Education, stands as an indispensable entity contributing significantly to the institution's overall functionality. This multifaceted association is actively involved in student mentoring, offering support, providing financial assistance, and identifying and nurturing talent early on. This dynamic collaboration ensures the efficient development of human resources crucial to the nation's growth and progress. It collaborates seamlessly with the faculty, serving as a valuable resource in devising methods to enhance teaching methodologies. This partnership reflects a commitment to continuous improvement in pedagogical approaches. The association, in conjunction with the faculty, organizes events geared towards instilling confidence in students, preparing them to shoulder**

responsibilities, and adeptly meeting challenges embedded in the course curriculum.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

**Vision: Vision shaping the destiny of India through quality teachers having dedication, determination, diligence and dutifulness.**

**Mission: The main mission of this institution is located to the needs of the students of rural belt and provide quality teacher education.**

**Our College envisions shaping India's destiny by fostering quality educators with dedication, determination, diligence, and dutifulness. The institution's mission is centered on addressing the educational needs of rural students, striving to provide high-quality teacher education. The governance structure reflects effective leadership and a participatory mechanism aligned with the institution's vision and mission. Inclusive perspective plans are designed to engage teachers, students, and non-teaching staff in decision-making bodies, ensuring a collaborative approach to educational excellence. Through shared responsibility and involvement, the institution aims to create an environment where the community actively contributes to the realization of its educational goals, fostering a holistic and impactful learning experience.**

| File Description | Documents |
|---|---|
| Vision and Mission statements of the institution | **No File Uploaded** |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | **No File Uploaded** |
| Documentary evidence in support of the claim | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**Our college practices decentralized and participative management for all academic and co-curricular activities. All the decisions related to the academic activities are taken by the principal and the all staff members, considering its relevance in the light of the academic calendar. This is the regular practice of Rao Lal Singh College. The principal creates various committees for the smooth functioning of the college activities. The in-charges and members of these committees are informed and notified about their roles and functions from time to time. Elected Student representatives plan, organize, and execute various co-curricular activities under the guidance of a faculty coordinator.**

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

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

**OurCollege demonstrates a steadfast commitment to transparency across its various functions. Financial transparency is upheld through meticulous record-keeping and regular audits, ensuring that all financial transactions are easily accessible and comprehensible. The institution fosters academic transparency by promoting open communication channels, ensuring that students,**

faculty, and stakeholders have access to information regarding curriculum, assessments, and educational resources.

Administratively, the institution employs participatory mechanisms, encouraging input from all stakeholders in decision-making processes. Regular meetings and forums provide a platform for dialogue, fostering a collaborative environment. Additionally, the institution maintains clear and well-documented administrative procedures, ensuring that processes are understood and followed by all.

In all aspects, be it financial, academic, or administrative, the College prioritizes communication, accountability, and accessibility, reflecting its commitment to transparency in shaping the destiny of India through quality teacher education.

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

## 6.2 - Strategy Development and Deployment

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

In alignment with Our college's vision and mission to shape the destiny of India through quality teachers and cater to the needs of students in rural areas, a successful initiative was implemented during the year. The strategic plan focused on enhancing digital literacy among students in the rural belt.

The deployment strategy involved the introduction of a comprehensive digital education program. The institution facilitated the procurement of necessary infrastructure, such as computer labs and internet connectivity, and organized training sessions for both students and faculty. Specialized digital content was curated to suit the teacher education curriculum.

Through this initiative, students gained valuable exposure to

**modern teaching methodologies and digital resources, aligning with the institution's commitment to quality education. The strategic deployment not only addressed the immediate educational needs of students in rural areas but also contributed to the overall advancement of teacher education at our college.**

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | Nil |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

**The collegeoperates as a grant-in-aid institution, receiving financial support from the state government. The appointment of staff members adheres to a structured process supervised both administratively by the Department of Higher Education and academically by the affiliating university. This process meticulously follows regulations outlined by governing bodies such as the UGC and NCTE, ensuring compliance with service rules and other stipulations.**


**The institution's governance exhibits effective leadership and a participatory mechanism aligned with its vision and mission. Institutional bodies demonstrate efficiency through well-defined policies, a streamlined administrative setup, and adherence to appointment and service rules. The commitment to following established procedures contributes to the overall effectiveness of the institution, reflecting a dedication to providing quality education in accordance with regulatory standards.**

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | Nil |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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

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

**In a significant decision derived from the minutes of the meetings of various bodies at Rai Lal Singh College of Education, the establishment of a dedicated Placement Cell was proposed and successfully implemented. Recognizing the importance of facilitating seamless transitions from education to employment, the decision aimed to enhance the overall employability of students.**

**The Placement Cell, a result of collaborative efforts and discussions among the academic bodies, faculty, and administration, has since become a vital resource for students. It engages in forging partnerships with schools, organizing placement drives, and conducting skill development programs. The implementation of this decision underscores the college's commitment to ensuring that students are well-equipped for the professional world. The success of this initiative highlights the efficacy of the institution's decision-making process and the proactive role played by its various committees in fostering a supportive and enriching academic environment with a focus on career readiness. (Due to covid-19 no placement and development programme was conducted in this year 2020-21)**

| File Description | Documents |
|---|---|
| Minutes of the meeting with seal and signature of the Principal | **No File Uploaded** |
| Action taken report with seal and signature of the Principal | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## 6.3 - Faculty Empowerment Strategies

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

**Teaching Staff Welfare Measures:**

**1. Meditation Programmes:**

**The college prioritizes the mental well-being of teaching staff through regular meditation programs. These sessions provide a serene environment for stress relief and contribute to overall mental health.**

**2. One Day Trip:**

**The institution organizes annual one-day trips for teaching staff, fostering a sense of camaraderie and relaxation. These outings serve as a break from routine, promoting a positive work-life balance.**

**3. Distribution of Gifts on Diwali:**

**During the festive season, the college expresses gratitude to its teaching staff through the distribution of Diwali gifts. This thoughtful gesture adds a celebratory touch to the work environment.**

**Non-Teaching Staff Welfare Measures:**

**1. Meditation Programmes:**

**Similar to teaching staff, non-teaching staff members also benefit from meditation programs, emphasizing a holistic approach to**

employee well-being.

## 2. Distribution of Gifts on Diwali:

The college extends its Diwali festivities to non-teaching staff, distributing gifts as a token of appreciation for their valuable contributions.

## 3. Uniforms Given by the Management:

Acknowledging the importance of a professional appearance, the management provides uniforms to non-teaching staff, ensuring a sense of unity and professionalism.

## Student Welfare Measures:

## 1. Urmil Dua Scholarship:

The college supports student education through the Urmil Dua Scholarship, assisting deserving students in their academic pursuits.

## 2. Post Matric Scholarship:

Recognizing financial challenges, the institution actively promotes education accessibility by facilitating Post Matric Scholarships for eligible students, promoting inclusivity and educational equity.

| File Description | Documents |
|---|---|
| List of welfare measures provided by the institution with seal and signature of the Principal | No File Uploaded |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

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

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

0

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Brochures / Reports along with Photographs with date and caption | **No File Uploaded** |
| List of participants of each programme | **No File Uploaded** |
| Any other relevant information | [View File](#) |

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

05

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Copy of Course completion certificates | **No File Uploaded** |
| Any other relevant information | [View File](View File) |

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

**The institution employs a comprehensive performance appraisal system for both teaching and non-teaching staff, utilizing the ACR (Annual Confidential Report) Performa. The process begins with the establishment of clear performance expectations and goals at the commencement of the academic year. Throughout the year, supervisors and department heads monitor and document staff members' achievements, contributions, and areas for improvement.**

**At the end of the appraisal period, a formal evaluation is conducted using the ACR Performa. This document encompasses various performance parameters, including teaching effectiveness, research contributions, administrative capabilities (for teaching staff), and job-specific responsibilities (for non-teaching staff). The appraisal involves a thorough review of the documented achievements, and feedback is provided to facilitate professional development. The transparent and systematic nature of the ACR Performa ensures a fair and objective assessment, promoting continuous improvement and contributing to the overall growth and excellence of both teaching and non-teaching staff within the institution.**

| File Description | Documents |
|---|---|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal | **No File Uploaded** |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**6.4 - Financial Management and Resource Mobilization**

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

The financial health of our college is meticulously managed through a daily current account system. Our dedicated accountant maintains a real-time record of income and expenditure, ensuring accuracy and transparency in financial operations. To uphold the highest standards of fiscal accountability, the details of our college's financial transactions undergo a rigorous internal auditing process conducted by a qualified chartered accountant.

Our internal auditing officer, appointed through proper channels, receives the comprehensive breakdown of income and expenditure prepared by the college accountant. This proactive measure ensures that financial records are not only accurate but also in compliance with established guidelines.

In addition to internal scrutiny, our college undergoes regular external financial audits by the affiliating university. This external review serves as an additional layer of assurance regarding the financial integrity of the institution. Furthermore, the Directorate of Higher Education, Haryana, conducts specialized audits focusing on salary disbursements and grant utilization, emphasizing the responsible stewardship of funds.

Through this dual auditing framework, the college not only upholds financial prudence but also demonstrates a commitment to accountability and adherence to regulatory standards, fostering trust among stakeholders and contributing to the overall governance and sustainability of our institution.

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

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

0

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

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

**Our institution has established effective strategies for fund mobilization and resource utilization, particularly given that we do not receive financial assistance from external agencies except for staff salaries and infrastructure grants from the Directorate or state governments. To mobilize funds, we prioritize diverse revenue streams, including tuition fees, collaborations with industry partners, and organizing community engagement events.**

**The optimal utilization of resources begins with a careful budgeting process, allocating funds based on strategic priorities. Financial decisions undergo rigorous internal scrutiny, ensuring alignment with institutional goals. The staff salary and infrastructure grant received are allocated efficiently, emphasizing educational quality and infrastructure enhancement.**

**Regular financial assessments and audits further contribute to maintaining fiscal discipline. By maximizing internal revenue sources, exploring partnerships, and judiciously allocating available funds, our institution ensures sustainable operations and continual improvements, fostering a financially robust environment that supports our educational mission. This approach**

**allows us to thrive independently while strategically utilizing resources for the benefit of our academic community.**

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

## 6.5 - Internal Quality Assurance System

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

**Our college has implemented a robust quality assurance mechanism through the Internal Quality Assurance Cell (IQAC). Comprising management principles, staff members, and student representatives, the IQAC functions as a pivotal entity for maintaining and enhancing academic quality. The process involves a collaborative decision-making approach, wherein all stakeholders contribute their insights.**

**Regular meetings of the IQAC are conducted to discuss and decide on academic quality improvement measures. The institution emphasizes transparency and inclusivity by considering the opinions of management, faculty, and students in these decisions. The IQAC identifies key areas for enhancement, establishes benchmarks, and monitors progress through periodic reviews.**

**Through this systematic and participatory approach, the IQAC ensures that quality assurance strategies are institutionalized, promoting a culture of continuous improvement. The active involvement of all stakeholders in decision-making aligns with the institution's commitment to fostering excellence in education and overall institutional development.**

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

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

**Our institution diligently reviews the teaching-learning process at regular intervals, facilitated by the Internal Quality Assurance Cell (IQAC) as a central mechanism. The process involves a comprehensive examination of various elements contributing to the overall educational experience. For example, the institution conducts surveys and feedback sessions involving students, faculty, and other stakeholders to gather insights on teaching methodologies, course content, and learning outcomes.**

**The IQAC then analyzes the feedback and survey results, identifying strengths and areas for improvement. Based on these findings, strategic interventions are devised to enhance the teaching-learning process. This may include faculty development programs, curriculum revisions, or the incorporation of innovative pedagogical approaches.**

**Furthermore, the institution emphasizes the use of technology to track and assess student performance, enabling data-driven decisions for continuous improvement. The periodic review process ensures that the teaching-learning methods align with evolving educational needs, fostering a dynamic and responsive academic environment at our college.**

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

**6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting**

| quality culture during the year | |
| --- | --- |
| **2** | |

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

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

| File Description | Documents |
| --- | --- |
| Data as per Data Template | **No File Uploaded** |
| Link to the minutes of the meeting of IQAC | **Nil** |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | **Nil** |
| Consolidated report of Academic Administrative Audit (AAA) | **No File Uploaded** |
| e-Copies of the accreditations and certifications | **No File Uploaded** |
| • Supporting document of participation in NIRF | **No File Uploaded** |
| Feedback analysis report | **No File Uploaded** |
| Any other relevant information | View File |

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

**First Cycle Incremental Improvements:**

**1. Enhanced Student Feedback Mechanism: In the first cycle, our institution introduced an upgraded student feedback system. The process involved implementing an online feedback platform, making it more accessible and efficient for students to provide input on courses and teaching methodologies. This incremental improvement significantly increased the response rate and depth of feedback, allowing faculty members to make targeted adjustments to enhance the overall learning experience.**

**2. Streamlined Admission Process: The institution streamlined its admission process by implementing an online application system, reducing paperwork and enhancing administrative efficiency. This incremental improvement not only simplified the admission procedure for students but also facilitated quicker processing of applications, contributing to a more seamless and transparent administrative domain.**

**Second and Subsequent Cycles Incremental Improvements:**

**1. Technology-Enabled Learning Resources: Building on the previous accreditation cycle, our college invested in technology-enabled learning resources. Virtual labs, interactive e-modules, and online resources were integrated into the curriculum, fostering a blended learning environment.**

**2. Professional Development Programs for Staff: Recognizing the importance of continuous improvement, the institution initiated targeted professional development programs for faculty and staff. Workshops, seminars, and training sessions were conducted to enhance teaching methodologies and administrative skills.**

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

**1. For environment protection, a programme of soil conversation was conducted on soil conservation day. In this programme different strategies were discussed to keep soil healthy which ultimately helps to keep environment healthy. Both B.Ed and M.Ed students were participated in the programme.**

**2. Power requirement of the College met by the renewable energy sources. Solar power light in garden I and garden II installed to minimize dependence on conventional sources of energy.**

| File Description | Documents |
|---|---|
| Institution's energy policy document | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Our institution is committed to effective waste management, guided by a comprehensive policy and procedure to minimize environmental impact and promote sustainability. The policy emphasizes a proactive approach to waste reduction, reuse, and recycling, aligning with our commitment to environmental responsibility.

The waste management procedure begins with waste segregation at the source, where individuals are encouraged to separate recyclables, organic waste, and non-recyclables. We have established designated collection points to facilitate this process. Organic waste is directed to composting units, contributing to our efforts in promoting eco-friendly practices.

A notable feature of our waste management strategy is the utilization of a deep pit for waste disposal. This environmentally conscious method involves the excavation of a designated pit where non-recyclable waste is safely disposed of. This practice not only reduces the burden on landfills but also mitigates the risk of environmental pollution.

Regular monitoring and periodic audits ensure compliance with the waste management policy. Additionally, awareness programs and training sessions are conducted to educate the community about the importance of responsible waste disposal. Through the combination of a robust policy framework and a well-defined implementation procedure, our institution strives to be a leader in sustainable waste management practices.

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

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

| File Description | Documents |
| --- | --- |
| Documentary evidence in support of each selected response | **No File Uploaded** |
| Geo-tagged photographs | **No File Uploaded** |
| Income Expenditure statement highlighting the specific components | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
| --- | --- |
| Income Expenditure statement highlighting the specific components | **No File Uploaded** |
| Documentary evidence in support of the claim | **No File Uploaded** |
| Geo-tagged photographs | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**Our institution places a paramount emphasis on maintaining cleanliness, sanitation, and fostering a green environment to ensure a pollution-free and healthy atmosphere. Rigorous waste management practices are implemented, including regular waste segregation and disposal methods, minimizing the environmental footprint. The institution actively participates in tree plantation drives, enhancing the green cover on its premises. Additionally, sustainable practices, such as energy-efficient systems and water conservation initiatives, are integrated into daily operations. The institution conducts awareness campaigns and educational programs to engage the community in responsible environmental practices. Regular monitoring and assessment ensure**

that the institution adheres to stringent environmental standards, creating a conducive and healthy space for all stakeholders. Through these combined efforts, the institution is steadfast in its commitment to creating and maintaining an eco-friendly and sustainable environment.

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

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

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

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

0.06481

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Income Expenditure statement on green initiatives, energy and waste management | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

- **The institution deeply integrates with the local environment by leveraging indigenous knowledge, resources, and community practices to address challenges effectively. Through collaborative projects with local communities, the institution taps into traditional wisdom and practices, promoting sustainable solutions that align with the specific needs of the region. It actively engages in skill-sharing initiatives, empowering community members with tools and knowledge that enhance local resilience.**
- **Understanding the unique challenges faced by the community, the institution tailors its programs to address these issues, fostering a sense of shared responsibility. By incorporating local resources into curriculum development, research endeavors, and community outreach, the institution ensures that its efforts are contextually relevant and contribute positively to the socio-economic and environmental fabric of the region. This approach not only enriches the learning experience but also strengthens the institution's commitment to responsible and impactful engagement with the local environment and community.**

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

| | |
|---|---|
| **7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor** | **C. Any 2 of the above** |

**adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

| File Description | Documents |
|---|---|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | **No File Uploaded** |
| Web-Link to the Code of Conduct displayed on the institution's website | **No File Uploaded** |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | **No File Uploaded** |
| Details of the Monitoring Committee, Professional ethics programmes, if any | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## 7.2 - Best Practices

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

**The college's mentorship program bolsters students' learning and leadership skills, aiding in career development. Faculty engagewith students daily for personality development. The initiative aids incoming B.Ed students in navigating college life seamlessly, extending to counseling academically weak students and offering support. Mentors serve as positive role models, identifying and addressing student issues along with career advancement goals. The program facilitates skill acquisition, socio-psychological support, and a dynamic exchange of ideas. It encourages mutual growth through sharing suggestions, opinions, and questions, equipping students with academic support.**

**The teacher uses various ICT tools to make their teaching-learningmore effective. They share various content to the students in different forms like PPT video PDF etc. The teachers develop E-contentand integrate to achieve better learning outcomes.**

Morning Assembly has been a regular practice of the institution since its inception. The morning assembly is very helpful in developing moral and social values among students. In the morning assembly, various types of activities like GayatriMantra, prayer, Thought of the Day, Spech, News Headlines &National Anthem are organized on a daily basis. In these activities, each and every student gets a chance to conduct and participate in the morning assembly.

| File Description | Documents |
|---|---|
| Photos related to two best practices of the Institution | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 7.3 - Institutional Distinctiveness

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

The institutional distinctiveness of the college lies in its commitment to providing rigorous professional training aligned with practical experiences and a strong code of professional ethics, forming a cohesive fraternity. The college's vision is embodied by its accomplished alumni. Notably, the institution prioritizes evolving teaching methodologies by encouraging faculty to incorporate e-content and video lectures, enriching classroom teaching.

Diverse learning experiences are emphasized, including project work, short-term internships, oral presentations, seminars, symposiums, workshops, paper presentations, and group discussions. A unique counseling system assigns each faculty member a group of students for personalized guidance. The institution actively engages eminent national and international experts through webinars, workshops, and conferences, fostering enriched learning environments.

The college maintains a robust feedback system, with students providing valuable insights into faculty performance. Demonstrating social responsibility, the institution organizes activities such as plantation drives, blood donation camps, hospital visits, interactions with patients, distribution of nutritious food, and outreach to nearby villages and orphanages. This holistic approach aligns with the college's vision and priorities, making it distinctly impactful in nurturing well-

**rounded professionals.**

**Top of Form**

| File Description | Documents |
|---|---|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |