



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	
	RAO LAL SINGH COLLEGE OF EDUCATION
• 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.Isr@gmail.com
• Address	VPO. SIDHRAWALI, TEHSIL - MANESAR, 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. POONAM DHULL				
• Phone No.	9873421770				
• Alternate phone No.(IQAC)	01242970028				
• Mobile (IQAC)	9811370381				
• IQAC e-mail address	poonam.Isr@gmail.com				
• Alternate e-mail address (IQAC)	poonam.Isr@gmail.com				
3.Website address	https://www.rlscoe.ac.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://rlscoe.ac.in/wp-content/uploads/2024/02/2020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.rlscoe.ac.in/wp-content/uploads/2021/09/Academic-Calendar-2021-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	72.25	2004	08/01/2004	07/01/2009
Cycle 2	B	2.80	2014	21/01/2014	20/01/2019
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/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Nil	
<ul style="list-style-type: none"> • (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	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>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 carry 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.</p>		
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
- A Two day DHE sponsored multidisciplinary national seminar on "Education for Sustainable Development: opportunities and challenges" was planned to be organized during the year.	- A Two day DHE sponsored multidisciplinary national seminar on "Education for Sustainable Development: opportunities and challenges" was successfully organized on 30th and 31st March, 2022.
- Orientation Program was organized for the B.Ed students.	- Orientation Programs was conducted smoothly for B.Ed students in which students were given orientation about the college, faculty members and the B.Ed curriculum.
- Orientation about the B.Ed syllabus was given to students	- For this purpose of achieving outcomes based of teaching, various ICT tools were integrated in teaching-learning process for the desired outcome.
- Organization of co-curricular activities and celebrations of important days.	- Co-curricular activities were successfully carried with a positive outcome.
- B.Ed students from both 1st and 2nd year joined the online training program and learned innovative skills.	- 40 days program by Naandi's Foundation by Mahindra group was conducted for skill enhancement among students.
- MOOC Course on "Technology-driven Approaches in The Development of Collaborative Learning" was developed.	- All the B.Ed students joined this MOOC Course and learned collaborative online practices after which they learned to develop their own digital content.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Governing Body of College	25/02/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	19/01/2023

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 been 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 are oriented about the benefits of these plants in healing common day ailments and boost immunity. Students are encouraged 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 hard to prepare and present the instructional-based material in such a way that leads to outcome-based education. Teachers adopted various strategies and integrated ICT tools in teaching-learning process and also used LMS platforms 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:

RLS College of Education is an institution affiliated to Gurugram University, Gurugram. Hence, the college is not eligible for distance education but if needed teachers adopt online mode for better guidance and learning.

Extended Profile

1.Student

2.1	110
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	View File

2.3	79
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	106
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	Number of graduating students during the year	110						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> </table>		File Description	Documents	Data Template	View File			
File Description	Documents							
Data Template	View File							
2.6	Number of students enrolled during the year	110						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> </table>		File Description	Documents	Data Template	View File			
File Description	Documents							
Data Template	View File							
2.Institution								
4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	0						
4.2	Total number of computers on campus for academic purposes	15						
3.Teacher								
5.1	Number of full-time teachers during the year:	11						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> <tr> <td>Data Template</td> <td>No File Uploaded</td> </tr> </table>		File Description	Documents	Data Template	View File	Data Template	No File Uploaded	
File Description	Documents							
Data Template	View File							
Data Template	No File Uploaded							
5.2	Number of sanctioned posts for the year:	13						
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								

Rao Lal Singh college of education sticks to the preset educational program set out by Gurugram university, Gurugram. The college enhances inside these deeply grounded scholarly systems and is focused on furnishing understudies with all encompassing instruction.

In each academic session IQAC meetings, timetables, committees responsibilities and other managerial errands that help scholarly cycles are arranged. Occasions were arranged, scholarly schedules and plans were made, and an efficient rundown of the intellectual and extracurricular exercises completed by the capable educator in control all through the year was collected during every scholastic meeting.

To guarantee their proceeding with advancement, our educator teachers effectively take part in staff improvement programs, boosts, directions, Orientations, Refreshers, meetings, workshops, and exploration.

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

B. Any 3 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	No File Uploaded
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

74

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

74

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 institution organises events like marches/rallies, tours to an Om Shanti, anda blind school to teach students how to engage with spiritual and sociocultural concerns in a positive and constructive way. Students can use the Understanding Self project, Gender School and Society Paper to critically evaluate problems related to gender, the environment, ethics, and self. International Women's Day serves as a platform for educating students about their empowerment. College's infrastructure was carefully designed with environmental protection as a major focus. A beautiful garden area has been preserved with extra care so that students can get fresh air and connection with nature.

Teachers establish WhatsApp groups and Google Classrooms for the purpose of exchanging content, having interactions with students, receiving assignments, and having discussions. Many teachers provide their students access to e-books that are related to their papers since they are convenient and less expensive than buying actual books. Teachers started using Zoom and Google Meet to provide lectures online during the Corona time, and they are still doing so for more sessions. To enhance the quality of their lectures, teachers utilise Quizziz, YouTube, Google Slides, and other platforms in addition to e-books to develop content for their papers.

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

To help them realise the variety of educational options available to them, students are given the choice to attend number of schools, including public, private, grant-in-aid, CBSE, city schools during real teaching practice and internship teaching program.

Followed by written reflections about their experiences, students visit places of worship, special education facilities, science and art museums, aged care facilities, orphanages, etc. They write reviews in SEP After reading books, articles, stories, and other reading and reflecting materials for the project, and visiting school experiences throughout the session.

Students were made aware about different school system in india, Functions of various boards of school education in contemporary education papers by concerned teachers and given an activity of preparing an infograph on "diversity of school education system in India"

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

Students get , thorough professional understanding, which is gained via two years of intensive study and involvement in all extracurricular and co-curricular college activities.

We aim to provide students with a diverse range of skill sets, technical knowledge, artistic abilities, and analytical capabilities, in addition to the subject matter knowledge that will prepare them for their job. Teacher educators make it possible to enhance students' employability, life skills, functional, spoken English, and capacity to thrive in a fast-paced, competitive setting. Students are motivated to participate in organising seminars, talent hunts, farewell parties, and other campus events in addition to their coursework. They host events quite well. Group assignments are offered to students in order to support the development of their cooperative learning skills.

Through internships, simulations, hands-on instruction, and microteaching, students gain knowledge of teaching.

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.

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

110

2.1.1.1 - Number of students enrolled during the year

110

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	No File Uploaded
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

79

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

79

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

0

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

0

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 October-November, 2021 for two years B.Ed. Course (session 2021-2023). 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												
<table> <tr> <th data-bbox="86 651 552 714">File Description</th><th data-bbox="552 651 1479 714">Documents</th></tr> <tr> <td data-bbox="86 714 552 781">Data as per Data Template</td><td data-bbox="552 714 1479 781">No File Uploaded</td></tr> <tr> <td data-bbox="86 781 552 920">Relevant documents highlighting the activities to address the student diversities</td><td data-bbox="552 781 1479 920">No File Uploaded</td></tr> <tr> <td data-bbox="86 920 552 1023">Reports with seal and signature of Principal</td><td data-bbox="552 920 1479 1023">No File Uploaded</td></tr> <tr> <td data-bbox="86 1023 552 1126">Photographs with caption and date, if any</td><td data-bbox="552 1023 1479 1126">No File Uploaded</td></tr> <tr> <td data-bbox="86 1126 552 1193">Any other relevant information</td><td data-bbox="552 1126 1479 1193">No File Uploaded</td></tr> </table>	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	No File Uploaded	
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Reports with seal and signature of Principal	No File Uploaded												
Photographs with caption and date, if any	No File Uploaded												
Any other relevant information	No File Uploaded												
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Three of the above												
<table> <tr> <th data-bbox="86 1621 552 1684">File Description</th><th data-bbox="552 1621 1479 1684">Documents</th></tr> <tr> <td data-bbox="86 1684 552 1823">Relevant documents highlighting the activities to address the differential student needs</td><td data-bbox="552 1684 1479 1823">No File Uploaded</td></tr> <tr> <td data-bbox="86 1823 552 1926">Reports with seal and signature of the Principal</td><td data-bbox="552 1823 1479 1926">No File Uploaded</td></tr> <tr> <td data-bbox="86 1926 552 2029">Photographs with caption and date</td><td data-bbox="552 1926 1479 2029">No File Uploaded</td></tr> <tr> <td data-bbox="86 2029 552 2096">Any other relevant information</td><td data-bbox="552 2029 1479 2096">No File Uploaded</td></tr> </table>	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			
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	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

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	No File Uploaded

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

121

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	No File Uploaded

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

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.

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

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

<p>2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</p> <p>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.</p> <p>Our faculty incorporate technology-enhanced teaching strategies to prepare future teachers for the digital age. Prospective teachers are introduced to various educational technologies, including virtual classrooms, online assessment tools, and interactive learning platforms. Students were tasked with designing lesson plans that integrated technology to enhance engagement and learning outcomes.</p> <p>Also, students are encouraged to design and implement co-curricular initiatives, such as organizing various academic, cultural and sports events. This approach aimed to develop their creativity, communication skills, and leadership qualities. The impact is profound as these prospective teachers not only gained practical experience in organizing co-curricular activities but also</p>

recognized the importance of fostering students' holistic development beyond the traditional classroom setting.

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 possible	No File Uploaded
Any other relevant information	View File

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

Eight /Nine of the above

Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	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	All of the above

Observation modes for individual and group 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	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above

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

There is provision of 20 weeks internship program ,out of which two weeks are allotted in first year so that students understand schools for preparation of internship. Sixteen weeks internship is organised during second year. Before the internship program, the college skill in teaching committee do orientation regarding micro, simulating teaching and various school based activities which they have to perform during internship program. In each pedagogy subjects 5 micro lesson plans are prepared. The student teachers give five lessons in each subject in simulated situation .Each and every pupil teacher deliver 12 lessons and two discussion lessons in school which are observed by teacher educators and feedback is provided verbally as well as in the written form by giving remarks.During this program

the student teachers participate in organising various activities in schools and they also keep records .They prepare teaching aids achievement test and come to know how to make time table and maintain record register. The skill in teaching committee plans the program and display this on students as well as staff notice board. The internship program is well organised in various schools. The final lessons are evaluated by a team of examiners appointed by the affiliating University.

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

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

2.4.9.1 - Number of final year students during the academic year

106

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	No File Uploaded

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

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.

Our college adopts effective monitoring mechanism during practice teaching in various Government and public schools located in rural and urban areas. Before going to 16 weeks internship program, the student teachers are oriented properly. They have already been versed with various important teaching skills. They have prepared 5 micro lesson plans of core teaching skills. Each and every student teacher delivers five lessons in simulation, 12 lessons under supervision of teacher educators is mandatory. During the 16 week internship program they deliver at least two lessons daily. During supervised teaching the lesson plans are checked in advance before delivering. Student teachers deliver the lessons as per syllabus given by concerned subject teachers of schools. The school heads and teachers monitor them and give suggestions for improvement. The principal and faculty members also visit schools as and when they get time. The process of observation and feedback is continuous and comprehensive in nature and helps them to become competent teachers.

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 /

All of the above

**School* Teachers Principal / School* 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	No File Uploaded
Any other relevant information	No File Uploaded

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

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	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

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****145**

File Description	Documents
Copy of the appointment letters of the fulltime teachers	No File Uploaded
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 members are keeping themselves to pace on the path of change to implement the new teaching learning methodologies. They develop themselves by formal and informal ways. Teacher educators

attend various seminars, conferences, workshops, symposium, FDPs and webinars organised by various institutions from time to time. These help them to grow professionally as well as socially. These help in updating their knowledge and skills. Various in house training and discussion programs are also organised formally as well as informally. The teachers use best methods and techniques which are adapting to changes from time to time so that learners learn in the best possible way. The faculty members share the knowledge acquired from different ways among their colleagues.

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

Our college strictly follows the academic calendar of the university which prescribes commencement of classes and annual examinations. The academic calendar of the college is also prepared by the academic core committee in advance. All the teachers complete their syllabus in time. The student teachers are evaluated internally continuously. The faculty members give assignments from time to time. Class tests are also conducted by faculty members. The student teachers are also assessed by oral techniques like discussion in class. Before final examination, house examinations are also conducted. The student teachers also participate in various academic and co-scholastic activities. The teachers clear the doubts of students and provide feedback for doing better in the annual examination. Our principal also takes meetings from time to time to review the progress of students.

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	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;

Four of the above

Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
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	No File Uploaded

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

The college is affiliated to Gurugram University, Gurugram so it is bound by the rules and regulations of the university for internal assessment. As per university syllabus 20% marks are in each subject are assigned to internal assessment. The breakup of internal marks by the university in terms of attendance, assignment and test .The students are made aware about the criteria of internal assessment at the time of orientation.The teachers also take test from time to time. House examinations are also conducted.

The record of internal marks are kept properly and these are also uploaded on universityportal. The college has committee for internal assessment marks. The college has well defined system to deal with the examination related grievances .They are free to discuss with the concerned subject teacher regarding there house examination marks and attendance.There is grievance redressal and attendance committee. The answer books of house examinations are shown to students after evaluation. A list of marks obtained in all papers by the students is prepared and is displayed on notice board. Any grievance related to final results are redressed by the university. Thus the college employs a robust mechanism to enhance transparency in dealing with internal assessment.

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

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

There is an academic core committee in the college. The committee prepares the academic calendar keeping the guidelines of affleting university in view All the faculty members adhere to the academic calendar of the college as well as the university. The students are evaluated internally. There is an examination committee which prepares the program for house examinations. After the house examinations are over, the marked answer sheets are shown to student teachers and feedback is provided to them. The assignments are also given to student teachers for their assessment. These assignments are checked by faculty members. The teachers also conduct class tests from time to time. Marks are also given in discussion lessons to assess their teaching competencies. The important days are also celebrated and student teachers participate very actively. The practical files are checked by teacher educators and give suggestions for betterment .Thus our college adopts very comprehensive internal evaluation system.

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

2.7 - Student Performance and Learning Outcomes

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

On completion of B.Ed / M.Ed program, students are able to develop various content competencies for organising learning experiences, to use appropriate assessment strategies, use of teaching skills, to innovate classroom practices. They also acquire professional ethics. They will also be able to acquire CLOs of various courses.

Our college uses various ways to make the students and teaching faculty aware about the learning outcomes. The syllabus of both the courses states the learning outcome of each subject in detail. The syllabi are available on the university website as well as on the college website. After the admission process is over, the orientation programs are organised to discuss the course outcomes in detail by different faculty members. The college has a practice to plan the academic as well as co-curricular activities in the beginning of the session. The faculty plan their lessons in such a way that learning outcomes are achieved well in time. The principal takes meetings of faculty members from time to time to know the progress. Emphasis is given on development of various pedagogical skills which are required to become efficient teachers and teacher educators.

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 monitors the progress of programme and course outcomes from time to time by direct or indirect methods. Direct method like conducting class test and house examination, observation of supervised practice lessons, observation of simulated teaching. Students are given assignments from time to time. These techniques and methods are very helpful in evaluative progression performance of student teachers. The knowledge and skills are properly assessed. Our college also accumulates feedback from various stakeholders like

alumni, parents, schools where they do internships and supervised practice teaching. The head and teachers of the schools where they do internship prove very helpful. The college comes to know to what extent PLOs and CLOs have been attained. The student teachers are provided feedback for their improvement. At the end of the session, they are evaluated by team of examiners appointed by university for practical and theory examinations

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

106

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.

The learning needs of student teachers are identified initially. These are reflected in performance in various activities. The students were identified by using various strategies like discussion, giving them some assignments, organising various co-curricular activities. They perform these activities with greater confidence. Course outcomes are measured on the basis of students' performance in curricular and curricular aspects. The students

performance is also reflected in various practical work like Art and Drama, ICT enabled practical, making teaching aids and maintaining their practical reports of school internship.

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 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	Two of the above														
<table border="1"> <thead> <tr> <th data-bbox="84 611 552 674">File Description</th><th data-bbox="552 611 1477 674">Documents</th></tr> </thead> <tbody> <tr> <td data-bbox="84 674 552 741">Data as per Data Template</td><td data-bbox="552 674 1477 741">No File Uploaded</td></tr> <tr> <td data-bbox="84 741 552 842">Institutional Policy document detailing scheme of incentives</td><td data-bbox="552 741 1477 842">No File Uploaded</td></tr> <tr> <td data-bbox="84 842 552 943">Sanction letters of award of incentives</td><td data-bbox="552 842 1477 943">No File Uploaded</td></tr> <tr> <td data-bbox="84 943 552 1122">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td><td data-bbox="552 943 1477 1122">No File Uploaded</td></tr> <tr> <td data-bbox="84 1122 552 1223">Documentary evidence for each of the claims</td><td data-bbox="552 1122 1477 1223">No File Uploaded</td></tr> <tr> <td data-bbox="84 1223 552 1294">Any other relevant information</td><td data-bbox="552 1223 1477 1294">No File Uploaded</td></tr> </tbody> </table>	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	
File Description	Documents														
Data as per Data Template	No File Uploaded														
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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

4

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

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

1

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

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	View File

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 about swachhata aids 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

2

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

2

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	No File Uploaded
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 is dedicated to fostering an optimal learning atmosphere through well-equipped classrooms. These dynamic spaces prioritize interactive engagement between educators and students, utilizing modern amenities to facilitate diverse pedagogical methods.

Laboratories:

Complementing the classroom experience, the institution boasts state-of-the-art laboratories. These specialized spaces are designed to elevate hands-on learning, equipped with advanced tools that not only meet but often exceed the standards set by statutory bodies.

Computing Facilities:

In tandem with academic spaces, the institution places a high priority on 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 for Holistic Development:

Reflecting a commitment to holistic education, the institution maintains a well-maintained sports field. This versatile venue serves as a hub for organized sports activities, fostering teamwork, leadership, and camaraderie among students. The institution's dedication to comprehensive facilities 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

5

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	No File Uploaded

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

2

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

4.2 - Library as a Learning Resource

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

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 reprographic facility for students and teachers. there is a separate reading room where journals magazines newspapers and periodicals are available. 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	No File Uploaded

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

0.2

File Description	Documents
Data as per Data Template	No File Uploaded
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

150

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	No File Uploaded
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

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	No File Uploaded
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	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	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support

facilities during the year (INR in Lakhs)**3**

File Description	Documents
Data as per Data Template	No File Uploaded
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	Nil
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

Three 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	No File Uploaded

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

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)

Two 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
40	106

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

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

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

40

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

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

35

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

5.3 - Student Participation and Activities

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

The institution operates without a formal Student Council. Instead, it appoints two students from each section annually to serve as class representatives. These student representatives collaborate with various committees, alongside teachers, to organize a spectrum of activities encompassing extra-curricular, co-curricular, and academic domains. Noteworthy events include the Talent Hunt Programme, Sports Meet, and celebrations for occasions like Women's Day and Teacher's Day. The committees that students actively participate in, working alongside teachers, include the Sports Committee, Cultural Committee, Internal Quality Assurance Committee (IQAC), Yoga Club, and Youth Red Cross Club. This collaborative approach fosters a sense of shared responsibility and engagement, promoting a vibrant and inclusive campus environment.

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

07

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

5.4 - Alumni Engagement

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

The involvement of the Rao Lal Singh College of Education alumni association is integral to the institution's advancement and prosperity. Beyond its academic impact, the association significantly contributes to diverse facets, including bolstering institutional prestige, fostering networking and mentorship, facilitating knowledge exchange, and supporting students. Graduates from this institution often remain actively involved in their academic and professional pursuits post-graduation. The alumni association serves as a conduit for collaborative efforts and information sharing between its members and the institution. Their testimonials and accomplishments are shared with aspiring educators,

positively influencing the admissions process and reflecting the institution's commitment to providing quality education. Alumni from Rao Lal Singh College of Education, occupying esteemed roles such as Principals, Professors, and Heads of Departments across various institutions, play a pivotal role in aiding the placement of current students. This involvement goes beyond professional support, as these accomplished alumni actively engage in institutional events, offering valuable insights, motivation, and constructive feedback to enrich the overall learning experience. Their success stories not only showcase the excellence of education provided by the institution but also serve as a magnet for potential teachers, elevating the institution's standing within the academic community.

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

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

Three/Four of the above

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

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

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

Rao Lal Singh College of Education's Alumni Association stands as an indispensable and influential entity, making substantial contributions to the overall functionality of the institution. This multifaceted association plays an active role in various areas, including student mentoring, support provision, financial assistance, and the early identification and nurturing of talent. Through this dynamic collaboration, the association ensures the efficient development of human resources vital to the nation's growth and progress. In seamless cooperation with the faculty, the association serves as a valuable resource in the evolution and enhancement of teaching methodologies. This partnership underscores a shared commitment to continuous improvement in pedagogical approaches, reflecting the institution's dedication to providing high-quality education. Additionally, the association, working in tandem with the faculty, orchestrates events aimed at instilling confidence in students. These events also focus on preparing students to shoulder responsibilities and adeptly navigate challenges embedded in the course curriculum. By fostering a supportive environment, the association contributes to the holistic development of students, preparing them for success in both academic pursuits and real-world scenarios. This collaborative effort between the alumni and faculty creates a thriving educational ecosystem that promotes learning, growth, and the cultivation of well-rounded individuals.

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.

Rao Lal Singh College of Education, Sidhrawali, envisions shaping India's destiny by nurturing 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.

At our college, we embrace a collaborative style of management, where decisions about both academic and extra-curricular activities involve everyone, from the principal to the staff members. To ensure the smooth functioning of various college activities, the principal establishes different committees, with designated convenors and

members informed about their roles and responsibilities.

When it comes to organizing engaging and educational co-curricular events, elected student representatives take the lead. Working closely with a faculty coordinator, these representatives plan, organize, and execute a variety of activities beyond the regular academic schedule. This collaborative and participative approach ensures that the college experience is well-rounded, enjoyable, and beneficial for everyone involved.

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.

The academic institution exemplifies an unwavering dedication to transparency across its multifaceted operations. Financial transparency is rigorously upheld through meticulous record-keeping practices and recurrent audits, thereby guaranteeing the ready accessibility and comprehensibility of all financial transactions. The institution cultivates academic transparency through the active promotion of transparent communication channels, ensuring that pertinent information concerning curriculum, assessments, and educational resources is readily available to students, faculty, and stakeholders.

Administratively, the institution implements participatory mechanisms that solicit input from all stakeholders in decision-making processes. Scheduled meetings and forums serve as platforms for constructive dialogue, thereby fostering a collaborative environment. Furthermore, the institution maintains transparent and well-documented administrative procedures, ensuring that processes are comprehended and adhered to uniformly.

In all aspects, encompassing financial, academic, and administrative domains, the college emphasizes communication, accountability, and accessibility, manifesting its unwavering commitment to transparency in moulding the educational landscape and contributing to the

development of education as a whole through the provision of high-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

Aligned with the College’s vision to shape the future of the society through quality teachers, a successful initiative unfolded last year. The strategic plan aimed at bolstering digital literacy among students in rural areas, reflecting the institution's commitment to catering to the educational needs of underserved communities.

This initiative involved implementing a comprehensive digital education program. The college invested in essential infrastructure, including computer labs and internet connectivity, and organized training sessions for both students and faculty. Specially curated digital content tailored to the teacher education curriculum was introduced.

Through this initiative, students gained exposure to modern teaching methods and digital resources, aligning with the college's dedication to providing quality education. Beyond addressing immediate educational needs in rural areas, the strategic deployment contributed to the overall advancement of teacher education at the College. This exemplifies the institution's commitment to fostering educational inclusivity and excellence.

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.

Roa Lal Singh College of Education operates 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

Five/Six of the above

Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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	No File Uploaded

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

The Eco Club, through diligent meeting minutes and effective decision-making, initiated a transformative plantation drive within the college premises. The decision, documented in meticulous detail in the minutes, focused on enhancing the college's environmental sustainability and fostering a green campus.

The committee, after thorough discussions, decided to plant a diverse range of native trees and plants in designated areas. The minutes highlighted the importance of this initiative in promoting biodiversity, mitigating carbon footprint, and creating a healthier ecosystem. The decision emphasized involving students actively in the plantation drive, fostering a sense of environmental responsibility among them.

With commitment and collaboration, the Eco Club successfully implemented the decision. The minutes not only reflected the thoughtful planning but also served as a roadmap for the execution of the plantation drive. The positive impact was evident as the college campus transformed into a thriving green space, demonstrating the effectiveness of the Eco Club's decision-making process in promoting environmental stewardship.

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 Sessions:

The college cares about the mental health of its teachers. We have regular meditation programs where teachers can relax and feel calm. These sessions help reduce stress and support overall mental well-being.

2. Fun Day Out:

Every year, the college plans a special day trip for teachers. It's a chance for everyone to have fun together and take a break from their usual routine. These trips help build good relationships and make sure teachers have a good balance between work and life.

3. Distribution of Gifts on Diwali: During the festive season, the college expresses gratitude to its teaching staff through the distribution of Diwali gifts.

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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.

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	No File Uploaded

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

2

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

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

4

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution has a detailed system to evaluate the performance of both teaching and non-teaching staff, using the Annual Confidential Report (ACR) format. At the beginning of each academic year, clear expectations and goals are set. Throughout the year, supervisors and department heads keep track of staff members' accomplishments, contributions, and areas for improvement.

At the end of the assessment period, a formal evaluation is conducted using the ACR format, which covers various performance aspects such as teaching effectiveness, research contributions, administrative skills (for teaching staff), and job-specific responsibilities (for non-teaching staff). The evaluation involves a thorough examination of documented achievements, and feedback is provided to support professional development. The transparent and systematic nature of the ACR format ensures a fair and unbiased assessment, promoting ongoing 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

Our college is careful with finance by using a daily account system. Our accountant keeps track of the finance coming in and going out every day, making sure everything is correct and clear. To be even more sure, a qualified accountant checks our financial records internally. They look at all the details of how we get finance and

how we spend it, following the rules.

Not just that, our college also has external audits by the university we are affiliated with. This means someone from outside checks our finance records to be extra sure everything is good. The Directorate of Higher Education in Haryana also does special checks on how we pay salaries and use grants.

By doing all these checks, our college not only handles finance smartly but also shows it's responsible and follows the rules. This helps people trust our college and makes sure we run things well.

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	No File Uploaded

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

Our institution has effective plans for raising funds and using

resources wisely, especially since we don't get much financial help from outside except for staff salaries and infrastructure grants from government bodies. To gather funds, we focus on various sources like tuition fees, partnerships with industries, and organizing events that involve the community.

We start using our resources wisely by creating a detailed budget, deciding where the money should go based on our priorities. All financial decisions are carefully looked at internally to make sure they match our goals. The money we get for staff salaries and infrastructure improvements is used efficiently, giving importance to the quality of education and better infrastructure.

Regular checks and audits help us keep track of our money and stay disciplined with our spending. By making the most of our internal sources of income, forming partnerships, and using our funds wisely, our institution can keep running smoothly and keep getting better. This way, we create a strong financial environment that supports our educational goals. This approach helps us grow independently while using our resources wisely 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 a strong system in place to make sure the quality of education is top-notch, thanks to the Internal Quality Assurance Cell (IQAC). This group includes leaders, staff, and students who play a crucial role in maintaining and improving the academic quality. They work together, taking input from everyone involved.

The IQAC meets regularly to discuss and decide on ways to make academic quality even better. The college values transparency and

inclusivity by considering the opinions of management, faculty, and students in these decisions. The IQAC figures out important areas that need improvement, sets benchmarks, and keeps track of progress through regular reviews.

This organized and inclusive approach ensures that strategies for assuring quality become a regular part of how things are done, creating a culture of always getting better. Involving everyone in decision-making aligns with the college's dedication to providing excellent education and making the institution better overall.

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 college always checks how teaching and learning are going, and we do this through a special committee called the Internal Quality Assurance Cell (IQAC). This committee looks at different parts of the educational experience. We ask students, teachers, and others about what they think of how things are taught, what's being taught, and how well they're learning.

After getting this feedback, the IQAC looks at what we're doing well and where we can do better. We make plans to improve teaching and learning based on this information. This might mean training for teachers, changing what we teach, or trying new ways of teaching.

Also, we use technology to see how students are doing and use that information to make decisions and keep getting better. By regularly checking and improving, we make sure that how we teach and learn matches what students need, creating an exciting and responsive learning 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

8

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	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of 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	No File Uploaded

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

1. Improved Student Feedback System: This involved setting up an online platform, making it easier and more efficient for students to share their thoughts on courses and teaching methods. This enhancement significantly increased the number of responses and the depth of feedback, allowing faculty members to make specific improvements for the overall learning experience.

2. Simplified Admission Process: College made the admission process more straightforward by introducing an online application system. This reduced paperwork and improved administrative efficiency. This enhancement not only made the admission process simpler for students but also sped up the processing of applications, making the administrative domain more seamless and transparent.

For second and subsequent cycles:

1. Enhanced Learning with Technology: Our college invested in technology-driven learning tools. This included virtual labs,

interactive e-modules, and online resources, all integrated into the curriculum to create a mix of in-person and online learning.

2. Staff Professional Development Programs: Acknowledging the importance of continual growth. Workshops, seminars, and training sessions were held to improve teaching methods and administrative skills. This step not only helped the professional advancement of the staff but also had a positive impact on the overall quality of academic and administrative functions in the institution.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

- On Soil Conservation Day, our college organized a soil conservation program aimed at promoting environmental protection. The event brought together both B.Ed and M.Ed students to discuss various strategies for maintaining soil health, which in turn contributes to overall environmental well-being.
- To meet the power needs of the college sustainably, we have implemented renewable energy solutions. Solar-powered lights have been installed in Garden I and Garden II, reducing our reliance on traditional energy sources and contributing to a greener campus environment.

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 is deeply committed to upholding cleanliness, sanitation, and the promotion of a green environment, all vital for fostering a pollution-free and healthy atmosphere. We prioritize rigorous waste management practices, diligently segregating and disposing of waste to minimize our environmental impact. Engaging in tree plantation drives further enhances the greenery on our premises, contributing to a more vibrant and sustainable ecosystem.

Moreover, we integrate sustainable practices into our daily operations, such as adopting energy-efficient systems and implementing water conservation initiatives. Through these efforts, we strive to reduce our resource consumption and promote environmental stewardship among our community members.

To bolster awareness and promote responsible environmental practices, our institution conducts regular awareness campaigns and educational programs. By actively involving our stakeholders, we aim to cultivate a culture of environmental consciousness and collective action. Regular monitoring and assessment mechanisms are in place to ensure strict adherence to environmental standards, guaranteeing a conducive and healthy environment for all. Our unwavering dedication to these initiatives underscores our commitment to creating and maintaining an eco-friendly and sustainable campus environment for generations to come.

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

All 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)

1

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 embeds itself within the local environment by actively leveraging indigenous knowledge, resources, and community practices to effectively tackle challenges. Through collaborative projects with local communities, it harnesses traditional wisdom and practices, promoting sustainable solutions that directly address the region's specific needs. Furthermore, the institution facilitates skill-sharing initiatives, empowering community members with tools and knowledge to bolster local resilience.

In addition to the above, the institution demonstrates a profound understanding of the unique challenges encountered by the community. It tailors its programs accordingly, fostering a sense of shared responsibility among stakeholders. By integrating local resources into curriculum development, research endeavors, and community outreach efforts, the institution ensures that its interventions remain contextually relevant and

- positively contribute to the socio-economic and environmental landscape of the region.
- Moreover, this approach not only enhances the learning experience for all involved but also reinforces the institution's commitment to responsible and impactful engagement with the local environment and community. It establishes a framework for sustained collaboration, fostering mutual growth and development within the community and the institution itself.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 of the above
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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

Use of Collaborative Innovative Approaches

We are already implementing a comprehensive approach that harnesses innovative resources and collaborative-driven technological solutions to bolster education and community development. Through meticulous needs assessments, inclusive collaboration, and ongoing research and development efforts, we tailor our strategies to address specific challenges effectively and continually refining our methods through monitoring and evaluation, we ensure that our initiatives remain impactful and relevant. Moreover, our commitment to knowledge sharing fosters a culture of collective learning and

innovation, enabling us to lead the way in enhancing education and community welfare.

2. Regular practice of value added morning assembly

Our morning assembly serves as a platform where we integrate innovative resources and collaborative-driven approaches to instill value-added thoughts among students and faculty. Through careful needs assessments and inclusive collaboration, we curate insightful and relevant messages to inspire and empower individuals. We continuously invest in research and development to ensure our assembly sessions are engaging and impactful. By initiating pilot projects and fostering capacity building, we equip our community with the skills and knowledge to contribute positively to society. Our commitment to continuous improvement and knowledge sharing strengthens our morning assembly, making it a cornerstone of holistic education and personal growth.

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 college distinguishes itself through a steadfast commitment to offering rigorous professional training coupled with hands-on experiences and a strong adherence to professional ethics, fostering a unified community. Its vision is epitomized by the achievements of its esteemed alumni. The institution continuously evolves its teaching

methodologies, urging faculty to integrate e-content and video lectures to enhance classroom instruction.

Emphasis is placed on diverse learning opportunities, 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, while the institution actively involves prominent national and international experts through webinars, workshops, and conferences, fostering enriched learning

environments.

Moreover, the college maintains a robust feedback mechanism, with students offering valuable insights into faculty performance. Demonstrating a strong sense of social responsibility, the institution organizes various 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 resonates with the college's vision and priorities, significantly contributing to the cultivation of well-rounded professionals.

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