



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

GAUR BRAHMAN COLLEGE OF
EDUCATION, ROHTAK

- Name of the Head of the institution **DR. MAHASHEVTA**
- Designation **OFFICIATING PRINCIPAL**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **01262231249**
- Mobile No: **9416531312**
- Registered e-mail ID (Principal) **gbcerohetak3@gmail.com**
- Alternate Email ID **savita.1013@gmail.com**
- Address **Gaukaran Road, Rohtak**
- City/Town **Rohtak**
- State/UT **Haryana**
- Pin Code **124001**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**
- Location **Urban**

- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **MAHARASHI DAYANAND UNIVERSITY
ROHTAK**
- Name of the IQAC Co-ordinator/Director **DR. SAVITA SHARMA**
- Phone No. **9729924924**
- Alternate phone No.(IQAC) **9729924924**
- Mobile (IQAC)
- IQAC e-mail address **iqacgbcerohetak2021@gmail.com**
- Alternate e-mail address (IQAC) **NA**

3.Website address<https://gbcerohetak.ac.in/>

- Web-link of the AQAR: (Previous Academic Year)

<https://gbcerohetak.ac.in/>**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

[NA](#)**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.52	2004	08/01/2004	08/01/2009
Cycle 2	B	2.80	2014	10/07/2014	10/07/2019

6.Date of Establishment of IQAC**06/01/2004****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
NA	NA	NA	Nil	NA

8.Whether composition of IQAC as per latest **Yes**

NAAC guidelines

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

9.No. of IQAC meetings held during the year 4

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

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

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

- If yes, mention the amount

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

1. Plantation Drive: "Aao Karen Prakriti Mein Niwas" Description: Organized a college-wide plantation initiative to promote environmental sustainability and raise awareness about ecological conservation. Impact: Enhanced the campus green cover and instilled a sense of environmental responsibility among students and staff. 5.

2. Exhibition: "Prayas: Viksit Bharat Ki Atma Nirbhar Nari" (Empowering Women Entrepreneurs) Description: Organized an exhibition in collaboration with Inner Wheel Club, Rohtak City, focusing on empowering women entrepreneurs. Developed connections with NGOs, government, and private institutes. Impact: Fostered women's entrepreneurship and strengthened institutional ties with key community stakeholders.

3. Panel Discussion on "Inclusive Pedagogy: Strategies & Special Needs" (AKAM Celebrations) Description: Facilitated a panel discussion aimed at exploring and developing strategies for inclusive education, addressing the needs of diverse learners. Impact: Contributed to improving teaching methodologies and fostering an inclusive learning environment within the institution

4. National Webinar: "Open Doors, Open Minds: Empowering the

Teachers with OER and Licenses” Description: Organized a national webinar aimed at equipping teachers with knowledge and resources related to Open Educational Resources (OER) and licensing. Impact: Enhanced teachers' access to quality educational materials, fostering innovative teaching practices and resource sharing.

5. Two-Day National Seminar: “Future-Ready Education: Adapting Teaching, Learning and Evaluation for Tomorrow’s Challenges” Description: Successfully executed a two-day national seminar approved by DGHE, Panchkula, Haryana, focusing on adapting educational practices to meet future challenges. Impact: Provided a platform for educators and stakeholders to discuss and develop strategies for future-proofing education, ensuring the institution remains at the forefront of educational advancements.

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

Plan of Action	Achievements/Outcomes
<p>Accreditation and Rankings • Action Plan: Focus on improving institutional rankings, working towards accreditation through initiatives like the National Seminar on Future-Ready Education, and integrating more research and community outreach projects.</p>	<p>Improved institutional ranking and successful accreditation by the end of the academic year 2024-25, further establishing the college’s reputation for quality education and innovation.</p>
<p>Industry-Integration and Skill Development • Action Plan: Collaborate with industry experts to provide guest lectures, internships, and workshops that align with future-ready education and employability skills. Facilitate hands-on exposure through the Women Entrepreneurs Exhibition and Seminars.</p>	<p>Improved student employability skills by organizing An Exhibition titled” PRAYAS: Viksit Bharat Ki Atma Nirbhar Nari”, greater internship and placement opportunities, and enhanced entrepreneurial skills, especially for women students.</p>
<p>Holistic Development through Workshops • Action Plan: Organize workshops on Yoga and Meditation aimed at both students and faculty, focusing</p>	<p>Enhanced mental clarity, improved emotional balance, and better stress management among participants, contributing to overall productivity and well-</p>

<p>on mental wellness and stress management.</p>	<p>being on campus.</p>
<p>Community Engagement and Social Responsibility • Action Plan: Continue to engage in community outreach programs and social initiatives actively. Include events like Exhibitions for Women Entrepreneurs and Free Health Checkups for the local community to enhance institutional social responsibility.</p>	<p>Stronger ties between the institution and the community, with an increase in student involvement in social responsibility projects, positively impacting both students and the community.</p>
<p>Continuous Assessment and Feedback Mechanisms • Action Plan: Implement feedback systems for students, faculty, and stakeholders after all major events and academic activities, including the National Webinars and Seminars.</p>	<p>Continuous improvements in event organization, teaching methodologies, and institutional offerings based on feedback, ensuring the college remains responsive to evolving needs.</p>

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

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the statutory body	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2024	01/03/2024
15. Multidisciplinary / interdisciplinary	
The main aim and objective of the college is the overall development of students. To achieve this, the college adopts a student-centric approach in all activities related to students, both academically and co-curricular. Given that students in the Teacher Training course come from diverse backgrounds, the college provides the flexibility for them to choose their	

pedagogical subjects in alignment with the syllabus prescribed by M.D. University, Rohtak, the affiliating university. In this context, the college employs both multidisciplinary and interdisciplinary approaches. A multidisciplinary approach is evident in how different disciplines contribute separately to student learning, allowing students to draw from various fields of study. Conversely, the interdisciplinary approach is reflected in the college's outreach programs and awareness initiatives, where students collaborate across disciplines to address societal challenges. Programs such as Swachh Abhiyaan, National Voter's Day, and International Yoga Day foster a sense of responsibility and community engagement, encouraging students to integrate knowledge from various fields in practical applications. Overall, the college actively addresses societal issues and encourages student participation in events at both state and national levels, ensuring that students are aware of their responsibilities and the importance of contributing to society.

16. Academic bank of credits (ABC):

As per the guidelines of the affiliating university ie M.D, University, Rohtak, our college is actively creating Academic Bank of Credits (ABC) IDs for all students in the current academic session. The ABC system offers numerous benefits, including the flexibility for students to accumulate and transfer credits across institutions, enabling seamless mobility within the higher education ecosystem. It also promotes interdisciplinary learning and facilitates lifelong learning by allowing students to resume education at any point without losing their previously earned credits. This initiative empowers students with greater academic freedom and fosters a more personalised learning journey.

17. Skill development:

The college places a strong emphasis on skill development, recognizing its crucial role in preparing students for the ever-evolving demands of the modern workforce. Through a well-rounded approach combining classroom instruction, practical training, and experiential learning opportunities, the college strives to equip students with the necessary skills, knowledge, and competencies to succeed in their chosen fields. To this end, the institution regularly organizes specialized workshops, seminars, and training programs that focus on enhancing students' soft skills, technical abilities, and employability. These initiatives cover a wide range of areas, from communication, teamwork, and leadership to cutting-edge technical skills relevant to various industries.

Additionally, students engage in hands-on projects, internships, and industry collaborations that offer real-world exposure, further refining their practical capabilities. By fostering a culture of innovation, creativity, and lifelong learning, the college ensures that students graduate with more than just academic qualifications. They leave the institution with the practical skills, confidence, and adaptability required to excel in their careers, ready to tackle challenges and seize opportunities in the competitive job market.

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

B.Ed. students at the college have the option to choose either Hindi or English as their medium of instruction, allowing for the seamless integration of the Indian Knowledge System, which encompasses language, culture, and various other aspects, into the curriculum. This integration is facilitated through a blend of both offline and online courses, offering students a dynamic and flexible learning environment. To promote multilingualism, the college regularly organizes literary competitions such as declamation and poetic recitation in various languages, including Hindi, English, Punjabi, Sanskrit, and Urdu. These activities not only encourage linguistic diversity but also help students appreciate and engage with India's rich cultural heritage. In the classroom, faculty members adopt a bilingual teaching approach for B.Ed. students, using language not just as a resource but also as a pedagogical strategy. This bilingual method enhances comprehension, fosters inclusivity, and ensures that students from different linguistic backgrounds can engage meaningfully with the course content, further enriching their educational experience.

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

The college faculty is committed to fostering higher-order skills among teacher trainees through curriculum transaction, pedagogic practices, microteaching, and assessment methods, all aligned with Outcome-Based Education (OBE) following NEP 2020. OBE, a student-centred approach, focuses on defining desired learning outcomes and designing the curriculum, teaching methods, and assessments to ensure these outcomes are achieved. By employing structured curriculum delivery, innovative pedagogic strategies, microteaching sessions, and assessments that measure critical skills, the faculty ensures teacher trainees develop the necessary competencies for excellence in the teaching profession. This approach prepares them to meet the evolving demands of the

education sector and contribute effectively to student growth and holistic development.

20.Distance education/online education:

Our college is committed to enhancing learning experiences by incorporating online classes and conducting various activities through digital platforms. While we do not offer distance education, our online initiatives ensure that students can access quality education and participate in interactive learning sessions remotely. These online classes and activities foster engagement, collaboration, and continuity in education, allowing students to benefit from flexible learning environments while maintaining high standards of academic excellence.

Extended Profile

1.Student

2.1	193
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Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	200
-----	-----

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3	50
-----	----

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

File Description	Documents
Data Template	View File

2.4	93
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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	93
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	100
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	765538
4.2 Total number of computers on campus for academic purposes	37
3. Teacher	
5.1 Number of full-time teachers during the year:	7
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	10
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	

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

The college follows the curriculum provided by the affiliated University and creates an activity calendar at the start of each academic session in accordance with the university schedule. The faculty is responsible for organizing all academic and co-curricular activities as per this calendar. The college timetable coordinator and school practice teaching coordinator work together to prepare class timetables, microteaching schedules, school observation programs, lesson plan presentations, and teaching practice schedules in collaboration with schools. Students' performance is continuously and comprehensively evaluated throughout the academic session. Internal assessment includes students' performance in house examinations, viva voce, project files, assignments, and participation in various college activities. Curriculum enrichment is achieved through discussions, webinars, seminars, and student induction programs. Student internships are organized in line with school requirements, and training sessions and lectures on strategies to succeed in competitive examinations are arranged to enhance students' placement opportunities. Internships for students are arranged according to training sessions and school requirements and seminars on how to do well on competitive exams are planned to improve students' placement prospects. Lectures, demonstrations, projects, assignments, seminars, guest lectures, workshops, and field trips are all used to present the curriculum. The usage of ICT technologies, including PowerPoint presentations, is emphasized.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	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

B. Any 5 of the above

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

B. Any 3 of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.gbcerohetak.ac.in/
Prospectus for the academic year	View File
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

16

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

1.2.2 - Number of value-added courses offered during the year	
0	
1.2.2.1 - Number of value-added courses offered during the year	
0	
File Description	Documents
Data as per Data Template	View File
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	Three of the above

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
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.

Our institution's curriculum aims to give students a basic and comprehensive understanding of the teacher education sector. A curriculum that is well-structured helps students learn procedural knowledge, which equips them to teach at various educational levels. By placing a strong emphasis on specialized skills, the curriculum guarantees that students become experts in the fields they have chosen, preparing them for success in their future positions. Additionally, our curriculum is created to enable students to draw conclusions from their education and successfully use the skills they have learned. This involves the growth of fundamental abilities and proficiencies like critical thinking, emotional intelligence, negotiation, communication, and teamwork. Our activity calendar is carefully planned in accordance with the affiliated university's schedule. This guarantees that the college successfully follows the academic calendar, allowing theory lessons, unit tests, house exams, microteaching sessions, and school observation programs to run smoothly. The activity calendar also features sports, extension lectures, talent search programs, co-curricular activities, celebrations of significant days, and student introduction program on Exhibitions, Events, and the Annual Athletic Meet. We also promote openness and community involvement by posting photos of these events to our college's Facebook page.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Our organization makes certain that students are knowledgeable about the various Indian school systems in addition to an international and comparative setting. Students in India are introduced to the evolution and operation of several educational

systems, such as the Haryana Board of School Education (HBSE), Haryana, and the Central Board of Secondary Education (CBSE), New Delhi. They gain knowledge of the functional distinctions amongst various boards, including state-specific variances, norms, standards, and assessment methods. Students are dispatched to schools connected to the CBSE or HBSE in different locations to gain practical experience. A list of participating schools for the internship program is supplied by the District Education Officer, or the college finds appropriate schools on its own. This practical experience enables pupils to examine and comprehend the real-world elements of other educational systems, promoting a thorough comprehension of Indian educational system. Students' perspectives are also widened and their capacity to adjust to various educational contexts around the world is improved by this exposure, which also gives them insights into international educational methods and institutions.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
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

Our organization is committed to giving students a comprehensive and industry-relevant teacher education program. We recognize the value of giving students the opportunity to gain a thorough grasp of how different learning activities are interconnected in order to ensure that they are adequately equipped for the workforce. We provide a broad range of curriculum experiences that are intended to be related and reinforce one another in order to accomplish this. Our curriculum is thoughtfully designed to combine academic understanding with real-world application, guaranteeing that students get the most out of their educational experience. Students gain a thorough grasp of the teaching profession through a mix of lectures, ICT - enabled interactive sessions, simulated teachings, internships, real-world teaching experiences, and hands-

on learning activities. They develop their abilities and solidify their professional savvy by learning how to apply theoretical knowledge to actual teaching circumstances. In addition, our faculty members mentor and advise students, assisting them in thinking back on their experiences, making connections between various learning activities, and comprehending the wider ramifications for their professional practice. By encouraging this integrated approach to education, we make sure that our graduates leave with the competence, self-assurance, and preparedness to succeed in the professional area of education.

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

1.4 - Feedback System

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

Three 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 not collected

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**

93

2.1.1.1 - Number of students enrolled during the year

93

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

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

71

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

71

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

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

04

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

04

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

2.2 - Honoring Student Diversity

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

The entry-level assessment process is designed to identify the diverse learning needs of students and evaluate their readiness for our professional education program. To support this, the college conducts orientation programs on various pedagogical

topics, led by subject experts. These programs offer students a comprehensive understanding of the teaching-learning methodologies they will encounter throughout their studies.

To further enhance academic and professional growth, the college organizes mega and micro-teaching sessions that build both foundational and advanced teaching competencies. A robust school internship program provides students with invaluable practical experience in real classroom settings, bridging theory and practice. Additionally, workshops focusing on linguistic skills are conducted to refine students' communication and language abilities.

By systematically assessing learning needs and offering tailored academic and professional support, the college ensures that every student is well-prepared to excel in their educational journey and beyond.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

Six/Five of the above

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

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

6 : 33

2.2.4.1 - Number of mentors in the Institution

07

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

Our college's teaching staff uses a multi-modal approach to instruction, using several approaches like online learning, concentrated group discussions, problem-solving techniques, experiential learning, participatory learning, and brainstorming. Students can actively engage with course material and apply theoretical concepts in real-world circumstances through experiential learning, which enables them to learn by doing. Students that engage in participatory learning are more likely to collaborate and communicate with one another, which advances their comprehension of the material. Methods for solving problems promote the growth of analytical abilities and critical thinking. While online learning offers flexibility and accessibility, enabling students to interact with course materials at their own pace and convenience, brainstorming and targeted group discussions offer venues for innovative thinking and idea production. The B.ED. program is designed to integrate these many learning modalities to give students a thorough and engaging education, improving their learning outcomes and setting them up for success in the workplace.

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

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

others excluding PPT during the year**01**

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://ilms.mdu.ac.in/moodle_mdu/
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**93**

File Description	Documents
Data as per Data Template	View File
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	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
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

Ongoing mentorship is a key component of our institution's strategy for helping students build professional skills. 1. Working in Teams: Instructors offer advice on how to work well in teams, placing a strong emphasis on cooperation, communication, and dispute resolution techniques. 2. Handling Student Diversity: Mentoring teaches students inclusive behaviors to support all learners while also assisting them in understanding and appreciating diversity in the classroom. 3. Conduct with Authorities and Colleagues: Students receive mentoring on professional conduct, which includes upholding professionalism, cultivating good relationships, and communicating effectively with authorities and colleagues.

4. Handling Work and Home Stress: By offering coping mechanisms, time management methods, and encouragement of a positive work-life balance, mentors assist students in handling stress.

5. Keeping Up with Recent Developments: Through networking, research, and ongoing professional growth, mentoring offers advice on how to keep up with the latest advancements in both school and life. We make sure that our students acquire the professional skills required to succeed in their teaching careers and make valuable contributions to the education sector through individualized mentoring.

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

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

Five/Six of the above

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

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

More than just imparting knowledge, the teaching-learning process seeks to foster our students' entire growth. We support our kids' development of creativity, inventiveness, critical thinking, empathy, and life skills. Our dynamic, student-centered teaching and learning methodology promotes involvement and active participation. By using a variety of teaching strategies, including problem-solving, group discussions, experiential learning, and project-based learning, we help students develop their critical, creative, and analytical thinking. Furthermore, we emphasize the development of empathy and life skills, recognizing their importance in shaping well-rounded individuals. Our curriculum is designed to not only impart subject knowledge but also to instill values, ethics, and a sense of social

responsibility in our students. By nurturing creativity, critical thinking, empathy, and life skills, we prepare our students to face the challenges of the modern world with confidence and competence, enabling them to become responsible citizens and effective contributors to society.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Eight /Nine of the above

Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement													
<table border="1"> <thead> <tr> <th data-bbox="86 539 539 618">File Description</th> <th data-bbox="539 539 1445 618">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 618 539 685">Data as per Data Template</td> <td data-bbox="539 618 1445 685">View File</td> </tr> <tr> <td data-bbox="86 685 539 786">Reports and photographs / videos of the activities</td> <td data-bbox="539 685 1445 786">View File</td> </tr> <tr> <td data-bbox="86 786 539 931">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 786 1445 931">No File Uploaded</td> </tr> <tr> <td data-bbox="86 931 539 1032">Documentary evidence in support of each selected activity</td> <td data-bbox="539 931 1445 1032">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1032 539 1099">Any other relevant information</td> <td data-bbox="539 1032 1445 1099">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Reports and photographs / videos of the activities	View File	Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded	Documentary evidence in support of each selected activity	No File Uploaded	Any other relevant information	No File Uploaded	
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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												
<table border="1"> <thead> <tr> <th data-bbox="86 1559 539 1637">File Description</th> <th data-bbox="539 1559 1445 1637">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1637 539 1704">Data as per Data Template</td> <td data-bbox="539 1637 1445 1704">View File</td> </tr> <tr> <td data-bbox="86 1704 539 1883">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 1704 1445 1883">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1883 539 1951">Any other relevant information</td> <td data-bbox="539 1883 1445 1951">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded	Any other relevant information	No File Uploaded					
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Data as per Data Template	View File												
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	Four of the above												

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
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

Four of the above

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

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

All of the above

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

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
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

For B.Ed. II-year students, the two-year curriculum includes a 16-week internship. B.Ed. I-year students receive teaching training through micro-practice instruction and observation in addition to their internship. Practice lessons 21 out of 58. Micro-

practice teaching, observation practice classes, and internships are used to instruct B.Ed. I and II students in teaching. The District Education Officer (DEO), Rohtak, grants permission for the internship program at both public and private schools. Students are given a comprehensive orientation before to the internship program to make sure they are ready for their school assignments.

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

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

2.4.9.1 - Number of final year students during the academic year

93

File Description	Documents
Data as per Data Template	View File
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

Five/Six of the above

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

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

Our organization uses efficient monitoring systems with a range of stakeholders to guarantee the internship program's maximum impact in schools. The responsibilities of teacher educators are vital in overseeing the internship program. They offer pupils support and direction, carry out frequent check-ins, and help with problem-solving. Teachers' and the school principal's roles: Teachers and the principal take an active part in the monitoring process. They pay unexpected visits to the schools where interns are being hosted, offering insightful criticism and encouragement to both teacher educators and students. Peer Role: Peers are also very important in the monitoring process. They assist their fellow students in overcoming obstacles and guaranteeing a great internship experience by offering them support and constructive criticism. We make sure that students get the direction and assistance they require to optimize their learning and development during the internship program by implementing various monitoring systems. Furthermore, any problems or worries that come up during the internship are resolved right away, guaranteeing a satisfying and influential experience for everyone.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	Two of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	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	Three of the above
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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

04

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

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

07

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

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

80

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

80

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

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

Our institution's teachers are dedicated to maintaining their professional development through a variety of initiatives: In-

House conversations: To examine contemporary trends and concerns in education, regular in-house conversations are conducted. Teachers can exchange ideas, share expertise, and keep up with the most recent developments in the area through these conversations.

Information Sharing: Teachers actively communicate policies, rules, and best practices in education to their peers and other organizations. Everyone is kept informed and current thanks to this cooperative approach.

Training Program Participation: Instructors are encouraged and assisted to take part in research paper publications, refresher courses, workshops, and Faculty Development Programs (FDPs). They gain fresh perspectives, abilities, and information from these programs.

Attendance at Seminars and Conferences: Teachers frequently take part in a range of national and international seminars and conferences.

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

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

An integral part of our institution's assessment system, Continuous Internal Evaluation (CIE) guarantees a thorough assessment of students' learning over the course of the academic year. Numerous assessment techniques, including midterm exams, unit tests, surprise tests, quizzes, assignments, presentations, and seminars, are part of our CIE process. The teaching staff keeps thorough records of CIE scores and often updates pupils on their progress. Internal and external assessments make up each course's evaluation. Students are informed of the assignment schedule well in advance to allow for efficient planning. Faculty members adhere to a methodical procedure to guarantee consistency and fairness. Each unit's questions are created, grading methods and answer keys are created, and questions from every syllabus unit are given equal weight. All papers are carefully examined, and internal assessment coordinators cross-check and choose test questions. Our CIE approach seeks to guarantee students' entire development, foster their academic progress, and give them ongoing feedback.

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; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Three of the above
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective
At our college, the grievance redressal process for exams is operationally efficient. A re-examination is given to a student who is unable to attend a house exam for legitimate or medical reasons, as long as they complete the appropriate application. Students can take the improvement exams that the affiliated university specifies if they want to raise their scores in particular disciplines. Student performance is displayed on their answer sheets, and complaints about the evaluation of home tests and class exams are handled openly. The school uses an open evaluation method, notifying parents of student progress and posting it on the notice board. A senior supervisor is assigned to

guarantee the seamless administration of exams, and the Controller of Examinations handles any issues raised by students. The examination selection committee takes into account and discusses grievances during exams with the principal before forwarding them to the university if required.

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

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

The academic calendar is strictly followed by the school when conducting internal evaluations. The IQAC Committee creates the academic calendar every year, which comprises a detailed schedule of events to be held over the academic year, including literary and cultural gatherings. The academic calendar, which is posted on the college website and posted on notice boards for convenient access, is shared with students at the start of each academic term. All exam schedules are included in the calendar, so teachers and students are aware of the impending and can prepare accordingly. The institution promotes academic discipline and responsibility by ensuring the timely and seamless execution of internal evaluations through this methodical manner. The institution promotes academic discipline and responsibility by ensuring the timely and seamless execution of internal evaluations through this methodical manner.

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

2.7 - 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.

Program Outcomes (POs):

1. **Comprehensive Knowledge:** Demonstrate in-depth understanding of educational theories, principles, and practices.
2. **Critical Thinking:** Apply critical thinking and problem-solving skills effectively in diverse educational contexts.
3. **Effective Communication:** Communicate proficiently in educational settings with stakeholders, including students, parents, and peers.
4. **Technology Integration:** Leverage technology to enhance teaching and learning processes.
5. **Professional Ethics:** Exhibit professional ethics, values, and a commitment to lifelong learning and professional development.

Program Specific Outcomes (PSOs):

Focus on Inclusive Education:

1. Design and create inclusive learning environments catering to diverse student needs.
2. Collaborate with stakeholders to develop Individualized Education Plans (IEPs) for students with special needs.
3. Advocate for inclusive policies and practices within educational institutions and the broader community.

Focus on Curriculum Development:

1. Analyze educational trends and standards to design innovative and effective curriculum frameworks.
2. Evaluate curriculum effectiveness and lead reforms to address evolving societal and educational needs.

Focus on Technology Integration:

1. Integrate emerging technologies into curriculum design and instructional strategies.
2. Lead professional development programs to equip educators with skills in technology integration.

Course Outcomes (COs):

1. Demonstrate effective communication and collaboration skills within interdisciplinary teams.
2. Implement co-teaching models and collaborative teaching strategies in classroom settings.
3. Assess the effectiveness of collaborative practices in enhancing student achievement and promoting social

inclusion.

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

In accordance with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), students' improving performance and the acquisition of professional and personal qualities are tracked and used for future enhancements. The actions listed below are done to guarantee that PLOs and CLOs are in line: In order to ensure that student learning outcomes are precisely measured at the course and program levels, PLOs are purposefully recorded to match CLOs. In order to provide PLOs with a thorough evaluation of student learning and program efficacy, data from CLOs is reviewed both objectively and qualitatively. Departments routinely review how their CLOs and PLOs relate to one another as part of the continuous assessment improvement process. This analysis makes sure that useful information is gathered from assessments at the program and course levels, enabling continuous enhancement of teaching and learning results.

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

85

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	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.

In order to evaluate students' performance and make sure that their previously defined learning needs are being met, our school routinely administers assessment activities like assignments. For instance, determining the students' prior knowledge when the teacher first arrives in the classroom enables the lecturer to adjust the content to the students' present comprehension level. It is challenging for a learner to understand complex ideas if they lack foundational information. Teachers use assignments as a technique to evaluate their students' performance. Teachers can give students individualized training based on their performance, assisting them in identifying areas for growth and creating goals for future academic success. We make sure that students' learning requirements are met and that they get the assistance they need to succeed by using these assessment assignments.

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

We have begun conducting an online student satisfaction survey on a regular basis in order to guarantee ongoing progress in our teaching-learning process.

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

One of the above

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

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

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

Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
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	View File
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

08

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

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

6

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	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

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

3

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	View File
Any other relevant information	No File Uploaded

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

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

125

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

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

35

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

30

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.

We hope to raise students' awareness of social issues and inspire their active involvement in community development through our outreach initiatives. These events include road safety and drug misuse awareness rallies, health check-up camps run in conjunction with civil hospital physicians, and visits to non-governmental organizations like Jan Seva Sansthan. Through these programs, students are exposed directly to the difficulties underprivileged people confront and the significance of social responsibility. Students have a greater comprehension of societal concerns and are inspired to make constructive contributions to community development as a result of participating in these activities.

Students acquire the value of empathy, compassion, and active citizenship through these outreach programs, which also give them important insights into societal concerns and prepare them to be responsible, socially conscious adults in the future.

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	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

0

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

0

File Description	Documents
Data as per Data Template	View File
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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

Government-aided Gaur Brahman College of Education in Rohtak founded in 1974, it provides a two-year B.Ed. program with

facilities that satisfy the National Council for Teacher Education's minimal standards(NCTE). Among our infrastructure are:

Classrooms: 4 well-equipped, spacious, and airy classrooms, one of which is a smart classroom. **Laboratories:** 7 laboratories including: ICT Resource Room Smart Classroom Language Lab Psychology Lab Social Science Lab Science Lab Art & Craft Lab

The college has set standards for the upkeep and best use of its academic, support, and physical facilities. Committees are established to maintain the infrastructure, and it is regularly assessed. Our campus features beautiful green surrounds and good lighting. We offer a fitness facility, a playing area, and a variety of indoor and outdoor sports facilities. Students are required to participate in sports and yoga classes, and frequent yoga and first aid courses are held to encourage student participation and physical wellness. upkeep.

File Description	Documents
List of physical facilities available for teaching learning	View File
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

2

File Description	Documents
Data as per Data Template	View File
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)

108886

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

Numerous capabilities, including customizations, tools, serials, cataloging, circulation, and acquisition, are available in the ILMS software. Software customisation is available for a minimum of six months. There are also a number of tools available, such as the ability to recover corrupted data, print bar code labels, and messages and reminders. Through OCR, we are able to enter and retain serial numbers and scanned management systems. Additionally, there is the opportunity to create a catalog for every title, keep track of the volumes that are submitted for binding, and scan cover photos. Other capabilities of this software include budget and expenditure expenses, stock verification, accessioning numerous volumes, keeping track of all bills, and keeping track of books that have been gifted or donated. Books, newspapers, magazines, and journals are still issued and returned by it.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://www.gbcerohetak.ac.in/
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

NA

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	View File
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)

NA

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

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

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

22

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

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	None of the above
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

The college has 37 computer systems with fast Internet and WiFi. Every office and lab in the college has a computer with Internet and Wi-Fi connectivity. In February 2020, the college switched from a LAN to a Wi-Fi internet system. Additionally, in February 2020, the college's Wi-Fi was upgraded from 25 MBPS to 100 MBPS to ensure smooth and effective operation. There are eighteen PCs with

Wi-Fi, a projector and screen, a document camera, an online UPS, a podium, and LEDs at the college's ICT Resource Center. Our college also has a Smart Classroom available to improve digital teaching and learning methods. Digital screens, whiteboards, and audio/video components are available to make lectures simpler, more interesting, and more. Presently, we have internet system of BHARAT_FIBER_BB_COMBO_400GB_525_MONTHLY with 100 MBPS.

ICT FACILITY NO. OF COMPUTER SYSTEMS

ICT Resource Center 18 with LAN/Wi-Fi Facility & Printer, LCD Projector

Maths Lab./ Smart Classroom 2 with internet/ Wi-fi Facility, LCD Projector

Principal Office 1 with internet/ Wi-fi facility and printer

Administrative Office 3 with internet/Wi-Fi facility & Printer

Language Lab 10 with Internet /Wi-Fi facility

Psychology Lab 2 with Internet /Wi-Fi facility with Printer & LCD Projector

Social- Science Lab 1 with internet/ Wi-fi facility

Multipurpose Hall Podium with inbuilt computer system and LCD Projector

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

4.3.2 - Student – Computer ratio during the academic year

2:1

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

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

A. ?1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
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	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

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

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	View File
Any other relevant information	No File Uploaded

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

The college has a number of committees, including Construction Committee, Purchase Committee, NAAC/NCTE/UGC/DHE Committee, Library Committee, Cultural Committee, Sports Committee, Repair/Renovation Committee, and Placement Cell, Admission Committee, etc. Additionally, the college has established many committees to oversee its academic, support, and physical facilities. These committees routinely assess the state of various fields. Numerous staff members are employed for college upkeep in order to ensure seamless operation. The college has its own employees for the maintenance of electric facility and sports facility. Many additional activities like maintenance of computers and other electrical hardware items, we hire the services from Computers Services Centre from Rohtak. The college hires technical help to maintain the Bio-matric Attendance Machine and website.

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

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support**

<p>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</p>	<p>Four of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 689 539 757">File Description</th> <th data-bbox="539 689 1439 757">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 757 539 824">Data as per Data Template</td> <td data-bbox="539 757 1439 824">View File</td> </tr> <tr> <td data-bbox="86 824 539 1003">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="539 824 1439 1003">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1003 539 1144">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="539 1003 1439 1144">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1144 539 1249">Photographs with date and caption for each initiative</td> <td data-bbox="539 1144 1439 1249">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1249 539 1317">Any other relevant information</td> <td data-bbox="539 1249 1439 1317">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	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	
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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												
<p>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</p>	<p>Five/Six of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1653 539 1720">File Description</th> <th data-bbox="539 1653 1439 1720">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1720 539 1787">Geo-tagged photographs</td> <td data-bbox="539 1720 1439 1787">View File</td> </tr> <tr> <td data-bbox="86 1787 539 1854">Any other relevant information</td> <td data-bbox="539 1787 1439 1854">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	No File Uploaded												
<p>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</p>	<p>A. All of the above</p>												

**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**

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

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

One of the above

File Description	Documents
Data as per Data template	View File
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
12	10

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

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****9**

File Description	Documents
Data as per Data Template	View File
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)**28**

File Description	Documents
Data as per Data Template	View File
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 student council plays a vital role in developing the curricular and co-curricular functions of the institution

The student council always makes a bridge among institution, students, parents and society. The student represents the structure, functioning and effects of real life. That one character, characterize the council as a integral part of society.

The organization of different types of activities, depend on the sense of responsibility of student council. In this regard the students are ready to associate the society with education. The most of the activities of the institution are aimed to grow a feeling of togetherness.

The rights of students are protected by this council. As students are from different background of society, they can advocate the rights and duties of students as responsible citizens of India.

The student council always assists the institution to provide society an conducive environment, which can create a new and developing society.

In nutshell it can be said that student council is as important as any other council.

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

5

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

5.4 - Alumni Engagement

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

Nil

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	None of the above
--	--------------------------

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

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

0

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

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

The Alumni Association of the college is regularly organizing activities to explore the relationships between college and society. The older students are invited to get engaged with the progress of the college. The college always tries to collab with

its stakeholders.

The present students are motivated to keep in touch with the institution after passing out from this college. They are also asked to get college informed about their progress in future. The students are also inspired by quoting the examples of older students, so that the present students may connect with institution in coming timings.

In addition to these activities the alumni are invited to share their experiences with college present students, so that their conscious may force them to make a healthy relation with their institution in further progression.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

? Vision : To be an institute of Excellence in Teacher Education .To prepare the competent and skilled teachers having the Indian values to serve the country.

? Mission :

- Creating innovations in knowledge.
- Developing the competencies in future teachers.
- Fostering the creative and logical thinking among prospective teachers.
- Developing the social values among prospective teachers.
- Imparting new innovations in teacher education.
- Improving the methodologies of teaching learning process.
- Enhancing Indian cultural values.

The institute believes in integrity. Thats why institute tries to involve teachers, non-teaching staff, students and society in

decision making process. This helps in inculcating the feeling of togetherness among people.

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

Decentralization and participative management are followed by the Institution to ensure and promote effective decision making. It also tries to make insure an ownership among its stakeholders.

Decentralization:

The students are allowed to participate in decision making process of the institution. This delegate the faster responses from the students and stakeholders of the institution.

Staff Participation:

The staff members are given freedom to make and share their opinion about different aspects of the institution. They are also allowed to take initiatives in decision-making processes. This encourages the staff members to participate actively in decision-making.

Participative Management:

Collaboration among teachers, students and non-teaching staff members is encouraged to make decision-making process more participative.

Inclusiveness is also promoted by inviting stakeholders before making important decisions. This develops a sense of collective responsibility.

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 transparency in financial, administrative and other functions of the institution is maintained through a different committees, cells and clubs. The programs are conducted in the leadership of different expert teachers. The proper bills with GST are submitted to the office after verification by Purchase committee, Library Committee, Construction and other committees. An Annual Audit is done by the registered CA, which brings transparency in the functions of the institution.

In addition to this practice, the institution always publicizes the activities before and after conducting. Institution updates its Facebook page regularly and also publishes the details of each and every activity in Newspapers. The same news cuttings are uploaded on face books page, which are automatically flashes on institution's official Website. i.e. www.gbcerohetak.ac.in. This makes the whole system including academic, administrative and other functions more transparent and accountable.

These efforts of the institution of making transparency in functioning of the institution, develops trust among stakeholders of the institution and society.

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

6.2 - Strategy Development and Deployment

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

The institution has employed a strategic plan to engage the students in different academic and other activities. The different committees, cells and clubs are set to organize different academic, cultural, sports, administrative and other activities through out the year.

Strategic Plan: In the beginning of every session/year, convenorships and memberships are assigned to the teachers and non-teaching staff members under the aegis of Internal Quality Assurance Cell of the institution. The short details of the activities are given as under

Session 2023-24

Panel Discussion on Inclusive Education under AKAM under IQAC on 31.08.2023

Safai Abhiyaan under SwachtaPakwada under YRC on 15.09.2023

Poster making and Slogan Writing Competition on the subject of Chandrayaan under Cultural Committee on 18.09.2023

National Voluntary Blood Donation Day under YRC on 30.09.2023

Awareness Program on Voting under Electoral Literacy Club on 13.12.2023

Free Health Checkup(Outreach Programme)in Khurd Village Singhpura in collaboration with BLX MAX Superspeciality Hospital under Outreach Program on 23.12.2023

DGHE approved Two -Days Multidisciplinary National Seminar on Future-Ready Education: Adapting Teaching, Learning, and Evaluation for Tomorrow's Challenges under IQAC & Research & Development Cell on 20-03-2024 & 21-03-2024

These activities really enhanced the participation of students in the activities organized by the institution.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
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.

Gaur Brahman College of Education, Rohtak is affiliated with Maharshi Dayanand University, Rohtak and Recognised by National Council for Teacher Education. The institution follows the rules and regulations set up by affiliating University and NCTE. The syllabus and curriculum provided by MDU, NCTE, UGC are implemented by the institution.

The administration of the institution is being observed by the Governing Body of the Institution. If the Governing body is not constituted due to lapse of turn of the elections of the Society, then an administrator appointed by the Government of Haryana observes the functioning of the institution.

As the institution is Govt-aided institute, hence liable to obey and follow the service rules of Haryana Government in appointments of its teaching and non-teaching staff. The advertisements against Vacant and Sanctioned posts are published in widely spread national newspapers. Applications are invited and appointments are made by dually constituted committees.

This process makes all the functions of institutional bodies effective and efficient.

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

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	Five/Six of the above												
<table border="1"> <thead> <tr> <th data-bbox="86 488 529 551">File Description</th> <th data-bbox="544 488 1430 551">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 557 529 620">Data as per Data Template</td> <td data-bbox="544 557 1430 620">View File</td> </tr> <tr> <td data-bbox="86 627 529 719">Screen shots of user interfaces of each module</td> <td data-bbox="544 627 1430 719">No File Uploaded</td> </tr> <tr> <td data-bbox="86 725 529 788">Annual e-governance report</td> <td data-bbox="544 725 1430 788">No File Uploaded</td> </tr> <tr> <td data-bbox="86 795 529 857">Geo-tagged photographs</td> <td data-bbox="544 795 1430 857">No File Uploaded</td> </tr> <tr> <td data-bbox="86 864 529 920">Any other relevant information</td> <td data-bbox="544 864 1430 920">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Screen shots of user interfaces of each module	No File Uploaded	Annual e-governance report	No File Uploaded	Geo-tagged photographs	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	View File												
Screen shots of user interfaces of each module	No File Uploaded												
Annual e-governance report	No File Uploaded												
Geo-tagged photographs	No File Uploaded												
Any other relevant information	No File Uploaded												
<p>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.</p>													
<p>The different committees, cells and clubs constituted by the institution, regularly organize their own meetings and minutes of these meetings plays vital roles in implementation of their resolutions in practical situations.</p> <p>The committees, discussions and planning show the ways to proceed to have the desired objectives. The committees are chaired by the Principal.</p> <p>The Time Table committee proposes the schedule to cover the syllabus and to conduct the co-curricular activities with in stipulated time period.</p> <p>The school internship schedule is being prepared after discussion with Teachers, students and schools. The students are sent to the schools according to their teaching subjects for 16 weeks as directed by the affiliating university.</p> <p>The institution's outreach program covers the social welfare programs. As college has adopted Singhpura Village under its outreach program, so various activities of social welfare by the college are organised in the village.</p>													

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

6.3 - Faculty Empowerment Strategies

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

The faculty members are allowed to attend the programs of importance of their professional progress. The members of teaching staff regularly attend the programs of research importance. The faculty members presented their articles in different national level seminars/conferences/workshops.

The institution always provides opportunities to all staff members to explore in their professional life. This approach helps in exploring the skills and capacities of a particular person.

The institution organized a Panel Discussion on Inclusive Education under AKAM on 31.08.2023 under IQAC

Gaur Brahman College of Education Rohtak organized an Online Webinar National Webinar by Dr. Mahesh Koltomay on Open Doors, Open Mind: Empowering the Teachers with OER and Licenses on 08.03.2024 to foster the capacities of its faculty members.

The institution organized a Workshop on Yoga and Meditation by Dr. Sunita Arora under YRC on 05-12-2023. This helped in creating an environment of healthy schedule of life.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	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	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
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

1

File Description	Documents
Data as per Data Template	View File
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.

NA

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if

any, during the year in not more than 100 - 200 words

The institution has a transparent system to observe the financial transactions with bank and with its stakeholders. Institution utilizes its funds for the betterment of education.

The institution has a transparent system to mobilize its funds.

There are 10 or above bank accounts in the name of Principal of Gaur Brahman College of Education, Rohtak. The transaction of funds is observed or checked by the committees set for the financial matters.

The salary funds are managed by the government i.e. DGHE. Panchkula. The Government of India and Haryana is responsible for the grant of Salary of Govt aided colleges. If the salary is late, it is their responsibility.

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

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

0

File Description	Documents
Data as per Data Template	View File
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.

The institution has its own strategies for the mobilization of funds and the optimal utilization of resources to ensure effective financial management.

Mobilization of Funds:

1. **Financial Management System:** The college has a sound and robust financial management system. The funds are managed through proper inputs.

2. **Expenditure:** Allocation of funds to different academic, administrative and other activities, is done under different budgetary heads.

Optimal Utilization of Resources:

1. **Utilization Certificate:** The college has hired a registered CA firm, "Sanjay Thareja and Associates,". This firm generates different certificates under different heads after proper audit of the college accounts.

2. **Audit Compliance:** All financial activities are audited to ensure compliance with established procedures and optimal utilization of resources. File Description Documents Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal

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

6.5 - Internal Quality Assurance System

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

The institution has constituted Internal Quality Assurance Cell to

monitor the activities under the different committees, cells and clubs of the institution. All the committees are liable to report the progress of the institution in all the fields of education time to time.

Meetings:

The Internal Quality Assurance Cell organizes meetings on regular time intervals. The action plans are given to different cells and committees to have betterment in the outcomes of the institution.

The teachers and students are assigned different duties to perform each and every person related to the institution are responsible to the progress of the institution.

The Internal Quality Assurance Cell determines the ways and means of continuous improvement in quality standards in the functioning of the Institution.

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

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

The Internal Quality Assurance Cell of the institution regularly observes the quality enhancement in the Teaching -Learning process through out the year. The teachers are assigned different types of duties to keep eye on the effectiveness of the Teaching -learning process.

The following mechanism is followed to maintain the pace of good learnings:

- **Assessment techniques:** the institution has examination cell. The cell is run under the convenorship of a teaching staff and others are members of the cell. This cell is responsible for making and designing the evaluation process of the students' learnings.

This cell organises different types of tests at regular time intervals

Quarterly House tests

House Examinations

Class Tests

Unit Tests etc.

- Skill Development : Institution has Teaching Practice Cell, which prepares a schedule of practice sessions. In these sessions students are asked to prepare lessons i.e Micro lessons, Mega Lessons, Real Lessons. Then they have to present these lessons before their class in simulated conditions and in real school classroom situations. This helps in developing skills among the students.
- Beside this Seminars, Workshops, Outreach Programme, YRC activities, School observation program etc. are also helpful in improving the quality of Teaching-Learning process.

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

4

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, 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	View File
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	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

First Cycle:

1. Library Updation:

The institution significantly improved its library facilities by updating its collection with the

Latest books, journals, and research materials were added to the Library resources to enhance learning facilities for students. It has also equipped with technological advanced resources, so that students and staff may achieve their academic and research-based goals.

2. Computer Lab settings: The computer lab with latest technology was established. The modern computers with latest configuration were set for the students, which are aimed to develop technological skills among them. This improved the learning facilities and opportunities to the students.

Second and Subsequent Cycles:

1. Infrastructural improvements: The institution got a grant from UGC to upgrade its infrastructure. New resources were introduced to the institution to improve the learning facilities. New equipments were added to different Laboratories to have better output.

2. Set up of Wi-Fi campus: The institution has introduced Wi-fi network in the campus. The students and staff have full access to the network to complete their assignments. The library of the institution has access to the central library of affiliating university and also to NCTE website. E-resources, e-books, e-journals and access to e-magazines are enriching to the learnings of students. These incremental improvements, supported by quality initiatives, have strengthened the institution's academic and administrative domains, contributing to its overall development and growth.

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 adopted an energy policy focused on conserving energy and utilizing alternative sources to meet its power needs. This policy emphasizes strategies such as optimizing energy usage, minimizing waste, and promoting renewable energy solutions. By integrating energy-efficient practices and technologies, the institution aims to reduce its carbon footprint and reliance on conventional energy sources. Moreover, it is dedicated to educating stakeholders on the significance of energy conservation and the advantages of alternative energy. Through these initiatives, the institution strives to achieve its sustainability objectives while ensuring a dependable and eco-friendly energy supply.

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.

The institution has established a comprehensive waste management policy and procedure aimed at minimizing its environmental impact and maintaining a safe, healthy environment for all stakeholders.

Policy: The institution's waste management policy emphasizes:

- Reducing waste generation at the source.
- Encouraging repair and reuse in a cost-effective manner.
- Defining clear roles and responsibilities for waste

management activities.

- Raising environmental awareness and promoting waste reduction.
- Organizing training and awareness programs for teachers, students, staff, and other stakeholders.
- Adopting a holistic approach to campus-wide waste management.

Implementation Procedure: The procedure for implementing this policy includes:

- Assigning specific roles and responsibilities for waste management.
- Conducting regular training and awareness programs on waste management practices.
- Establishing effective waste segregation systems.
- Promoting repair, reuse, and recycling initiatives.
- Continuously monitoring and evaluating waste management practices to ensure improvement.

By following these measures, the institution ensures responsible waste disposal, fosters sustainable practices, and contributes to a greener environment.

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

One 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	One of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded
<p>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</p>	
<p>The institution is committed to ensuring cleanliness, sanitation, and a green environment, fostering a pollution-free and healthy campus.</p>	
<p>Key Initiatives:</p> <ul style="list-style-type: none"> • Enforcing strict guidelines for students to maintain cleanliness on the premises. • Displaying motivational quotes and slogans to promote a clean and green environment. • Employing a full-time gardener and support staff to maintain litter-free, clean, and green surroundings. • Minimizing waste generation on campus by providing dustbins in all classrooms for dry waste disposal. • Organizing an annual tree plantation drive on campus and in nearby areas. • Actively participating in the Harit Haryana Abhiyan, a green initiative by the Government of Haryana. 	
<p>Awareness Programs:</p> <ul style="list-style-type: none"> • Celebrating World Environment Day on June 5th and International Plantation Day with events such as competitions and guest lectures by distinguished speakers to 	

raise environmental awareness among students and staff.

Through these efforts, the institution nurtures a culture of environmental responsibility and sustainability among its stakeholders, ensuring a healthier and greener future.

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

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

Three of the above

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

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

47846

File Description	Documents
Data as per Data Template	View File
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 college organized an exhibition on women empowerment titled "PRAYAS: Viksit Bharat ki Atmanirbhar Naari" to inspire and support women entrepreneurs and organizations in the local community. The event featured participation from female students representing universities, colleges, NGOs, as well as local businesswomen.

The institution's engagement with Singhpura village goes beyond traditional outreach efforts, fostering meaningful partnerships and community development. Alongside regular visits and awareness campaigns, the college actively involves students and staff in initiatives aimed at improving the village's well-being.

Key Initiatives:

- Collaborating with villagers to identify and address local challenges.
- Implementing sustainable solutions for environmental conservation and resource management.
- Organizing skill development workshops to enhance livelihood opportunities for villagers.
- Facilitating access to government schemes and services to benefit the community.
- Encouraging student participation in community service projects to nurture social responsibility and empathy.
- Establishing long-term partnerships with local authorities and community leaders to ensure the sustainability of development efforts.

Through these comprehensive initiatives, the institution demonstrates its dedication to leveraging local resources and knowledge for the holistic and sustainable development of the

Singhpura community.

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

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
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

Practice-Based Learning and Micro-Teaching Our college emphasize practical exposure to teaching through activities like simulated

teaching sessions, micro-teaching, and internships in schools. Students are encouraged to practice lesson planning, classroom management, and use of innovative teaching techniques in real or simulated classroom settings. This practice not only builds teaching confidence in students but also helps them in master pedagogical skills. Continuous Assessment and Feedback System By taking house exams, seminars, presentations and quizzes, teachers regularly evaluate students' progress, providing constructive feedback to improve their teaching skills. This helps students to identify and work on their weakness. A culture of continuous improvement is also encouraged. It also enhances professional accountability.

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 is dedicated to fostering the holistic development of its students. Alongside academic excellence, students are actively encouraged to engage in a diverse range of co-curricular activities designed to align with their interests, abilities, and potential.

Co-Curricular Activities: The college organizes a variety of activities, including awareness programs, cultural events, indoor and outdoor games, quiz competitions, debate contests, and outreach initiatives. These opportunities help students cultivate essential skills such as teamwork, communication, creativity, and critical thinking.

Academic Excellence: While emphasizing co-curricular engagement, the institution places a strong focus on academics. Students are encouraged to participate in seminars, presentations, and academic competitions to develop research skills and boost their confidence in academic pursuits.

Academic Facilities: The college provides excellent facilities to support learning, including:

- A well-equipped ICT lab with internet access.
- A comprehensive library stocked with books, journals, and magazines, offering a wealth of educational resources.

Through its integrated approach to academics and co-curricular activities, the college ensures the all-around growth of its students, equipping them with the skills and knowledge needed for personal and professional success.

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