

Extended Profile Deviations

Metrics Level Deviations

Metric ID	Deviations Details	Findings of DVV	Response of HEI *
1.1.2	At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year Faculty of the institution Head/Principal of the institution Schools including Practice teaching schools Employers Experts Students Alumni i HEI Input : C. Any 3 of the above	List of persons who participated in the process of in-house curriculum planning ☐ Meeting notice and minutes of the meeting for in-house curriculum planning ☐ A copy of the programme of action for in- house curriculum planned and adopted during the last completed academic year	List of persons who participated in Supporting Document : (If any) 1720532902.pdf (https://assessmentonline.naac.gov.in/public/index.php/hei/clarification_SSR) Remove

1.1.3	While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers ❓ HEI Input : B. Any 3 of the above	URL to the page on website where the PLOs and CLOs are listed ☐ Prospectus for the last completed academic year ☐ Report and photographs with caption and date of student induction programmes ☐ Report and photographs with caption and date of teacher orientation programmes ☐	Data has been attached https://rcegaya.org/wp-content/up Supporting Document : (If any) 1720337600.pdf (https://assessmentonlin) Remove
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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 last five years.📌

HEI Input :

2022-2023	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

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

HEI Input :

2022-2023	2021-22	2020-21	2019-20	2018-19
18	18	18	18	18

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum
☐ Academic calendar showing time allotted for optional /electives/pedagogy courses

Data has been attached

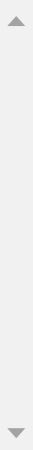
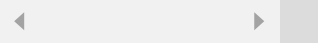
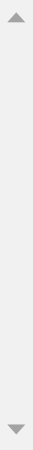
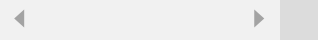
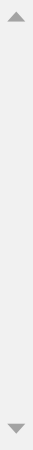
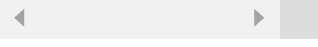
Supporting Document :
(If any)

1720330553.pdf (<https://assessmentonline.in>)

Remove

1.2.2	Average Number of Value-added courses offered during the last five years ❗ 1.2.2.1. Number of Value – added courses offered during the last five years❗ HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2022-2023	2021-22	2020-21	2019-20	2018-19	7	7	7	7	7	Brochure and Course Content along with CLOs of Value added courses	https://rcegaya.org/value-added-c Supporting Document : (If any) 1720287168.pdf (https://assessmentonlin Remove
2022-2023	2021-22	2020-21	2019-20	2018-19									
7	7	7	7	7									
1.2.3	Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years ❗ 1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years❗ HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>82</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-2023	2021-22	2020-21	2019-20	2018-19	82	0	0	0	0	List of the students enrolled in the value added course as defined in 1.2.2 ☐ Course completion certificates	List of student and certificate has Supporting Document : (If any) 1720287683.pdf (https://assessmentonlin Remove
2022-2023	2021-22	2020-21	2019-20	2018-19									
82	0	0	0	0									

1.2.4	Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance ? HEI Input : A. All of the above	Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template ☐ Document showing teachers“ mentoring and assistance to students to avail of self-study courses	Data has been attached. Supporting Document : (If any) 1720340106.pdf (https://assessmentonline.in) Remove										
1.2.5	Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years ? 1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years? HEI Input : <table><tr><td>2022-2023</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>82</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-2023	2021-22	2020-21	2019-20	2018-19	82	0	0	0	0	Certificates/ evidences for completing the self-study course(s) ☐ List of the students enrolled and completed in the self study course	Students enrollment and certificate Supporting Document : (If any) 1720344748.pdf (https://assessmentonline.in) Remove
2022-2023	2021-22	2020-21	2019-20	2018-19									
82	0	0	0	0									

1.4.1	Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI  HEI Input : A. All of the above	Sample filled-in feedback forms of the stake holders  	Feedback sample of all stake holders Supporting Document : (If any) 1720289966.pdf (https://assessmentonline.in/assessments/1720289966.pdf) Remove
1.4.2	Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following  HEI Input : A. Feedback collected, analysed and action taken and feedback available on website	Stakeholder feedback analysis report with seal and signature of the Principal Action taken report of the institution with seal and signature of the Principal  	https://rcegaya.org/feedback-action-taken-report Supporting Document : (If any) 1720287921.pdf (https://assessmentonline.in/assessments/1720287921.pdf) Remove
2.1.1	Average Enrollment percentage of students during the last five years.. 	Document relating to Sanction of intake from University ☐ Approval letter of NCTE for intake for all programmes ☐ Approved admission list year-wise/ program-wise  	Approved admission list and sanction Supporting Document : (If any) 1720186366.pdf (https://assessmentonline.in/assessments/1720186366.pdf) Remove

2.1.2	Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years.. ❗ 2.1.2.1. Number of students enrolled from the reserved categories during last five years..❗ HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>70</td> <td>75</td> <td>42</td> <td>45</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	72	70	75	42	45	Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English Version) ☐ Final admission list published by the HEI ☐ Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	Admission extract from reserve ca Supporting Document : (If any) 1720248274.pdf (https://assessmentonlin) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
72	70	75	42	45									
2.1.3	Percentage of students enrolled from EWS and Divyangjan categories during last five years ❗ 2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years ❗ HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2	0	0	0	0	Certificates of EWS and Divyangjan ☐ List of students enrolled from EWS and Divyangjan	List and certificate Has been Attac Supporting Document : (If any) 1719999706.pdf (https://assessmentonlin) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
2	0	0	0	0									

2.2.2	Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs  HEI Input : B. Any 4 of the above	Relevant documents highlighting the activities to address the student diversities ☐ Reports with seal and signature of Principal ☐ Photographs with caption and date, if any	Relevant documents highlighting the activities to address the student diversities ☐ Reports with seal and signature of Principal ☐ Photographs with caption and date, if any Supporting Document : (If any) 1720344878.pdf (https://assessmentonline.in) Remove
2.2.3	There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students  HEI Input : Only when students seek support	Relevant documents highlighting the activities to address the differential student needs ☐ Reports with seal and signature of principal ☐ Photographs with caption and date	Report of the differential students Supporting Document : (If any) 1720337987.pdf (https://assessmentonline.in) Remove

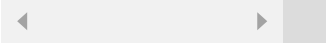
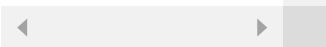
2.2.4	Student-Mentor ratio for the last completed academic year ❓ 2.2.4.1. Number of mentors in the Institution❓ HEI Input : 5	Relevant documents of mentor-mentee activities with seal and signature of the principal	Data has been attached Supporting Document : (If any) 1720290229.pdf (https://assessmentonline.in) Remove										
2.3.2	Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years ❓ 2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..❓ HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>7</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	11	7	5	5	5	Link to LMS	https://www.youtube.com/@region Supporting Document : (If any) Choose File No file chosen (eyJpdI6IINQKzB6cWRwdm9OYINEQWpV)
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
11	7	5	5	5									

2.3.3	Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice.. 2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year HEI Input : 100	Programme wise list of students using ICT support ☐ Documentary evidence in support of the claim ☐ Landing page of the Gateway to the LMS used	The college has B.Ed course running Supporting Document : (If any) 1720333366.pdf (https://assessmentonline.in) Remove
2.3.4	ICT support is used by students in various learning situations such as 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports HEI Input : B. Any 3 of the above	Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations Geo-tagged photographs wherever applicable ☐ Link of resources use	geotag photograph has been Attached Supporting Document : (If any) 1720334001.pdf (https://assessmentonline.in) Remove

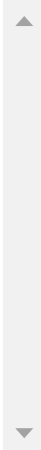
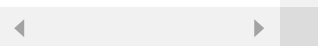
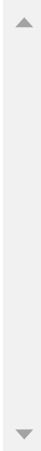
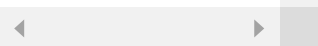
2.3.6	Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global ? HEI Input : B. Any 4 of the above	Documentary evidence in support of the selected response/s ☐ Reports of activities conducted related to recent developments in education with video graphic support, wherever applicable	Documentary evidence in support Supporting Document : (If any) 1720345085.pdf (https://assessmentonline.in) Remove
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2.4.1	Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP)  HEI Input : C. Any 4 or 5 of the above	Documentary evidence in support of the selected response/s ☐ Reports of activities with video graphic support wherever possible	Data has been attached Supporting Document : (If any) 1720345266.pdf (https://assessmentonline.in) Remove
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2.4.2	Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement i HEI Input : C. Any 4 or 5 of the above	Reports and photographs / videos of the activities ☐ Attendance sheets of the workshops/activities with seal and signature of the Principal ☐ Documentary evidence in support of each selected activity	Data has been attached. Supporting Document : (If any) 1720345314.pdf (https://assessmentonline.in) Remove
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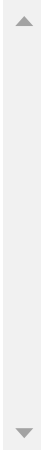
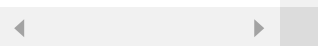
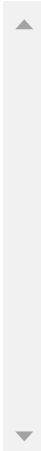
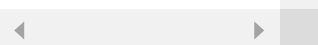
2.4.3	Competency of effective communication is developed in students through several activities such as 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' 4. Classroom teaching learning situations along with teacher and peer feedback  HEI Input : B. Any 3 of the above	Details of the activities carried out during last completed academic year in respect of each response indicate 	Data has been attached Supporting Document : (If any) 1720338280.pdf (https://assessmentonline.in) Remove
2.4.4	Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales  HEI Input : B. Any 3 or 4 of the above	Samples prepared by students for each indicated assessment tool ☐ Documents showing the different activities for evolving indicated assessment tools 	Data has been attached Supporting Document : (If any) 1720512983.pdf (https://assessmentonline.in) Remove

2.4.5	Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations i HEI Input : D. Any 2 of the above	Documentary evidence in support of each response selected ☐ Sample evidence showing the tasks carried out for each of the selected response	data has been attached Supporting Document : (If any) 1720517814.pdf (https://assessmentonline.in) Remove
2.4.6	Students develop competence to organize academic, cultural, sports and community related events through 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event i HEI Input : D. Any 1 or 2 of the above	Documentary evidence showing the activities carried out for each of the selected response ☐ Report of the events organized Photographs with caption and date wherever possible	Data has been attached. Supporting Document : (If any) 1720345593.pdf (https://assessmentonline.in) Remove

2.4.7	A variety of assignments given and assessed for theory courses through 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study ? HEI Input : B. Any 3 of the above	Samples of assessed assignments for theory courses of different programmes  	data has been attached Supporting Document : (If any) 1720338392.pdf (https://assessmentonline.in) Remove
2.4.9	Average number of students attached to each school for internship during the last completed academic year ? 2.4.9.1. Number of schools selected for internship during the last completed academic year? HEI Input : 05	Copy of the schedule of work of internees in each school ☐ Plan of teacher engagement in school internship  	Data has been Attached Supporting Document : (If any) 1720290862.pdf (https://assessmentonline.in) Remove

2.4.10	Nature of internee engagement during internship consists of 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities-experience/exposure 10. Preparation of progress reports i HEI Input : C. Any 4 or 5 of the above	Sample copies for each of selected activities claimed ☐ School-wise internship reports showing student engagement in activities claimed ☐ Wherever the documents are in regional language, provide English translated version	Sample copies for each of selected Supporting Document : (If any) 1720542563.pdf (https://assessmentonline.in) Remove
2.4.12	Performance of students during internship is assessed by the institution in terms of observations of different persons such as 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes) i HEI Input : B. Any 4 of the above	Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) ☐ Two filled in sample observation formats for each of the claimed assessors	Filled in sample observation format Supporting Document : (If any) 1720346227.pdf (https://assessmentonline.in) Remove

2.4.13	Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness ❓ HEI Input : C. Any 3 of the above	Format of Criteria and Weightages for interns' performance appraisal used ☐ Five filled in formats for each of the aspects claimed	Format of Criteria and Weightages ☐ filled in formats for each of the Supporting Document : (If any) 1720533051.pdf (https://assessmentonline.in) Remove
2.5.1	Percentage of fulltime teachers against sanctioned posts during the last five years ❓	Sanction letters indicating number of posts (including Management sanctioned posts) with seal and signature of the principal ☐ English translation of sanction letter if it is in regional language	letter has been attached Supporting Document : (If any) 1720346891.pdf (https://assessmentonline.in) Remove
2.5.2	Percentage of fulltime teachers with Ph. D. degree during the last five years ❓ 2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years❓ HEI Input : 2	Certificates of Doctoral Degree (Ph.D) of the faculty	Certificates of Doctoral Degree (Ph.D) Supporting Document : (If any) 1720347726.pdf (https://assessmentonline.in) Remove

2.5.3	Average teaching experience of full time teachers for the last completed academic year. 📘 2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year 📘 HEI Input : 7	Copy of the appointment letters of the fulltime teachers  	Copy of the appointment letters of Supporting Document : (If any) 1720347501.pdf (https://assessmentonline.in) Remove
2.6.2	Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually 📘 HEI Input : B. Any 3 of the above	Copy of university regulation on internal evaluation for teacher education ☐ Annual Institutional Plan of action for internal evaluation ☐ Details of provisions for improvement and bi-lingual answering ☐ Documentary evidence for remedial support provided  	Copy of university regulation on internal evaluation ☐ Annual Institutional Plan of action for internal evaluation ☐ Details of provisions for improvement and bi-lingual answering ☐ Documentary evidence for remedial support provided Supporting Document : (If any) 1720348800.pdf (https://assessmentonline.in) Remove

2.7.2	Average pass percentage of students during the last five years 2022-2021-23 2021-2020-22 2020-2019-21 2019-2018-20 2018-2017-19 96 98 49 48 95 HEI Input :	Result sheet for each year received from the affiliating University ☐ Certified report from the Head of the Institution indicating pass percentage of students programme-wise	Report Showing pass percentage y Supporting Document : (If any) 1720195351.pdf (https://assessmentonline.in) Remove
2.7.4	Performance of outgoing students in internal assessment 2022-2021-23 2021-2020-22 2020-2019-21 2019-2018-20 2018-2017-19 96 98 49 48 95 HEI Input : 95	Record of student – wise/programme-wise/semester-wise Internal Assessment of students for the last completed academic year	Record of student B.Ed. Internal A Supporting Document : (If any) 1720343341.pdf (https://assessmentonline.in) Remove

3.1.1	Average number of research projects funded by government and/ or non-government agencies during the last five years ❗ 3.1.1.1. Number of research projects funded by government and non-government agencies during the last five years..❗ HEI Input : <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0	Sanction letter from the funding agency	No any concerning data available. Supporting Document : (If any) Choose File No file chosen (eyJpdii6Ilp3RUFldHZqYTZ0VHBwQ3pSc)
2022-23	2021-22	2020-21	2019-20	2018-19									
0	0	0	0	0									
3.1.2	Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs) ❗ 3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)❗ HEI Input : <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0	Sanction letter from the funding agency ☐ Income Expenditure statements highlighting the research grants received certified by the auditor	There is no any activities regarding Supporting Document : (If any) Choose File No file chosen (eyJpdii6IlpZKzBaLytkRHUwZIRqWFZ1SF)
2022-23	2021-22	2020-21	2019-20	2018-19									
0	0	0	0	0									

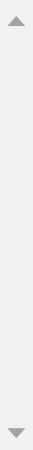
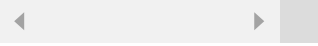
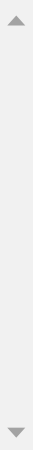
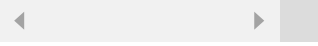
3.1.3	In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research i HEI Input : C. Any 2 of the above	Institutional Policy document detailing scheme of incentives ☐ Sanction letters of award of incentives ☐ Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal ☐ Documentary evidence for each of the claims	The college provides facilities for r Supporting Document : (If any) 1720347838.pdf (https://assessmentonline.in) Remove
3.1.4	Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. Material and procedural supports i HEI Input : C. Any 2 of the above	Documentary evidences in support of the claims ☐ Details of reports highlighting the claims made by the institution ☐ Reports of innovations tried out and ideas incubated ☐ Copyrights or patents filed	Data has been attached. Supporting Document : (If any) 1720348486.pdf (https://assessmentonline.in) Remove

3.2.1	Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years 📌 3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years📌 HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>6</td> <td>3</td> <td>6</td> <td>1</td> </tr> </tbody> </table>	2022-2023	2021-22	2020-21	2019-20	2018-19	10	6	3	6	1	First page of the article/journals with seal and signature of the Principal ☐ E-copies of outer jacket/contents page of the journals in which articles are published	UGC care listed article attached here Link for care listed articles below:- https://rcegaya.org/ugc-care-listed https://rcegaya.org/publications/ Supporting Document : (If any) 1720325737.pdf (https://assessmentonline.in) Remove
2022-2023	2021-22	2020-21	2019-20	2018-19									
10	6	3	6	1									
3.2.2	Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years 📌 3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years📌 HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-2023	2021-22	2020-21	2019-20	2018-19	1	0	1	0	0	First page of the published book/chapter with seal and signature of the Principal ☐ 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 year-wise	https://rcegaya.org/wp-content/uploads/2022/03/1720328990.pdf Supporting Document : (If any) 1720328990.pdf (https://assessmentonline.in) Remove
2022-2023	2021-22	2020-21	2019-20	2018-19									
1	0	1	0	0									

3.3.1	Average number of outreach activities organized by the institution during the last five years.. 📌 3.3.1.1. Total number of outreach activities organized by the institution during the last five years.📌 HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>0</td> <td>3</td> <td>5</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	5	7	0	3	5	Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	Report of outreach activity has been attached Supporting Document : (If any) 1720516091.pdf (https://assessmentonline.in) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
5	7	0	3	5									
3.3.2	Percentage of students participating in outreach activities organized by the institution during the last five years 📌 3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years📌 HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>46</td> <td>0</td> <td>48</td> <td>50</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	50	46	0	48	50	Event-wise newspaper clippings / videos / photographs with captions and dates ☐ Report of each outreach activity with seal and signature of the Principal	data has been attached Supporting Document : (If any) 1720516539.pdf (https://assessmentonline.in) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
50	46	0	48	50									

3.3.3	Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years ❓ 3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years❓ HEI Input : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>35</td><td>11</td><td>13</td><td>11</td><td>15</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	35	11	13	11	15	Documentary evidence in support of the claim along with photographs with caption and date	National priority program (Activity Supporting Document : (If any) 1720251519.pdf (https://assessmentonlin) Remove
2022-23	2021-22	2020-21	2019-20	2018-19									
35	11	13	11	15									
3.3.5	Number of awards and honours received for outreach activities from government/ recognized agency during the last five years ❓ 3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.❓ HEI Input : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1	0	0	0	0	Appropriate certificates from the awarding agency	Awarding certificate has been atta Supporting Document : (If any) 1720187609.pdf (https://assessmentonlin) Remove
2022-23	2021-22	2020-21	2019-20	2018-19									
1	0	0	0	0									

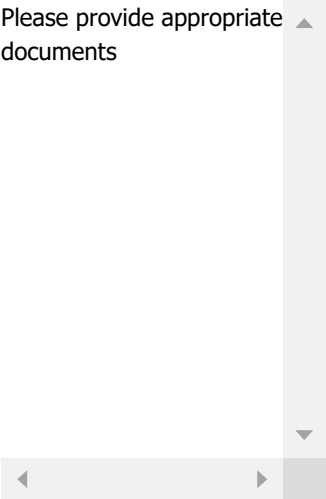
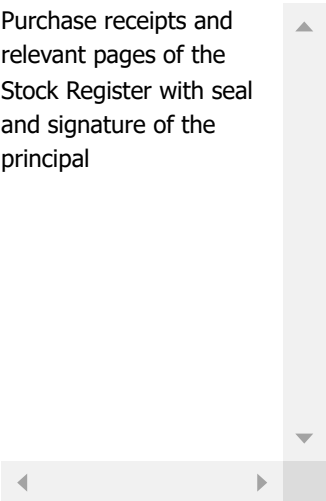
3.4.1	Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years ❓ 3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years❓ HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	4	0	0	0	0	List of teachers/students benefited by linkage – exchange and research ☐ Report of each linkage along with video/photographs	List of teachers/students benefited ☐ Report of each linkage along with Supporting Document : (If any) 1720542621.pdf (https://assessmentonline.in) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
4	0	0	0	0									
3.4.2	Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years ❓ 3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years❓ HEI Input : 04	Copies of the MoU's with institution/ industry/ corporate house	Copies of MoU's from different ins Supporting Document : (If any) 1720030081.pdf (https://assessmentonline.in) Remove										

3.4.3	Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes 1. Local community base activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest-literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges  HEI Input : C. Any 3 or 4 of the above	Report of each activities with seal and signature of the Principal  	Report of each activities with seal Supporting Document : (If any) 1720545952.pdf (https://assessmentonlin...) Remove
4.1.2	Percentage of classrooms and seminar hall(s) with ICT-enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.  4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities HEI Input : 04 4.1.2.2. Number of Classrooms and seminar hall(s) in the institution HEI Input : 17	Geo-tagged photographs ☐ Link to relevant page on the Institutional website  	https://rcegaya.org/ict-lab/ https://rcegaya.org/smart-class-ro Supporting Document : (If any) 1720349366.pdf (https://assessmentonlin...) Remove

4.1.3	Percentage of expenditure excluding salary for infrastructure augmentation during the last five years ❓ 4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) ❓ HEI Input : <table border="1" data-bbox="301 495 625 680"> <tr> <td>2022-2023</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>2.06793</td> <td>3400.81</td> <td>40545</td> <td>5763</td> <td></td> </tr> </table>	2022-2023	2021-22	2020-21	2019-20	2018-19	2.06793	3400.81	40545	5763		Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	Expenditure highlighted and attached Supporting Document : (If any) 1720253379.pdf (https://assessmentonline.in) Remove
2022-2023	2021-22	2020-21	2019-20	2018-19									
2.06793	3400.81	40545	5763										
4.2.3	Institution has subscription for e-resources and has membership/ registration for the following 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases ❓ HEI Input : C. Any 2 of the above	Receipts of subscription /membership of e-resources ☐ E-copy of the letter of subscription /member ship in the name of institution	https://mysubs.in/my-account Supporting Document : (If any) 1720290316.png (https://assessmentonline.in) Remove										

4.2.4	Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs) 🔍 4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)🔍 HEI Input : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>5920</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	5920	0	0	0	0	Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	data has been attached Supporting Document : (If any) 1720290357.png (https://assessmentonli) Remove
2022-23	2021-22	2020-21	2019-20	2018-19									
5920	0	0	0	0									

4.2.5	Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year ❗ 4.2.5.1. Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year❗ HEI Input : 179 4.2.5.2. Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year❗ HEI Input : 395 4.2.5.3. Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year❗ HEI Input : 647 4.2.5.4. Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.❗ HEI Input : 828 4.2.5.5. Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.❗ HEI Input : 1080	Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for ten days each for five months during the last completed academic year with seal and signature of both the librarian and principal ☐ Link to Certified copies of the ledger pages/screenshots of the data for 5 days	Per day average book issue/ Footf https://rcegaya.org/wp-content/u Supporting Document : (If any) 1720529076.pdf (https://assessmentonlin) Remove
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4.2.6	Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education – general teacher education, special education and physical education by the following ways 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College ? HEI Input : C. Any 2 of the above	Please provide appropriate documents 	We have very good library, and al Supporting Document : (If any) 1720529502.pdf (https://assessmentonlin) Remove
4.3.2	Student – Computer ratio for last completed academic year ?	Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal 	Stock register and receipts has be Supporting Document : (If any) 1720187919.pdf (https://assessmentonlin) Remove

4.3.3	Internet bandwidth available in the institution 4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS HEI Input : 100	Receipt for connection indicating bandwidth ☐ Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	Receipt and bill has been attached Supporting Document : (If any) 1720335269.pdf (https://assessmentonline.in) Remove
4.3.4	Facilities for e-content development are available in the institution such as 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit HEI Input : D. Any 1 of the above	☐ Link to videos of the e-content development facilities ☐ List the equipment purchased for claimed facilities along with the relevant bills ☐ Link to the e-content developed by the faculty of the institution	https://www.youtube.com/@regio Supporting Document : (If any) Choose File No file chosen (eyJpdjI6InJS0JpV1dwaG4xSWx1Rmp6O

4.4.1	Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs) 4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs) HEI Input : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>57.80</td><td>59.90</td><td>88.54</td><td>134.01</td><td>152.63</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	57.80	59.90	88.54	134.01	152.63	Income-Expenditure statement highlighting relevant items with seal and signature of the Principal and Chartered Accountant	audit has been attached Supporting Document : (If any) 1720530277.pdf (https://assessmentonline.in) Remove
2022-23	2021-22	2020-21	2019-20	2018-19									
57.80	59.90	88.54	134.01	152.63									
5.1.1	A range of capability building and skill enhancement initiatives are undertaken by the institution such as: 1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning HEI Input : C. Any 2 or 3 of the above	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal ☐ Sample feedback sheets from the students participating in each of the initiative ☐ Photographs with date and caption for each initiative	E-content development: There is a There is no any persons of different Supporting Document : (If any) 1720350641.pdf (https://assessmentonline.in) Remove										

5.1.2	Available student support facilities in the institution are: 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls ? HEI Input : B. Any 7 of the above	Geo-tagged photographs	Geo-tagged photographs has been Supporting Document : (If any) 1720257970.pdf (https://assessmentonline.in) Remove
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5.1.3	The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint  HEI Input : A. All of the above	Institutional guidelines for students' grievance redressal ☐ Composition of the student grievance redressal committee including sexual harassment and ragging ☐ Samples of grievance submitted offline	The college has different committees 01. Grievance Redressal Cell 02. Anti Ragging Cell 03. Anti Sexual Harassment Cell. All the minutes and reports of the Supporting Document : (If any) 1720325232.pdf (https://assessmentonline.in) Remove
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5.1.4	Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) ? HEI Input : C. Any 2 of the above	Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter ☐ Report of the Placement Cell	Data has been attached. Supporting Document : (If any) 1720340200.pdf (https://assessmentonline.in) Remove										
5.2.1	Percentage of placement of students as teachers/teacher educators ? 5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years? HEI Input : <table><tr><td>2022-2023</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2</td><td>0</td><td>3</td><td>3</td><td>6</td></tr></table>	2022-2023	2021-22	2020-21	2019-20	2018-19	2	0	3	3	6	Annual reports of Placement Cell for five years ☐ Appointment letters of 10% graduates for each year	Data has been attached Supporting Document : (If any) 1720200982.pdf (https://assessmentonline.in) Remove
2022-2023	2021-22	2020-21	2019-20	2018-19									
2	0	3	3	6									

5.2.2	Percentage of student progression to higher education during the last completed academic year 5.2.2.1. Number of outgoing students progressing from Bachelor to PG. HEI Input : 10 5.2.2.2. Number of outgoing students progressing from PG to M.Phil. HEI Input : 5 5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D. HEI Input : 0	Details of graduating students and their progression to higher education with seal and signature of the principal ☐ Documentary evidence in support of the claim	Data has been attached Supporting Document : (If any) 1720351076.pdf (https://assessmentonline.in) Remove										
5.2.3	Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET) 5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years HEI Input : <table><tr><td>2022-2021-23</td><td>2021-2020-22</td><td>2020-2019-21</td><td>2019-2018-20</td><td>2018-2017-19</td></tr><tr><td>8</td><td>5</td><td>6</td><td>6</td><td>12</td></tr></table>	2022-2021-23	2021-2020-22	2020-2019-21	2019-2018-20	2018-2017-19	8	5	6	6	12	Copy of certificates for qualifying in the state/national examination	Certificates has been attached Supporting Document : (If any) 1720200850.pdf (https://assessmentonline.in) Remove
2022-2021-23	2021-2020-22	2020-2019-21	2019-2018-20	2018-2017-19									
8	5	6	6	12									

5.3.2	Average number of sports and cultural events organized at the institution during the last five years ❓ 5.3.2.1. Number of sports and cultural events organized at the institution during the last five years❓ HEI Input : <table><tr><td>2022-2023</td><td>2021-2022</td><td>2020-2021</td><td>2019-2020</td><td>2018-2019</td></tr><tr><td>7</td><td>7</td><td>2</td><td>5</td><td>2</td></tr></table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	7	7	2	5	2	Reports of the events along with the photographs with captions and dates ☐ Copy of circular / brochure indicating such kind of events	Reports has been attached Supporting Document : (If any) 1720526289.pdf (https://assessmentonline.in) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
7	7	2	5	2									
5.4.2	Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support ❓ HEI Input : C. Any 2 or 3 of the above	Documentary evidence for the selected claim ☐ Income Expenditure statement highlighting the alumni contribution ☐ Report of alumni participation in institutional functioning for last completed academic year	Data has been attached Supporting Document : (If any) 1720351872.pdf (https://assessmentonline.in) Remove										

5.4.3	Number of meetings of Alumni Association held during the last five years 5.4.3.1. Number of meetings of Alumni Association held during the last five years HEI Input : <table><tr><td>2022-2023</td><td>2021-2022</td><td>2020-2021</td><td>2019-2020</td><td>2018-2019</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>0</td></tr></table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	1	1	1	1	0	Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	Agenda and minutes of the meeting Supporting Document : (If any) 1720343480.pdf (https://assessmentonline.in) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
1	1	1	1	0									
6.2.3	Implementation of e-governance are in the following areas of operation 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination System 6. Biometric / digital attendance for staff 7. Biometric / digital attendance for students HEI Input : A. Any 6 or more of the above	Screen shots of user interfaces of each module ☐ Annual e-governance report ☐ Geo-tagged photographs	Implementation of the E-Governance Supporting Document : (If any) 1720338708.pdf (https://assessmentonline.in) Remove										

6.3.2	Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years ❗ 6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years❗ HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	4	1	0	0	0	Institutional Policy document on providing financial support to teachers ☐ E-copy of letter/s indicating financial assistance to teachers ☐ Certificate of participation for the claim ☐ Certificate of membership ☐ Income Expenditure statement highlighting the financial support to teachers	data has been attached Supporting Document : (If any) 1720258163.pdf (https://assessmentonline.in) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
4	1	0	0	0									
6.3.3	Number of professional development / administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years. ❗ 6.3.3.1. Total number of professional development / administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years❗ HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	0	0	0	0	0	Brochures / Reports along with Photographs with date and caption. ☐ List of participants of each programme	no data has been available. Supporting Document : (If any) Choose File No file chosen (eyJpdjI6Ii9qTFV6cGpFTElVUVlSZC94U25)
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
0	0	0	0	0									

6.3.4	Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes 6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>22</td> <td>21</td> <td>20</td> <td>19</td> </tr> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	23	22	21	20	19	4	0	0	0	0	Copy of the Course completion certificates	Certificate has been attached Supporting Document : (If any) 1720200616.pdf (https://assessmentonline.in) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019														
23	22	21	20	19														
4	0	0	0	0														
6.4.2	Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs) 6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs) HEI Input : <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>22</td> <td>21</td> <td>20</td> <td>19</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	23	22	21	20	19	0	0	0	0	0	Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal ☐ Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No data available for this activities Supporting Document : (If any) Choose File No file chosen (eyJpdii6ImIOM0VJT05DcHdvOHUybFUw)
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019														
23	22	21	20	19														
0	0	0	0	0														

6.5.3	Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years. ❓ 6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.❓ HEI Input : <table><tr><td>2022-2023</td><td>2021-2022</td><td>2020-2021</td><td>2019-2020</td><td>2018-2019</td></tr><tr><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	7	0	0	0	0	Report of the work done by IQAC or other quality mechanisms ☐ List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	Report of the work done by IQAC ☐ List of quality initiatives undertaken Supporting Document : (If any) 1720533213.pdf (https://assessmentonline.in) Remove
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019									
7	0	0	0	0									
6.5.4	Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF ❓ HEI Input : B. Any 3 of the above	Link to the minutes of the meeting of IQAC ☐ Link to Annual Quality Assurance Reports (AQAR) of IQAC ☐ Consolidated report of Academic Administrative Audit (AAA) ☐ e-Copies of the accreditations and certifications ☐ Supporting document of participation in NIRF ☐ Feedback analysis report	https://rcegaya.org/wp-content/uploads/2022/03/1720338867.pdf Supporting Document : (If any) 1720338867.pdf (https://assessmentonline.in) Remove										

7.1.3	Institution waste management practices include 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant  HEI Input : C. Any 2 of the above	Documentary evidence in support of each selected response ☐ Geo-tagged photographs ☐ Income Expenditure statement highlighting the specific components	Geo-tagged photographs has been Supporting Document : (If any) 1720348168.pdf (https://assessmentonline.in) Remove
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  HEI Input : B. Any 3 of the above	Income Expenditure statement highlighting the specific components ☐ Documentary evidence in support of the claim ☐ Geo-tagged photographs	Geo-tagged photographs has been Supporting Document : (If any) 1720334089.pdf (https://assessmentonline.in) Remove
7.1.6	Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants  HEI Input : B. Any 4 of the above	Videos / Geo-tagged photographs related to Green Practices adopted by the institution ☐ Circulars and relevant policy papers for the claims made ☐ Snap shots and documents related to exclusive software packages used for paperless office ☐ Income Expenditure statement highlighting the	The college organised Green Audit Supporting Document : (If any) 1720333173.pdf (https://assessmentonline.in) Remove

7.1.7	Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs) ❓ 7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs) ❓ HEI Input : <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1.78245</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1.78245	0	0	0	0	Income Expenditure statement on green initiatives, energy and waste management	Bill of Trees and plants. Supporting Document : (If any) 1720335930.pdf (https://assessmentonline.in/) Remove
2022-23	2021-22	2020-21	2019-20	2018-19									
1.78245	0	0	0	0									
7.1.9	Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways 1. Code of Conduct is displayed on the institution's website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically ❓ HEI Input : A. All of the above	Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University ☐ Web-Link to the Code of Conduct displayed on the institution's website ☐ Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct ☐ Details of the Monitoring	Code of conduct has been attached https://rcegaya.org/code-of-conduct Supporting Document : (If any) 1720290561.pdf (https://assessmentonline.in/) Remove										

