



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	TIKA RAM COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. Surender Singh Rana
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9416858300
• Mobile No:	9416858300
• Registered e-mail ID (Principal)	principaltrce@gmail.com
• Alternate Email ID	principaltrce1@gmail.com
• Address	West Ram Nagar
• City/Town	sonepat
• State/UT	Haryana
• Pin Code	131001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Grants-in aid				
• Name of the Affiliating University	Deenbandhu Chhotu Ram University of Science and Technology				
• Name of the IQAC Co-ordinator/Director	Dr. Indu Rathee				
• Phone No.	9416234808				
• Alternate phone No.(IQAC)	8222840508				
• Mobile (IQAC)	9416234808				
• IQAC e-mail address	ratheeindu9@gmail.com				
• Alternate e-mail address (IQAC)	principaltrce1@gmail.com				
3.Website address	http://www.trcesonepat.org				
• Web-link of the AQAR: (Previous Academic Year)	https://trcesonepat.org/wp-content/uploads/2024/01/aqar_2021-22_pdf.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.trcesonepat.org/wp-content/uploads/2023/10/ACADEMIC-CALENDER-2021-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	78.02	2004	08/01/2004	07/01/2009
Cycle 2	B	2.57	2014	21/02/2014	20/02/2019
6.Date of Establishment of IQAC			01/03/2003		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Tika Ram college of Education	seminar	DGHE	28/07/2022	50000
8. Whether composition of IQAC as per latest NAAC guidelines			Yes	
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 			View File	
9. No. of IQAC meetings held during the year			5	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 			Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 			View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?			No	
<ul style="list-style-type: none"> If yes, mention the amount 			50000	
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
1. Organization of interdisciplinary national level seminar on "Effective Implementation of National Education Policy 2020- Future Perspectives" on August 16, 2022, sponsored by DGHE, Haryana.				
2. Organization of college fest on April 30, 2023.				
3. Collection, analysis and execution of students and stakeholders feedback regarding program, courses offered, teaching and internship practice.				
4. Organization of FDP on May 29 and 30, 2023.				
5. Conducted coaching classes for HTEH/CTET for final year students from May 12 to May 17 2023.				

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
1. To organize interdisciplinary national level seminar on "Effective Implementation of National Education Policy 2020- Future Perspectives"	1. Organized on August 16, 2022.
2. To organize college fest	2. Organized on April 30, 2023
3. To collect and analysis of students and stakeholders feedback	3. Collected and analysis were made
4. To organize FDP	4. Organized on May 29 and 30, 2023
5. To conduct TET/CTET Coaching for final year B.Ed., students.	5. Conducted from May 12 to 17, 2023.
6. To conduct Academic Audit	6. Conducted
7. to conduct Students Induction Program	7. Conducted from 4.10.2022 to 9.10.2022
8. Preparation of Academic Calendar	8. Academic calendar has been prepared at the beginning of the session
9. Regular updation of Website	9. Updated website time to time
10. Publishing of Annual magazine namely :Haryana Sumer	10. Published in digital form

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Management Committee	19/11/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	15/01/2024

15. Multidisciplinary / interdisciplinary

Tika Ram College of Education is a Professional College. Apart from fundamental Educational courses, college also offers courses of pedagogy like pedagogy of Mathematics, pedagogy of Biological Sciences, pedagogy of Economics, pedagogy of Commerce, pedagogy of Hindi, pedagogy of English, pedagogy of Computer Science etc. We follow the academic curriculum prescribed by the affiliated University. Students are encouraged to opt for papers of their choices in some courses in B.Ed 2nd year, there are also professional capacity and Skill Enhancement Courses. With the NEP 2020, from the Academic year 2025-26, we are looking forward for integrated disciplines to inculcate holistic education for our students to make them better prepared for real life Challenges.

16. Academic bank of credits (ABC):

College does not fulfill the requirements of ABC yet but the institute shall soon be starting with the process from the academic year 2023-24.

17. Skill development:

In order to make the students ready for their profession, they must have the required knowledge, skills, and abilities for both professional and social life. The College is yet to start any Skill Development Course but as college is a professional institution, so it continuously strives to create a skilled ecosystem through workshops, group discussions, presentations, interactive sessions etc.

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

The institute aims at integrating culture, values and language with education and a lot of importance is given to local culture also by celebrating local social festivals, organizing awareness programs, college fest etc. The College follows bilingual mode for classroom teaching and other activities. Primary medium of instruction is mother tongue but institution also facilitates the students to opt Sanskrit and English as a pedagogy subject. Tika Ram College of Education aims at inculcating a sense of pride and respect towards our nation and culture by celebrating different days like Hindi Divas, jayantis Death Anniversaries of famous personalities, social

festivals like Holi celebration, Diwali celebration, Lohri celebration etc and also by organizing tour and trips. Students are also encouraged to participate and represent the college in events of such nature that enhance integration of Indian Knowledge systems and values, organized by other colleges and institutions.

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

Prior to the Course being offered, the students are given an orientation on the course details. Apart from regular classroom teaching, there are tutorial and remedial classes and the mentor-mentee system that gives emphasis on outcome-based education. Students are made aware of the course specific outcomes through classroom discussion, expert lectures and practicals.

20.Distance education/online education:

The college offers graduation program in Education only in regular mode under Deenbandhu Chottu Ram University of Science and Technology, Murthal, Sonipat. The pandemic has increased awareness and reach of online education. The Faculty of the College is also involved in creating E-Content, which can be accessed by the students.College has not started any online courses yet.

Extended Profile

1.Student

2.1 207

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

2.4 103

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 207

File Description	Documents
Data Template	View File

2.6 207

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 864393.12

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 36

Total number of computers on campus for academic purposes

3. Teacher

5.1 11

Number of full-time teachers during the year:

Extended Profile	
1.Student	
2.1	207
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	103
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	207
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	207
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	864393.12
4.2 Total number of computers on campus for academic purposes	36
3.Teacher	
5.1 Number of full-time teachers during the year:	11
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	8

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 curriculum is meticulously planned, developed, and recommended by regulatory statutory bodies, namely, Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonipat, and the National Council for Teacher Education (NCTE). The implementation of adjustments prescribed by these competent authorities is actively pursued. Consequently, the institution assumes no direct role in the process of curriculum development. Nonetheless, an expert committee, established by the institution, is tasked with reviewing and appraising the existing curriculum. This committee actively seeks input and insights regarding the current curriculum from faculty, students, members of the alumni association, teachers, heads of practice teaching schools, academic experts,

and members of the management. Subsequently, after a thorough evaluation and interpretation of the feedback and suggestions received from these diverse stakeholders, the committee conveys its findings through the Head of the Institution to the University. This communication serves as a formal request for modifications in the curriculum based on the comprehensive feedback gathered.

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	View File
Plans for mid- course correction wherever needed for the academic year	View File
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	View File
Any other relevant information	No File Uploaded

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.trcesonepat.org/wp-content/uploads/2022/04/prospectus-combined.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
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**

11

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

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

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

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

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

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File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File
1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
00	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
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File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

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

The Teacher Education Program employs a multidisciplinary approach encompassing various specializations such as Educational Psychology, Philosophy, ICT, and Sociology. It equips individuals with diverse skills, including proficiency in smart classrooms, virtual classrooms, ELearning, and practical experiences. The institution emphasizes application-oriented courses, delivered through internships, projects, fieldwork, and more, with a dedicated focus on instilling professional ethics. The curriculum structure of the B.Ed. Program is designed around compulsory papers, optional papers, practicum, community work, and internship programs. The Institutional Quality Assurance Cell (IQAC) formulates an academic calendar covering curricular, co-curricular, and extracurricular activities. An induction program is conducted to familiarize students with the college's academic processes. The curriculum provides student teachers with opportunities to develop various skills through a combination of theoretical and practical subjects. The institution facilitates diverse activities to enhance students' communication skills, ICT proficiency, community orientation, life skills, and social responsibility. These activities include seminars, extension lectures, community service, celebration of festivals, utilization of a Language Lab, and the organization of various curricular and co-curricular events. Additionally, counseling services are

provided to support the overall development of the students.

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	No File Uploaded

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

The B.Ed. program, being a teacher training course, places significant emphasis on the cultivation of professional competence through practical teaching experiences. Course 2 Contemporary Education in India and course 1 Knowledge and Curriculum ,course 3 Creating an inclusive School are introduced as compulsory papers to enable the students to understand and relate National and International Education system.A pivotal component of this program involves each student teacher completing 15 days of pre-practice teaching, 40 days of practice teaching in the first year, and a five-month internship in schools during the second year. The institution follows a structured approach in this regard, encompassing the following steps: 1. Primary-level micro skills, such as lesson introduction, narration, questioning, and stimulus variation, are honed by student-teachers through microteaching lessons. 2. Subject expert teachers deliver demonstration lessons in each subject. 3. In the first year of the B.Ed. program, each student teacher prepares and delivers 10 micro lessons, 10 simulated lessons, 40 real teaching lessons, and 5 discussion lessons across two teaching subjects. For school internship programs, both pre and post-internship sessions are conducted to acquaint students with the intricacies of the school system and related aspects. Throughout the internship, students actively engage with school administrative staff and teachers, conducting various activities. This immersive experience allows them to gain insights into the assessment system, school norms and standards, state-wise variations, and other pertinent aspects.

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	View File

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

Coordinating and participating in morning and themed assemblies, observing and celebrating both national and international days, engaging in co-curricular activities, etc., are integral aspects aimed at preparing students for the professional arena. Through sports activities, students acquire traits such as discipline, punctuality, coordination, cooperation, and team spirit. Student committees are established to prepare and assign responsibilities to members, ensuring the smooth execution of various programs. Additionally, students are trained to utilize e-platforms like Zoom and Google Meet for conducting meetings, presentations, examinations, and creating Google Classrooms and forms. Diverse opportunities are offered to student teachers for honing skills encompassing communication, teaching, writing, preparation of teaching aids, gardening, interior decoration, and technical proficiency. This training is facilitated through a combination of theoretical and practical subjects. Given the teachertraining nature of the B.Ed. course, practice teaching is a crucial component. Each student teacher is mandated to complete 15 days of pre-practice teaching and 40 days of practice teaching in the first year. The second year entails a compulsory 20-week school internship, during which pupil-teachers organize morning assemblies, maintain attendance records, manage learning resources, formulate timetables, and gain insights into the school leaving certificate process, including evaluation procedures.

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

All of the above

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

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
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

104

2.1.1.1 - Number of students enrolled during the year

104

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

23

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

23

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	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

02

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

02

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 college takes every measure possible to understand the needs and requirements of the students before the commencement of the program.

1. At the time of admission, each student undergo through counselling by admission committee consisting three senior faculty members and principal of the institution.

2. An Orientation program of six days has been organized in which students are familiarized with the programme, course materials, planned activities for the year, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction. They have the chance to voice their opinions about the program and different courses.

3. During orientation program, two days has been devoted for talent search of pupil teachers. It contains many sections including the student's introduction, interest area, student-teacher performance and interactions etc. This is an opportunity to gauge their readiness, knowledge, abilities and needs to undergo this professional educational program. After the Orientation programme which is an induction program for the new entrants, students with diversity are identified by mentors in a small group of mentees. The entire teaching and non-teaching faculty are sensitive to the diversity. Institution keen to provide an appropriate learning environment based on the needs of

the students.

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	No File Uploaded

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

Four/Three 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	View File
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

One of the above

to the judgment of the individual teacher/s
Whenever need arises due to student
diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

208:8

2.2.4.1 - Number of mentors in the Institution

8

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.

Institution has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. 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.

- A series of events, talks, workshops, field trips, seminars, and discussions are organized to provide beyond the classroom exposure and hands-on experience to students for their holistic growth and overall development.
- Demo and Practice sessions for Micro teaching skills, Demo and Practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators.
- Various interactions and peer-learning sessions are being organized by different academic Clubs with involving presentation and discussion on various topics.
- Seminars on various compulsory papers are organized to develop desirable skills.
- Students participated in co-curricular and outreach activities organized by various Committees of the college.
- Student- teachers are motivated to visit to library regularly to keep them updated by reading newspapers, magazine, journals, periodicals etc.
- Student- teachers are motivated to use language lab and computer assist learning.
- Every course has its own study groups and study circles to promote participative learning. WhatsApp study groups, Google classroom, are used to involve students in a learning exercise.

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	View File

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

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

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

204

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
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	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

Over all working environment of the institution support and enhance the effectiveness of the faculty in teaching and mentoring the students. TRCE has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support to students for developing their academic and professional abilities. In this regard efforts are made by the mentors in different aspects. The college arranges a variety of functions, workshops, extension lectures, faculty development program, and college level seminars which provided conducive working environment for the development of the faculty as well as the pupil teachers. .

? College constantly update and enhance the library - laboratory facilities and equipment, so that the faculty and students do not face any difficulty in the performance of their assigned tasks.

? Faculty members provide academic help like self-prepared study material, specimen books, ICT support equipment through which learning made effective & efficient.

? Faculty also communicate with parents regarding personal issues of students .

? Institution arrange Lectures by specialists on psychological, personal , Social issues on regular basis.

? Faculty assist the peer help group activities in which students cite concerns of their peers It helps the students to work like a team.

? Experience of skill- in teaching program provides opportunities for the pupil-teachers to observe and excel their teaching skills.

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

<p>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</p>	<p>Three of the above</p>
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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	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution has engaged student -teachers in active learning with the help of various resources available in the institution.

The college campus environment provides a lot of opportunity to the student-teachers to develop their potential creativity and professional skills etc.

- Learning is made through student centered method as discussion method problem solving method, lecture com demonstration method etc. to develop their independent thinking, decision making ability, team spirit etc.
- Teacher educators and students frequently use ICT support materials to strengthen the different kind of skills.
- Assignments and Project works are the regular feature in every course to increase creativity and individual thinking.
- Interaction within the peer groups and with teacher educators at the time of skill-in-teaching program, encourage student-teachers to develop intellectual, analytical and social skills.

- To stay updated and enhancing the thinking skills, student -teachers are encouraged to visit the library frequently with their mentors and motivated to develop their critical thinking by reading newspapers, magazines, periodicals, reference books and journals etc.
- Institution organizes different type of outreach programmes like visit to old age home, awareness rally, visit to special schools and also organize the programme in the campus like cultural fest, celebration of social festivals and different days etc. to develop the feeling of empathy, kindness, humanity and accountability etc. in students.
- To develop creativity institution provide different types of opportunities to the students like poster making, slogan writing, creative writing, collage making, painting etc. at college and inter-college level.

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) 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	Ten/All of the above
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
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	All of the above
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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

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	View File
Any other relevant information	No File Uploaded

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

All of the above

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	View File
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

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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

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

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

It is done by keeping in view the following parameters:

- Ten secondary/senior secondary government schools have been identified and selected for the purpose. Institution seeks proper permission from government official (District

Education Officer, Sonipat) to conduct the internship programme in these schools.

- Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.
- Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.
- The student's medium of instruction (Hindi/ English) are considered too before assigning practice teaching school.
- Students are divided into groups and school is assigned areawise. Eight to twelve students assigned one school under the supervision of one mentor teacher educator.
- The internship programme is developed with co-operation of school staff as well as mentor teachers. School principal and teachers are consulted regarding distribution of the sections and classes to the pupil-teachers.
- Internship programme at the school lasts for 4.5 months in which student-teachers perform all the duties like regular teacher of a school. During internship, pupil-teachers are required to organize morning assembly, maintain attendance records, and make arrangement material resource for

learning, frame time table and get involved in all the school activities. They also learn about evaluation process.

- Teacher-educators supervise the programme regularly and give feedback and suggestions to pupil-teachers to improve their performance.
- Feedback and suggestions given by school principal

and teachers are also considered to improve the internship program.

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

103

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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

Nine/All 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	View File
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.

Teacher educators, school principal and school teachers collectively observe and evaluate entire internship programme in a well-defined manner.

ROLE OF TEACHER-EDUCATOR

The role of teacher educator :

1. Introduce the student teachers with school principal and staff.
2. Consulted with School principal and teachers regarding, distribution of the sections and classes to the pupil teachers, syllabus to be covered, maintaining discipline during practice teaching and other school activities.
3. To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
4. Teacher Educators also ensure the optimal learning exposures to trainees during their

Internship Programme.

5. They also look after the problems faced by the students in the schools and provide viable solutions at their level.

6. Teacher-educator assigned, assesses the students for their observation skills and their

participation in school activities.

7. Suitable feedback is provided to the trainees for improvement in performance.

ROLE OF SCHOOL PRINCIPAL

The role of school principal :

1. To look after the proper allocation of classes to the Interns.
2. To orient the Interns about the functioning of school system and role of a teacher
3. To provide time-to-time guidance to Interns for their performance.
4. To report to Teacher-educator about the observations made for improvement.

ROLE OF SCHOOL TEACHERS

The role of school teachers :

1. To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
2. To provide them guidance in conducting the classes
3. To provide feedback of interns to the teacher-educator.

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

2.4.12 - Performance of students during internship is assessed by the institution in

Three of the above

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)

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

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

06

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

04

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

33

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

33

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

Teachers at TRCOE put efforts to keep themselves updated professionally. Various in-house discussions are done in the

institution related to latest development in education, issues and problems of education at national and international level etc. IQAC along with academic affair committee organise the faculty meetings time to time to discuss different policies and regulations issued by the Indian Government to keep them updated. The faculty keeps pace with the recent development in the field of education by getting information through Newspapers, periodicals, national and international journals. Institution also organizes workshops, extension lectures, and seminars on recent developments in modern teaching methodologies so that faculty Teachers at TRCE also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs, seminars regarding changes in education system. Institution encourages and facilitates the teacher to undertake and complete the various research programmes like writing and publishing of research papers, presentation of paper in national and international seminars, writing of books and articles etc. All the faculty members attend number of seminars, workshops and conference of state and national level and presented research papers at many times. Many research papers, written by faculty members have been published in national / international journals. The Institution provides an opportunity to the faculty to attend and complete refresher and orientation courses.

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

2.6 - Evaluation Process

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

Tika Ram College of Education runs through a well-placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. Students are evaluated on the basis of response in classroom, performance in group discussions, surprise tests, internal tests, unit tests, assignments and seminars. Examination Committee coordinated all the internal evaluation, also in the form of written examinations (one unit

tests, two unit tests & pre-university tests) of the college. The examination process included circulation of notice regarding commencement of examination with date sheet, setting of question papers, evaluation of answer sheets within a stipulated period of time, submission of marks. Evaluated answer sheets of all of the tests/examinations were shown to the students with an aim of remedial follow-up programme. Before commencement of the university examinations, college conducts the internal examinations of all the courses (20% of total marks) through presentation and project work etc. according to the concern university norms. But as this internal examination is a component of the university examination, the marks are not communicated to the students. Students are given the opportunity to improve upon their performance through retests and one to one discussion during the classes. According to individual needs of the students, sometimes personalized and individual attention is provided, especially for students who face difficulty in learning. Remedial classes are also offered in various subjects to provide additional help.

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
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

Institution has a well formed Examination Committee and Grievance and Redressal cell which receive all the grievances related to Internal and External Exams and Assessment . It aspires to sort out the grievances within the stipulated time period. The grievances of students are communicated through the mentors and concern faculty members as well. It is taken up for initial consideration by the concern teachers, Class Mentors, Examination committee and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records). At the university level, the college examination committee guides the students for necessary actions. For university examinations, reviews of answer sheets are done as per the affiliating university norms.

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.

Before the commencement of the academic year, the IQAC of Institution prepares Academic calendar, containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers as well as students should know all the activities regarding continuous internal evaluation process. Academic calendar has been displayed on different notice boards and also uploaded on institution website. Students

are informed about the Examination dates well in advance. Date sheet has been displayed on the notice board as well as in students WhatsApp group. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. The review of internal assessment is taken regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor all the issues.

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.

The institution follows the outcome-based education and is committed to prepare teachers with missionary spirit, a responsible citizen with the capacity of efficient leadership and critical thinking. Hence students are made to provide environment conducive to learning and development of the students.

Keeping in view the aim, institution provides quality facilities and organizes different

Activities:

- Institution provides all the necessary infrastructural facilities to meet the Programme learning outcome (PLOs) and course learning outcome (CLOs) for all round development of students for example - Well-equipped class rooms, science and Mathematics resource center, Psychology lab, Information Communication Technology lab, language lab, well equipped work experience room, a seminar hall with ultra-modern communication devices and multipurpose hall.
- Learning is made through student centered method as discussion method, problem solving method, learning by doing method etc. Seminars on various compulsory papers are organized to develop desirable skills.
- Student teachers are motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, periodicals etc.
- In all courses, the sessional works related to different projects and work experiences are prepared by student teachers under the guidance of concerned faculty members.
- Micro teaching, Mega teaching in simulation and real classroom teaching practice are conducted.
- Class tests, assignments unit test, half yearly and pre-university examinations

are conducted during the academic session.

- Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential.

File Description	Documents
Documentary evidence in support of the claim	View File
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	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
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

The college has a well-planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. Students' performance regarding professional and personal attribute have been regularly monitored by teacher educators and also by academic council of the college. Orientation course is conducted at the beginning of the session to sensitize the students about the program learning outcomes and Course learning outcomes. Learning is made through student centered method and teachers completed the courses on the basis of course objectives. They are continuously assessed and evaluated by teachers by way of day to day class room discussion, class tests, quizzes, internal tests, assignments, projects and seminars. Mid term (one unit and two units) and pre-university examinations are conducted during the academic session. Regular feedback has been given to the students in order to improve their performance and provide them remedial classes also. Micro teaching, Mega teaching in simulation and real classroom teaching practice are conducted under the supervision and guidance of teacher educators. Internship is taken care of by appointing teacher mentors in schools. Feedback has been given then and there.

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

204

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	View File
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.

Tika Ram College of Education focuses on identifying the needs of learners at entry level so that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities etc are done. Students have a clear understanding of the assesment creteria, exactly what is expected from them and they understand what they have to do in various activities. Students are aware that how to prepare for the assesment process. Improvement in student's performance is noted continuously on various activities like their regularity in classes, discipline in the college, knowledge regarding different courses, skill performance and the overall behaviour. Students' performance in the midterm(first one unit test in October and second two unit test in February) examinations

provides the initial clue of their learning outcome. Micro teaching, mega teaching practice teaching and internship were conducted in pedagogy subjects to assess their learning needs and also for learning outcome.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://trcesonepat.org/wp-content/uploads/2024/04/STUDENT_SATISFACTION_SURVEY_2022-23_Complete-1.pdf

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

00

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)

00

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

<p>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	<p>Two of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="86 613 539 674">File Description</th> <th data-bbox="539 613 1436 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 539 741">Data as per Data Template</td> <td data-bbox="539 674 1436 741">View File</td> </tr> <tr> <td data-bbox="86 741 539 842">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="539 741 1436 842">No File Uploaded</td> </tr> <tr> <td data-bbox="86 842 539 943">Sanction letters of award of incentives</td> <td data-bbox="539 842 1436 943">View File</td> </tr> <tr> <td data-bbox="86 943 539 1122">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="539 943 1436 1122">View File</td> </tr> <tr> <td data-bbox="86 1122 539 1223">Documentary evidence for each of the claims</td> <td data-bbox="539 1122 1436 1223">View File</td> </tr> <tr> <td data-bbox="86 1223 539 1290">Any other relevant information</td> <td data-bbox="539 1223 1436 1290">No File Uploaded</td> </tr> </tbody> </table>	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	View File	Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File	Documentary evidence for each of the claims	View File	Any other relevant information	No File Uploaded	
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Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File														
Documentary evidence for each of the claims	View File														
Any other relevant information	No File Uploaded														
<p>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</p>	<p>Four of the above</p>														

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

3.2 - Research Publications

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

13

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

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

01

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

3.3 - Outreach Activities

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

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

04

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	View File

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

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

205

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	View File
Any other relevant information	View File

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

205

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

205

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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.

One of the important Vision and Mission of the institution is to develop different type of values in our students through various activities. The institution has extension activities committee comprises four faculty members. This committee along with college culture committee execute various outreach activities throughout the year.

A campaign for six days in two segment (three days in October and three days in February) has been dedicated for Tree plantation carried out in the campus and also nearby area. Students also visited the near by area to aware community people to save

the environment and also for the care of new planted trees. Furthermore, in Cleanliness Drive, students have participated actively to clean the college adjacent colony and also aware the community members to cultivate the habit of utilizing dust-bin and keeping surroundings free of waste pollution. Apart from that, other programmes in which our college students actively participated to spread awareness are, visit to old age home, participate in blood donation camp, help needy students, aware the community people to pole their vote

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

00

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

3.4 - Collaboration and Linkages

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

04

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

04

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
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

04

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

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

Five/Six of the above

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

The Institution provides well-furnished eleven classrooms; well equipped laboratories/ recourses centers (Science and Maths, Psychology, ICT and Language lab) and adequate library with separate reading room to meet all the requirement of teaching learning process. The infrastructural facilities are also available for curricular and extra-curricular activities games and sports. Play ground having athletic track of national norms is also available on sharing basis with sister institution. The institution is having the facility of multipurpose hall which has seating capacity of 300 students. It is well equipped with smart board, audio-visual facilities and with public address system. The institution has well equipped conference/ seminar hall with 150 seating capacity. It is equipped with LCD projector, OHP, LCD TV. Public address system with eye catching furniture. Library and laboratory are furnished with adequate reading material, equipments and furniture to facilitate better teaching learning process. The hostel facility is also available for girls in the hostel of sister institution, Tika Ram Girls P.G College and for boys in the hostel of another sister institution, C.R.Z Senior Secondary School.

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

11

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://trcesonepat.org/about/infrastructure/
Any other relevant information	View File

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

563.57

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.

Library automation tools for housekeeping and information retrieval are being developed. Acquisition, serials control, cataloguing, circulation, and the Open public access catalogue are all functions that are managed by an semi automated library. We have Techlib software in our library. The software helps library personnel to do the accessing which includes issue and return of library books. Second importance is cataloging features through which the user can search their books according to their requirements. The following are some of the unique characteristics of library automation: -

It is an electronic-based activity that is carried out by humans.

It aids in the provision of library services.

Workplace accuracy Information is communicated quickly.

Avoid doing the same thing twice in the library.

Information accessibility.

It's a system that save time.

System that is simple to use

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://trcesonepat.org/student-services/library/
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

No, The Institution does not have remote access to Library resources.

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

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

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

472.96

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	View File
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

44

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

Two of the above

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

4.3 - ICT Infrastructure

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

The institution has an advanced education Technology -cum- computer lab, which provides computing facilities. The lab comprises of 20 computers linked with wide range of software like MS office, Page maker, coral draw, Photoshop etc. including dictionary. Communication and print services are also available. The software setup has latest version of Windows. Broadband

connection for Internet is there in the lab. Software in the form of CD's based upon various subjects like linguistic skills, children with special needs, information and communication technology, value education, environmental education, teaching and teacher behavior are available. This lab comprises of advanced educational technology equipments which contribute a lot in modern teaching - learning practices. The lab comprises of various equipments like LCD projectors, over-head projector, slide projector, epidiascope, television, video-cassette-Recorder ,tape recorder, camera, handy cam, radio and audio- video aids like charts, models, maps, globes, pictures, slides, Power Point Presentation and transparencies meant for effective teacher training.

They are also one well equipped language lab in the campus with ten computers and all related and required accessories. Complete campus is covered with internet throw Wi-Fi connection. Institution take care of the repair and maintenance and updation of the ICT equipments time to time as per the requirement.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

6:1

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	View File
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

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

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

4.4 - Maintenance of Campus and Infrastructure

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

294494

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	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 institution ensures that the available infrastructure is optimally utilized. The institution has ICT lab, psychology laboratory, science laboratory and a well-equipped language laboratory. The teacher in charge of respective laboratories ensure the care and proper use of equipments of the laboratory. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the equipments of the lab. The lab incharge takes care of the requirements of the lab and purchases equipments and other lab material according to the need and after discussing with the director principal. The conference room as well as the seminar room are used for various curricular and co-curricular activities by the institution and by sister institutions and community members time to time. Infrastructure and academic facilities, library and sports facilities are kept open to use by the students and faculty not only during working hours but extended hours are also provided whenever required. Institution provides its rooms and open area for the government official activities at the time of making of voting cards, elections and pension distribution as and when required. Institution's infrastructure is also used for the University examination as and when required.

The institution shares its facilities with the community also. Conference hall and seminars room are utilized by sister institutions for their academic and other purposes. The institution plans regularly to meet the needs for augmenting of the infrastructure to keep pace with the academic growth.

File Description	Documents
Appropriate link(s) on the institutional website	https://trcesonepat.org/about/infrastructure/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

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	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
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)	Three 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	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
20	103

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
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).

42

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)

17

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

There is no such elected student council in the institution but the institution provides an opportunity to all the students from being part of almost every activity. For this purpose, institution has students' council comprising representatives from students, teacher educators and principal. These committees representatives are consulted every time when any decision has to be taken for the students whether it is selection of different events or organizing educational tour or organizing any function of the institution etc.

The various committees, which have student's representative on it, are:

1. Academic Activities Committee
2. Discipline Committee

3. Eco club
4. Cultural Committee
5. Library/ Placement Committee
6. Women cell , Grievance & redressal committee
7. Sports, tour & excursions committee
8. Extension activities committee.
9. College Magazine Committee
10. Student Welfare Committee

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	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

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

05

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

Institution does not have registered alumni association but still it provide huge support, assistance, timely advice to students as

well as staffs for their better future. It is a team of various principals, professors and teachers of different institutions. Association gives their precious guidance regarding the institution and program to the fresher students. The college provide an opportunities to the alumni to interact and share their experiencies with the current students at the time of Alumni meet every year. Prominent alumni members give their suggestions to enrich the different institutional activities time to time. Institutions always invite team members of association on all special occasions such as annual function, sports meet and college fest etc. Team members of the association provide advice and guidance to the students regarding placement, personality development, professional skills and professional behavior etc. according to their fields.

The institution organizes the Alumni meet every year in the end of each session, which brings former students together to maintain a connection with current students.

File Description	Documents
Details of office bearers and members of alumni association	View File
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**

Five/Six 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	View File
Any other relevant information.	No File Uploaded

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

01

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

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

T.R College of Education has always valued the contribution made by its illustrious alumni spread over different parts of the globe. The Association is playing a pivotal role in keeping them connected. Major areas where alumni association give their support to the institution and students are as follows:

1. Alumnus were involve in the first meeting of IQAC for curriculum enrichment and development of the institution.

2. Assist in planning and organization of activities in the college. The most visible involvement of the alumni is by contributing their time to participate in activities of the college/Institution, mentoring students, leveraging their contacts to support university administration, faculty and students in

their various endeavours.

3. Contribute Articles and Research Papers in Seminars/ Conferences conducted by the institution.

4. Take support from alumni for placement advice and support.

5. Assist in conducting Practice Teaching sessions in Schools

6. Provide guidance and suggestions to the students for better internship. Encouraging students to pursue higher studies. The members provide academic or technical expertise and career advice for development of the students.

7. Motivate students to participate in Inter College Competition organized by different colleges every year.

8. Sharing their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services.

9. Enroll and register alumni every year and keep them abreast with college activities.

File Description	Documents
Documentary evidence in support of the claim	View File
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.

Tika Ram College of Education was established in August 1975. The institution strives to impart a holistic education that will enable the students to face the challenges of a rapidly changing

society and groom them into empowered, environmentally conscious and socially responsible members of the community. The purpose of the institution is to impart quality teacher education according to the needs of urban and rural graduates of the surrounding areas. Institution's aim for imparting education is not only to transfer knowledge but to create ethical, global and value based society for peace and harmony at national and international level as well. The mission of the institute also includes meeting the needs of the students, the school and society.

Vision and Mission:

1. Quality teacher education.
2. Intellectual leadership
3. Social sensitivity and moral maturity
4. National and International integration through education.
5. Global Society.
6. Adaptability to development.

Vision and mission of the institution are made known to stakeholders through organization of co-curricular activities, meetings of Alumni, celebration of social and national festivals, meetings with the principals and staff of practicing schools, seminars, workshops and conferences etc.

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	View File
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

The administration is decentralized by authorizing the various committees to take decisions for smooth functioning of the administration of the institution in respective purposes for which they are meant. Governing body of the Tika Ram College of Education is constituted of elected office bearers of general body members, principal, staff representatives, representatives of university & state government. The President is the head of the Management. The treasurer handles the responsibilities of maintaining accounts. The Management, Principal and the faculty members take care of the infrastructure and maintenance, financial support and creation of assets of the institution. The institution has constituted various committees like Purchase, Timetable, Skill-in-teaching, Examination, Building Construction/Maintenance, UGC/NCTE/NAAC, Extension Activities, Legal Literacy, Red Ribbon club etc. These committees make decisions regarding academic arrangements, finances, infrastructure, research, extension and examinations. Meetings of these committees are held regularly under the headship of Convener and Principal. The Principal coordinates all academic and other activities through the convener of the committees. The inclusion of teachers' representatives in the Governing Body of the College also on a rotational basis enables the faculty members to participate in different academic deliberations and often play a role in decision-making. In this way, all faculty members of the Tika Ram College of Education play a role in decision-making on a rotational basis. The Management of the institution in consultation with the Principal provides leadership in all academic and other institutional practices.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
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.

All the relevant data regarding admission and examinations, attendance and fee records, committee meetings, academic and co-curricular activities, faculty members' record of Tika Ram College of Education is maintained properly according to affiliating university and State government regulations. The strategy to maintain transparency in the institution's financial, academic, administrative set-ups and other functions is quite specific and action oriented. The institution has an internal coordinating and monitoring system which functions through various administrative committees. These committees, under the headship of principal make decisions regarding different type of academic, administrative and financial functions of the institution. Any purchase is done by purchase committee after sanctioning the amount by the principal. The accounts are audited regularly internally as well as externally. The college maintains an IQAC that handles the academic and administrative aspects of the college. The institution has made a system to get and provide information by faculty members/other stakeholder in different ways. Every notice/information from regulated agencies i.e. University/Government/NCTE/UGC is circulated among students and faculty members. The notices are displayed on notice boards also. Office orders of management are given to faculty members. Society and alumni are informed through personal communication, social media and newspapers whenever required.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

more than 100 - 200 words

In the beginning of the session, an academic calendar is prepared by the College Staff Council in consultation with the Principal. Institutional strategic plans are also developed after examining the requirements of curriculum prescribed by the affiliating university i.e. DCRUST, Murthal, Sonapat . The academic plan is initially given shape and executed, although in parts, by various committees with the discussion of various stakeholders i.e., teachers, alumni and parents. The procedure of developing academic plans includes staff meetings, assignment of duties to various committees, nomination of in-charges and conveners for preparing academic calendar along with the plan of action by College staff Council headed by the Principal. The primary focus of Tika Ram College of Education is given to the students. Thus, to meet the changing demands of the present scenario, the college has adopted a student-centric approach. The College Faculty is given full freedom to discuss the relevant issues and similarly the administrative staff members are given opportunities to interact with everybody. The college has been using ICT for teaching learning purposes. Along with extensive use of computers for classroom teaching, the college had provided laptops, with smart board enabled classrooms, making ICT an integral part of the teaching learning process. Further, efforts were also made to make students ICT enabled through using the smart boards and PPTs. Whatsapp groups are formed to keep students updated.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.trcesonepat.org/wp-content/uploads/2023/10/ACADEMIC-CALENDAR2022-23.pdf
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.

GOVERNING BODY

As per the Constitution of the Tika Ram Education Society and Haryana Government Society Registration Act, 2012, the members of the Governing Body elect representatives of 105 collegiums. The collegiums members elect office bearers and executive members of

Governing Body which is termed as the Governing Body of Tika Ram College of Education, Sonapat.

ADMINISTRATIVE SET UP

The Principal along with the IQAC Coordinator, the Teachers' Council, the Librarian as well as Conveners of various Committees coordinates mobilizes the entire work process of the college.

THE FUNCTIONS OF VARIOUS BODIES

There are the Teachers' and students' Committees headed by the Principal. Different Committees are set up with teacher Conveners as head who are responsible to carry out the functions of their respective field for the smooth functioning of the institution and for the holistic development of the students.

SERVICE RULES, PROCEDURES, RECRUITMENT AND PROMOTION POLICIES

The recruitment rules for the Teaching staff and Non-teaching staff are as per NCTE and DGHE Haryana, along with the eligibility criteria prescribed by the UGC. Service Rules and procedures are guided by the concern university ie. Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonipat, and the rules of the state government are amended from time to time in this regard.

File Description	Documents
Link to organogram on the institutional website	https://trcesonepat.org/about/about-college/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The college has constituted various committees like Purchase, Timetable, Skill-in-teaching, examination, building construction/maintenance, UGC/NCTE/NAAC, extension activities, legal literacy, Red Ribbon etc. Different committees organize meetings at a particular interval in the institution throughout the academic session. Meetings of IQAC were held time to time during the session (2022-2023). Fifth meeting of IQAC committee was held on May 18, 2023 at 1:30 P.M. in Principal Office.

The main agendas of the meeting were about discussion on appraisal of different academic clubs and administrative committees, To conduct HTET/CTET COACHING for final year students, college magazine, faculty appraisal, feedback from students and stakeholders and organization of FDP. Organization of FDP was one of the important agenda of the discussion. Important aspects regarding FDP were discussion on fixation of dates, schedule, Theme and resource persons etc. FDP was organized on May 29, 2023 and May 30, 2023 and the resource persons of the FDP were Dr. B. K. Garg, Ms. Nidhi Gupta, Dr. Balvir Singh and Dr. S. S. Rana.

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

Institute undertakes various welfare activities for both the teaching as well as non-teaching staff. These are as follows:

Institution organizes Employee assistance programme(EAP) to provide confidential counselling and support services to staff facing personal and work related challenges that may impact their health and well being. EPF and ESI for teaching and non-teaching staff are applicable. Casual leaves are readily sanctioned to the staff for personal work and academic leave to attending Refresher Course/ Orientation Program/Seminars etc. Faculty members are free to do different type of duties assigned by the concern university and other universities. Institution provides various opportunities to teaching staff for professional development and encouraged them for research and publications for their career advancement and also encourages the faculty members to attend Seminars and Conferences at various levels. The College offer funds to the faculties to attend seminar and conferences. Free Wi-Fi facility is provided to teaching and non-teaching staff. Faculty rooms are allotted to the staff members. The Management is easily approachable to the staff. Separate washrooms for female staff on both the floors are available in the campus. Faculty members are free to use play ground after working hours for multiple sport activities. The Grievance redressal mechanism is there for all staffs. For non-teaching staff, institution has provided training like computer & accounts to improve efficiency of the work.

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	View File
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

7800

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
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.

02

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
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

06

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	View File
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.

Performance appraisal system for teaching staff at Tika Ram College of Education is followed by UGC-Career Advancement Scheme (CAS) guidelines. The Principal monitors and evaluates the performance of its entire staff and communicates the areas of improvement or the overall performance annually or as per requirement. Teachers are to submit filled-in format for PBAS (Performance Based Appraisal System) namely as Annual Confidential Report to the Principal. Apart from that, Annual Performas are submitted by all the Teachers, Librarian, Office and all Committee In-Charges to the Principal. Every teaching and non-teaching staff is to submit personal and departmental progress reports to Principal. Performance of teachers is also assessed through Student feedback which is taken at the end of every academic session. All feedback are scrutinized and assessed by the IQAC and the Principal. The Principal further communicates the outcome to the management along with the staff members in a completely confidential manner. The observations are used to improve teaching, research and other aspects of the institution.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
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 accounts are audited regularly internally as well as externally. A senior faculty member (designated as Bursar) is assigned duty of internal audit. Quarterly as well as yearly Internal Audit is conducted by CA firms appointed by the institution. External audit is done by the university and Director General Higher Education, Haryana. The Internal Audit is done with the aim of checking the sanction/ approvals, payments, compliance of rules and regulations (purchase procedures, compliance of rules etc). Deduction and deposit of Income Tax are checked by internal auditors. The Internal Auditors also ensure timely and proper deposit of any type of dues, compliance of sanctions and approvals, check for any payment irregularity and also budgetary control, etc. Overall compliance and proper record keeping and compliance of accounting standards by the Institute is also finally checked by the auditor appointed by the Director General Higher Education, Haryana, and each and every year. The Audit party checks whether accounting standards have been followed and true and fair disclosure of financial statements.

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)

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

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

The Institute is a government aided college, 95 percent funded by the Haryana Government and remaining 5 percent is generated by the institution itself. As stated above 95 percent of staff salaries are funded by Director General Higher Education, Haryana. The institution also receives financial support from UGC under various heads under 2(f) and 12(b). Institutional main sources of receipts are fees collected from students, grants from the State Government and the UGC, interest on fixed deposits, fines and other miscellaneous income from sale of old newspapers, magazines, scraps etc. Fee collection is done in a systematic way within a time frame. Students are informed about the time schedule through notifications on college notice boards and through text messages. The funds collected are spent only for planned expenditure reflected in the Budget. During the preparation of budget, inputs are obtained from IQAC, departments, library, sports, laboratory and committees. Then the annual budget of the College is prepared. After collecting quotations from the Purchase Department, the budget is revised on the basis of requirements and priorities of the College.

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 vision of the institution is to impart, promote and spread holistic education among future to be teachers to make them self-reliant and responsible members of the community. With this vision before us, Institution has established IQAC in the July 2002 to ensure quality enhancement in the entire functioning of the institution. In an academic year, regular meetings of IQAC are held in the institution. In these meetings, complete road map of academic and administrative activities are planned and assessed e.g. designing and implementation of curricular and co-curricular activities, development and application of quality parameters for various academic, co-curricular and administrative activities of the institution, use of innovative practices and teaching methods in classroom, students' achievement record, student and teacher's feedback.

Promotion of extension activities, seminars, workshops and training programmes, collaboration with different stakeholders i.e. teaching, non-teaching staff, students, students' parents, members of governing body and other community members to achieve the vision and mission of the institution is followed.

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	View File

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 college follows a comprehensive mechanism of reviewing the teaching-learning process and learning outcomes. The IQAC at the College encourages and ensures continual reforms in teaching-

learning methodologies. It lays impetus on the adoption of ICT in teaching practices. Teaching-learning has been supported by various virtual platforms. These tools are used for video-lecture and interaction, sharing study materials, and assessing assignments. To complement curricular learning, experiential learning takes place through educational tours, industrial visits, field study, film screenings, skill-based workshops and webinars. All the departments in the college abide by the institutional norms such as: timely submission of workload requirement for forthcoming session; timely distribution of time table among faculty; course completion according to lesson plan; academic and extracurricular work delegation within the department; use of ICT in teaching practices, wherever applicable; execution and moderation of internal assessment(s); assessment of learning-outcome by identifying high performing and low performing students, analysis of end-semester examination results, and so on. Such detailed institutional parameters have been instrumental in strengthening the competitive spirit on campus and streamlining the entire process of teaching-learning.

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

14

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
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File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://trcesonepat.org/igac/aqar/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://trcesonepat.org/igac/aqar/
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	View File
Any other relevant information	No File Uploaded

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

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

1. Quality contribution of Academic Clubs - There are four academic clubs in the institution namely Social Sciences Club, Science Club, Mathematics Club and Language Club that consistently

contribute in multidimensional areas. These clubs conduct various academic, social, national and international activities for development of different skills in Students.

2. Regular appointment of Teaching Faculty- Addition of five regular appointments of teaching faculty has been done in the session 2022-23 of the different subjects that are Pedagogy of Physical Sciences, Pedagogy of English, Pedagogy of Hindi, Pedagogy of Economics and Education for institutional incremental improvement.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
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.

As per the institutional energy policy, institution is keen to take necessary measures for energy conservation. At primary level, all the classrooms along with labs, offices, staffroom, library, multipurpose hall, seminar hall are quite open to sunlight so that energy can be conserved.

Apart from this, the institution takes following initiatives in this regard:

- Turn off the lights when not required.
- Planting trees all around the campus so that there is a less usage of air conditioners
- Unplug appliances when not in use.
- Switch over to LED or CFLS.
- Make sure the appliances are energy efficient
- Invest in better cooling options.

- Imparting education about how to reduce electricity at Institute.

Staff & students are also encouraged to take necessary measures for energy conservation

File Description	Documents
Institution's energy policy document	View File
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 institute adopts systematic waste management mechanism.

The institute's waste management practices are divided into three parts :

- Solid Waste Management.
- Liquid Waste Management.
- E-Waste Management.

Solid wastes are segregated properly and biodegradable wastes are kept for composting. Dustbins are placed in every classroom, library, rest room and at different locations in the campus. Plastics are given to plastic factory for recycling. Disposable wastes are collected regularly by city garbage truck. Solid waste of degradable material like garden waste, left over food, peels etc. is managed through vermin composting pit. World Environment Day and Zero Waste Management Day are also observed every year in the college by planting trees, awareness programmes and campus clean-up activities etc. Liquid Waste like used water or wates coming from RO is used for watering the plants and to maintain the garden. For E-waste Management, the College segregates old computers, batteries and wires and disposes / exchanges them at regular intervals.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Three of the above
File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	View File
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Two of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	View File
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	
Institution is committed to generate awareness among students	

regarding environmental issues. The focus areas of our policy for maintenance of healthy environment are Clean Campus Initiatives, Landscaping Initiatives, Clean Air Initiatives, Smoking Free Campus, Waste Management processes, Plastic-Free Campus. Plantation in the month of February every year by every student and also by faculty member is a regular practice of the institution. Group of 20 mentees students with mentors has been given the responsibility to care plants closely. In the month of March World plantation day has been also celebrated by planting the different kinds of tree in nearby areas of the institution. The students are given strict instructions to maintain the campus clean and it is reflected in the code of conduct of the college. A gardener and full time adequate support staff are appointed for the maintenance of litter free clean and Green Campus. College organizes college level seminars, workshops and other programmes on waste management techniques. Institution conducts two days campus cleaning drive involving the students and faculty in the month of October every year. Set up of waste bins in sufficient numbers are to avoid littering in the campus. College has been constantly adopting practices towards a clean, green, pollution free and plastic-free campus.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
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)

24210

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

For conserving the local environment different initiatives have been taken up by the college like water conservation campaigns, tree plantation drives, stubble burning etc. The institute has organized different type of activities like slogan writing, poster making, awareness campaigns based on the social issues of the local community like drug addiction, female foeticide, scarcity of water etc. For conserving cultural environment college celebrate different days like celebration of mother tongue day, celebration of birthdays of different Gurus etc. The institute also organizes traditional games of Haryana on annual sports meet every year. The students are made to visit different places of historical, educational and social importance like Orphanage, Deaf and Dumb

school. Health related issues have also been addressed by organizing seminars/lectures on various health issues. Parent teacher meeting are organized regularly to interact with parents to take their valuable feedback and suggestions

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

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

A. All 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	View File
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

Title of Practice Social Harmony

Strengthen the bonds of communal harmony adding up to the idea of a strong and unified

Nation.

The Context

After pandemic Social harmony was very much needed element for noble social cause and promotes political stability by reducing the likelihood of conflicts and unrest which is very essential in context of social and cultural diversity.

The practices

Rallies, Extension Lecture, Mentor Mentee efforts, Celebration of social festival, Alumni meet, Field work as project in course, Involvement of students in various social harmony based school activities during School Internship

Evidence of Success

Stable and peaceful environment that provide prestigious value to college in society and give message of cooperation, trust, equity, and strong leadership to all

Problems faced and resources required

Limited resource and time, different socio-economical background, lack of professionally efficient support

Title of Practice

Health and hygiene

Objectives

Create awareness towards sanitation and hygiene with behavioral changes through useful practices connected to personal, water, food, domestic and public hygiene.

The Context

Good hygiene is critical for preventing the spread of infectious diseases and helping everyone lead long, healthy lives.

The practices

Awareness program, Informative sessions, railey & Group discussion on health and hygiene.

Evidence of Success

Improvement in students' attitude & increased participation in activities related to health, hygiene.

Problems faced and resources required

Rural background, lack of community participation, inadequate gender inclusion, lack of coordination among factors and behavioral issues.

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

Providing holistic and quality teacher education with intellectual leadership is the primary vision of the institution. The Institute's vision is to create socially relevant knowledge and to transfer that knowledge through various teaching practices. Institution starts the session with the goal to empower students, especially female students to build strong society. The college is distinct in its hands on approach to training and applying theory to practice. The faculty focuses on authentic teaching practices and internship and creating truly reflective teachers. The college puts an effort to provide a holistic experience to its students in

different ways like guest lectures, conferences, workshops, educational exhibitions and tours etc. Different programmes address a wide range of educational issues, including NEP 2020, accountability of teachers, relevance of traditional teaching, India as a Vishva Guru etc. discussed with student teachers in day to day class. Students are encouraged to involve in different type of activities organized by the institution and also organized by the other institutions to enhance the overall personality. In addition to classroom interactions, other methods of learning experiences provided to the students include: Project work, Short term Internships, Oral presentation, Seminars, Symposiums, Workshops Paper presentations, Group discussions etc. During the internship programme, all the teacher incharge make efforts to inculcate all professional capabilities in pupil teachers in all possible ways.

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