



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

TIKA RAM COLLEGE OF EDUCATION

TIKA RAM COLLEGE OF EDUCATION, WEST RAM NAGAR, SONIPAT
131001

www.trcesonepat.org

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tika Ram College of Education, Sonapat is a teacher education institution situated in Haryana state at fifty miles away from the capital city Delhi. It was established in the year 1975 by Tika Ram Education Society Sonapat with a well-defined motive of serving the society by contributing to quality teacher education. The society is running six other institutions-two P.G. Colleges, three Senior Secondary Schools, and One, The Model Girls School. The college is grant-in-aid institution from government of Haryana. It is abided by the regulatory statutory bodies i.e. Deenbandhu Chottu Ram University of Science and Technology, Murthal, Sonapat & NCTE to execute all the functioning.

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.

Courses Offered:

Started in 1975 as a teacher education institution with B. Ed. course affiliated to the Kurukshetra University, Kurukshetra (KUK), Haryana, now the institute is offering B. Ed. with 100 intake and M. Ed. with 50 intake affiliated to Deenbandhu Chottu Ram University of Science and Technology, Murthal, Sonapat, Haryana.

Accreditation, Rankings and Recognition:

NAAC: The institute is accredited by the NAAC two times with B+ grade (CGPA: 78.02) in first cycle and with B grade (2.57CGPA:).

UGC Recognition: 2 (F) 12 (B) in 1978.

NCTE: Recognized

Infrastructure & Facilities:

Spread over 1.5 acre green campus, the institute has well-equipped eleven classrooms;

five laboratories/ resources centers (Science and Maths, Psychology, work experience, ICT and Language lab) and adequate library with separate reading room to meet all the requirements of teaching learning

process. Playground having athletic track of national norms is also available on sharing basis with sister institution. The institution is having the facility of multipurpose hall with seating capacity of 300 students and a well equipped conference/ seminar hall with 150 seating capacity.

Vision

INSTITUTION VISION

“Providing holistic and quality teacher education with intellectual leadership for prosperity of education, society and Nation at large.”

Mission

INSTITUTION MISSION

We strive to provide:

*Professionally Competent

*Socially sensitive

*Morally Mature

*Spiritually oriented-Citizen for India

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

-UGC **Recognition** with 2 (F) 12 B since September 1978.

-Two time NAAC accreditation with B+, B grades.

-1.5 acre green campus, with 250 Mbps internet connectivity

-Strong infrastructure with eleven classrooms equipped with smart boards, LED projectors and fascinating furniture; five laboratories/ resources centers, multipurpose hall with seating capacity of 300 students and a well-equipped conference/ seminar hall with 150 seating capacity.

-Rich library with large collection of 13618 Books, Journals, Magazines and availability of separate reading rooms for students and teachers.

-Highly qualified and competent faculty, actively involved in teaching-learning, Research and Extension activities. 9 out of 11 teaching faculty members are Ph.D Holders.

-Visionary management and Governing Body with eminent people from industry and academia

-College has 14 MOUs with various Colleges, NGOs and Practicing Schools.

-Very supportive and strong alumni base spread across the globe.

-Good placement record. About 40% students are recruited through Campus and outside Campus placement.

-Organization of quality activities/ programs on-campus like FDPs, College Fests, National Seminars etc. and off-campus like visit to old age home, awareness rallies etc.

-The college has an effective management mechanism of solid as well as E-waste.

-College has adopted sustainable Development Policy by reducing paper work ,installing solar lights, using RO water etc.

Institutional Weakness

Institutional Weakness

Weaknesses:

- As college is abided by the regulatory statutory bodies i.e. Deenbandhu Chottu Ram University of Science and Technology, Murthal, Sonapat & NCTE to execute all the functioning, college has no autonomy in academic reforms i.e. academic calendar, syllabus, curriculum, so controlled procedures has to be followed which creates hurdle in development of the institute.
- Lack of sufficient Govt./ other funds as college is a Govt. aided private institution.
- Need to increase research collaboration.
- Lack in Functional MoUs with institute interaction due to limited accessibility reduces opportunities for the students.

-Delayed faculty appointments due to the state government policies.

Institutional Opportunity

Institutional Opportunity

Opportunities:

- Faculty Upskilling programs in collaboration with industry and academia in the emerging areas of technology.
- MoUs with institutes of national importance for student internships and faculty collaborative research projects.

-Focusing on improving research activities such as minor and major research projects.

-To take up UGC-funded project works .

- Online Degree programs.

- Scope for Integrated Teacher Education Program (ITEP)

- Strengthen the placement strategies to give more opportunity and expose to all the students .

Development of digital teaching -learning material for Student-centered learning.

Institutional Challenge

Research -Institutional Challenge

Challenges:

To introduce New education policy 2020 - new frame work in teacher education.

To start Integrated B.Ed.Programme.

To constantly revise & update the library and laboratory infrastructure to fulfil future teacher education needs.

Provision of funds for collaboration.

Attitude and attendance of the Students towards teaching profession after COVID -19.

To enhance college community network .

To strengthen and get registered the existing Alumni Association to mobilize various resources.

Recruitment of remaining faculty.

Exposure to new technologies and research facilities to faculty members.

Attracting students from other states

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum is planned, developed, and recommended by regulatory statutory bodies, namely, Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonapat, and the National Council for Teacher Education (NCTE). So, the institution assumes no direct role in the process of curriculum development. Nonetheless, an expert committee of faculty members, established by the institution, is tasked with reviewing and appraising the existing curriculum. Subsequently, after a thorough evaluation and interpretation of the feedback and suggestions received from 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. Principal of the institution is a regular member of PG board of studies in university. The Institutional Quality Assurance Cell (IQAC) formulates an academic calendar covering curricular, co-curricular, and extracurricular activities.

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, E-Learning, and practical experiences. The institution emphasizes application-oriented courses, delivered through internships, projects, fieldwork, and more, with a dedicated focus on instilling professional ethics. Both UG and PG programs provide opportunities to the students to choose the courses of their own choice in some subjects and develop their professional skills, explore innovative ideas, and gain practical experience.

The B.Ed. program, being a teacher training course, places significant emphasis on the cultivation of professional competence through practical teaching experiences. Some courses in 1st and 2nd year B. Ed. program are introduced as compulsory papers to enable the students to understand and relate National and International school 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 B. Ed. program, and a five-month internship in schools during the second year. Throughout the internship, students actively engage with all the school administrative and academic activities. This immersive experience allows them to gain insights into the assessment system, school norms and standards, state-wise variations, and other pertinent aspects.

Teaching-learning and Evaluation

The admission process is transparent, and made on the basis of academic merit by concern University maintaining the reservation policy of state / central government. The Admission Committee monitors fair and transparent admission process and guide students to help them in admissions. An Orientation program of six days has been organized in which students get familiarized with the programs, course materials, planned activities for the year, mode of internal assessment as well as facilities available in college.

Institute adopts interactive, innovative and ICT based student-centric approach for teaching and learning. This approach includes series of events like program based assignments, experiential Learning by talks, workshops, field trips etc., participative learning like seminars, discussions, Course Project and tutorial class, visit to library etc. WhatsApp study groups, Google classroom, are used to involve students in a learning exercise. During 4.5 months internship, pupil-teachers are required to perform all type of curricular, co-curricular and some administrative duties.

More than 95% teacher educators in college are Ph.D. holders. Staff consistently attends seminars, conferences, workshops, FDP, publish and presents research papers and involvement in various in-house discussions done in the institution related to latest development in education, issues and problems of education at national and international level etc.

All teacher educators work as mentors. Students are divided into groups of 15-17 Students and the teachers work together for providing continual support to students for developing their academic and professional abilities.

The IQAC coordinator and team prepares the Academic Calendar for the effective functioning of the Institution. The different administrative committees and academic clubs prepare their activities and program to help micro level planning by scheduling most of the activities in advance.

The institution has a robust and transparent evaluation system as evidenced by the functioning of the examination committee. Evaluated answer sheets of all of the tests/examinations were shown to the students with an aim of remedial follow-up program. Internal marks are sent to the university through online mode. Institution has a well formed Examination Committee and Grievance and Redressal cell which receive and resolve all the grievances related to Internal and External Exams and Assessment. Student satisfaction survey has been collected online and analysis was done by IQAC of the institution.

Infrastructure and Learning Resources

The Institution has 2812 sq.m. total built up area with green and eco-friendly campus. It provides adequate infrastructure facilities which are meeting not only the norms of regulating bodies but also satisfies functional needs. Institution has eleven classrooms equipped with LCD projector and smart boards, well-equipped laboratories/ resource centers and adequate library. The institution is having 300.08 sq. meter multipurpose hall equipped with audio-visual facilities and public address system and also one conference/ seminar hall with 150 seating capacity, equipped with LCD projector, OHP, LCD TV. Public address system with eye catching furniture.

Institution has rich library with large collection of 13618 Books, Journals, Magazines, five computers with all accessories, one reprographic system and availability of separate reading rooms for students and teachers. Library automation tools for housekeeping and information retrieval are being developed. Institution has Techlib software in the library. The Institution does not have remote access to Library resources.

In institution, all the classrooms, seminar hall are equipped with smart boards and LED projectors. The institution has an advanced educational technology -cum-computer lab, comprises of 20 computers linked with necessary software, wide range of accessories and also one well equipped language lab with ten computers and all related and required accessories. Institute provide Wi-Fi of range 50-250 MBPS enabled campus which gives the freedom and flexibility of data exchange.

The institution ensures that the available infrastructure is optimally utilized. Infrastructure and academic facilities, library and sports facilities are kept open to use by the students, faculty and sister institutions not only during working hours but also in extended hours whenever required. Institution share its facilities for the government official activities at the time of making of voting cards, elections and pension distribution, For University examinations and also for community. Property in-charge together with teacher in charge of all the respective laboratories ensure the care and proper use of equipment. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the infrastructure.

Student Support and Progression

Number of mechanisms is being provided for student support and mentoring. Interaction starts with well-organized induction/ orientation program for first year students by a team of faculty headed by the Principal. A group of 18 to 22 students are allotted to each faculty counselor (mentor), to discuss academic and non-academic issues which include study planning, attendance, exam preparation, assignment submission, guidance for seminar/project, difficulties if any in teaching-learning process and also to discuss personal psychological issues etc. Students Welfare cell of the college take care of all the issues regarding students overall welfare. Grievance redressal cell, sexual harassment and anti-ragging committee are active to support the students.

Institute has adapted a strong career counselling system to provide personalized guidance and support to students regarding career opportunities through placement cell and mentor mentee mechanism. Institution provide the platform to the students to enhance their different type of skills by organizing extension lecturers, workshops and other activities on Soft skills, Personality development, Career Guidance and Counseling etc.

Around 74% of total students secure distinction (above 75%) in final exams every year. More than 40% student qualify their teacher ability tests (HTET, CTET, NET) during second year of the program, more than 20% campus placements for eligible candidates, around 30% students pursue higher studies, others may preparing for competitive examinations. Students have won several prizes by participating in inter-collegiate, intra-and inter-university sports, tournaments and cultural competitions.

Students take active participation in different type of administrative activities also. The various committees, which have student's representative are, Academic Activities Committee, Discipline Committee, Eco club, Cultural Committee, Library/ Placement Committee, Women cell, Grievance & redressal committee, Sports, tour & excursions committee, Extension activities committee, Student Welfare Committee etc.

Institution does not have registered alumni association but still it provide huge support, assistance, timely advice to students as well as staff. Alumni motivate students with interactive sessions, expert talks and alumni meet. Prominent alumni members give their suggestions to enrich the different institutional activities time to time.

Governance, Leadership and Management

The organization is committed towards providing quality education since 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 organizational structure of the institute reflects the decentralization of administration at the institute and management level. 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. Under the leadership of the Head, the different committees plan and execute the academic and administrative activities. IQAC coordinates all academic affairs of the institute. The strategy to maintain transparency in the institution's financial, academic, administrative set-ups and other functions is quite specific and action oriented.

The institutional strategic plan is effectively developed that starts with the academic calendar. This strategic planning works out with the help of various administrative committees of the College which includes Purchase, Timetable, Skill-in-teaching, examination, building construction/maintenance, UGC/NCTE/NAAC, extension activities, legal literacy, Red Ribbon, Cultural, Grievance Redressal Cell, Alumni Association, Sports and Research Cell etc.

Institute undertakes various welfare activities for both the teaching as well as non-teaching staff. Teachers are permitted to participate in Orientation, Refresher, Short term Courses and Faculty Development Programs as per the requirement. Welfare measures like EPF, ESI, casual and academic leave, organization of FDP, financial assistance for attending seminars etc. are executed for the staff.

Since inception, the Institute is in practice of getting confidential report about the performance of the teaching and non-teaching staff through principal in a prescribed proforma.

The institute makes budgeting provisions for recurring and non-recurring expenditure at the beginning of each academic year. The college accounts are maintained regularly and are verified by internal and external financial audits every year.

Institution has established IQAC in the July 2002 to ensure quality enhancement in the entire functioning of the institution. Online feedback is collected by IQAC from the students and stakeholders regarding program, course content, teaching-learning, faculty, internship etc. for further improvement.

Institutional Values and Best Practices

Institution has an eco-friendly campus with well- equipped infrastructure known for its academic standards, disciplined culture ,committed faculty, skilled students, cooperative administrative staff and supportive management . Institution is committed to make future teachers technologically superior & ethically strong through activities organized in the direction of inculcating social sensitiveness and make them best citizens of the country.

Every year , institution take initiatives for best practices like women empowerment , green and clean campus, , promotion of ethics and values, ICT based teaching- learning, health and hygiene, social harmony etc. Other practices include promotion of mandatory soft skills & specific teaching skills for students, PBAS for faculty, implementation of all financial norms, adherence to internal and external examination schedule, remedial classes for needy students, coaching for CTET/ HTET/ NET and other competitive exams .

Awareness campaigns on yoga, road safety rules, drug and Tabaco free life, environment, Gender equity & Gender sensitivity , extending help to special schools and old age homes to educate and support local community, are some of the regular practices of the institution.

Provision is made for segregation of dry and wet waste using dustbin. Big pits have been used for biodegradable waste management .

Green land scaping and plastic free campus is maintained. Ramps, restrooms etc., are provided for differently abled.

Battery backup & invertors, generator make continuous streaming of energy.

College has code of conduct for faculty & student with values of the institute.

College put forth efforts leveraging local environment by conducting different activities & community practices.

Strong Mentor – Mentee mechanism.

Human values, professional ethics and communal harmony are promoted.

The result is evident through regular merits in university examinations and numerous placement.

Research and Outreach Activities

Tika Ram College of Education, established in 1975 by Tika Ram Education Society, Sonipat, a philanthropic society, with a primary objective of providing quality teacher education in the rural areas of Sonipat, Haryana. Enormous experienced faculty with doctorate was engaged for this aim. In present time, although the institution is running only UG program but faculty members are motivated to do research work on regular basis. Most of the faculty are doctorates. Some are eligible to supervise Ph.D. work also. Number of subscriptions for Journals are made available online/offline in the campus library. Faculty are receiving financial assistance for attending seminars and workshops.

Every year, IQAC of the institution take initiative to organize National Inter-disciplinary seminars and college level seminars, workshops, presentations to foster a research attitude among teachers and students. Institution organized two Inter-disciplinary National Seminars in 2018-19 , 2022-23 sponsored by DIRECTORATE OF HIGHER EDUCATION, PANCHKULA (HARYANA).

Faculty members are encouraged to attend conferences, workshops, seminars and present papers in online and offline National and Inter-national seminars/ conferences. Several research papers have been published by all the staff members every year in National and Inter-national , online/ print UGC approved journals. Some faculty members are engaged in book publishing .Teaches are also encouraged to do collaborative research in emerging areas of Education.

College has organized FDP every year on different issues related to ICT in Teaching- Learning, development of digital content, Educational Psychology, teachers competency etc.

Institution have MOUs with Renu Vidhya Mandir (An institute of Special Education, Vocational Rehabilitation, Training and Research) Khewra, Sonipat, Tika Ram P G Girls College, Sonipat, Renu Vidya Mandir, Khewra, Sonipat, International Inner Wheel Club Sonipat .Apart from this, we have MOUs with 10 secondary/ senior secondary schools for internship and project works. The institution collaborates with numerous schools and colleges to perform academic / educational, sports and cultural activities .

Community outreach activities of the institution create a sense of responsibility, cooperation, integration and unity among students towards society. College have been organized outreach programs related to Swachh Bharat Abhiyan , COVID- 19, health and hygiene, AIDS awareness, save the environment , tree plantation etc. from time to time. Institution also organize outreach activities related to National Unity on some of the important days of the year.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TIKA RAM COLLEGE OF EDUCATION
Address	Tika Ram College of Education, West Ram Nagar, Sonipat
City	Sonipat
State	Haryana
Pin	131001
Website	www.trcesonepat.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Surender Singh Rana	0130-9416858300	9416858300	-	principaltrce@gmail.com
IQAC / CIQA coordinator	Indu Rathee	0130-9416234808	9416234808	-	ratheeindu9@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Haryana	Deen Bandhu Chhotu Ram University of Science & Technology	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	26-11-2009	View Document
12B of UGC	26-11-2009	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	09-06-2015	24	The NCTE has permitted recognition permanently NO TIME LIMIT DURATION IS MENTIONED IN THE ORDER

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Tika Ram College of Education, West Ram Nagar, Sonipat	Urban	1.5	2812

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	24	GRADUATION	English,Hindi	104	104
PG	BEd MEd,Education,Education	24	BEd	English,Hindi	50	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				8			
Recruited	0	0	0	0	0	0	0	0	1	6	0	7
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	1	3	0	4
Yet to Recruit	0				0				3			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	3	2	0	5
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	0	0	3
Yet to Recruit				1

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	1	4	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	0	0	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	1	0	0	11
	Female	188	9	0	0	197
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	11	7	2	1
	Female	21	14	14	13
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	8	6	5	2
	Female	32	33	27	28
	Others	0	0	0	0
General	Male	4	11	14	11
	Female	76	112	135	134
	Others	0	0	0	0
Others	Male	5	0	1	0
	Female	27	9	5	18
	Others	0	0	0	0
Total		184	192	203	207

Institutional preparedness for NEP

1. 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. As college offers B.Ed. program which is already a multi -disciplinary program as it consists of the students of varied disciplines such as Sciences ,Mathematics , languages ,Commerce, Economics, Social Sciences etc. Institution follows the academic curriculum prescribed by the affiliated University. Institution provides a flexible and innovative curriculum.
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	<p>Students are encouraged to opt for papers of their choices in some courses in B.Ed. 2nd year irrespective of their graduation subjects. There are also professional capacity and Skill Enhancement Courses. With the NEP2020, 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.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>From the academic year 2023-24 our college registered the students in Academic bank Credits. For this our institution had done series of activities: Orientation program for Academic Bank Credit (ABC) : In the orientation program, IQAC has taken various Initiative regarding Academic Bank Credit (ABC) as a part of NEP 2020. - First students were made aware about the importance, significance and benefits of Academic Bank Credit (ABC) .ABC is a credit facility originally envisioned by the Government of India in the National Education Policy (NEP) 2020. The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. - Institution provided a Demo video of the Academic Bank Credit (ABC) . After this program, Institution has taken the initiatives to register every student for Academic Bank Credit (ABC) . For this institution Computer Laboratory was provided for Creating the Academic Bank Credit (ABC) of every student. At this time, two members of IQAC along with ICT lab in charge are made available to solve the queries of students regarding downloading the Digi locker app, registration of Academic Bank Credit (ABC) etc.</p>
<p>3. Skill development:</p>	<p>Teacher education course itself is a skill development course.In order to make the students ready for their profession, they musthave the required knowledge, skills, and abilities for bothprofessional and social life. Different teaching skills are enhanced through various activities such as micro-teaching, practice lessons, simulation lessons, technology based lessons, preparation and presentation of audio-visual aids of teaching, team teaching, Internship program etc. Different cultural , social programs organized time to time by the college help the students to develop varied social and communication skills . Different EPC courses enhance cognitive ,affective</p>

	<p>and psychomotor skills of each and every student directly or indirectly. The College is yet to start as such 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.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute aims at integrating Indian Knowledge System, 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 Anniversary of famous personalities, social festivals like Holi celebration, Diwali celebration, Lohri celebration etc. and also by organizing tour and trips. Personal behavioral skills such as adjustment, command over language, social skills such as relationship, empathy, leadership etc. are also developed through various outreach and social work. 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.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Prior to the program being offered, the students are given an orientation on the course details. Students analyze curriculum and are able to select appropriate subject/ course and teaching strategies according to their needs. 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. Each teaching Competency focuses on Outcome based Education, as students' performance is evaluated at each stage of course such as in Micro-Teaching skill , Integrated Lessons, Practice lessons , Technology based lessons, Team teaching, presentations etc. Institution organizes different academic and non-academic activities in such a way to consider</p>

	Outcome Based Education that after completion of the teacher education program the student teacher must be able to apply their knowledge and competencies in several areas.
6. 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. Various technological tools like google meet, Google classroom are used to deliver the lecture. The Micro-teaching, Practice lessons, Internship Program and all other course related activities are conducted through google meet. The course related various curricular and co-curricular activities are conducted online. All the faculty members upgraded their knowledge by doing online webinar, Faculty development programs etc. Due to COVID all the courses related activities are taken through online mode. College is using Google work space from the current year i.e.2023-24 for presentation, interactive class, online line competition, document preparation etc. The Faculty of the College is also involved in creating E-Content, which can be accessed by the students. After the pandemic situation we used the technology for teaching learning process by using smart boards ,google classroom etc. College has not started any online courses yet.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (ELC) has been set up in the college from present academic year. Main aims of Electoral Literacy Club is to develop a culture of awareness among students regarding significance of registration and electoral participation right from their first election once they cross 18 years of age and to develop the sense of responsibility of ethical voting in a democratic country.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students and faculty Electoral Literacy Clubs (ELC) are appointed in the college from the beginning of the session and both are in functional position. In faculty Electoral Literacy Club, there is one coordinator with three club members and in

	<p>students Electoral Literacy Club, four students representative works as members with faculty club coordinator for smooth functioning. Student and faculty ELCs members work together to implement the activities within the college and also in senior secondary schools at the time of internship</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Institution ELCs have taken initiative to bring awareness among students regarding Electoral process. Panel discussion was conducted to aware the students regarding the significance of voting in democratic country. Constitution day was celebrated on 25-11-2023 in witch Expert lecture was given by a faculty member on the electoral system in India. Awareness campaigns are done to motivate and educate students for Voter registration. Many students registered their names in voters list. At the same time , students brought awareness within their Family, Friends, Relatives and community. Oath ceremony was performed by all students and also by faculty members to poll intellectual and ethical voting on 11-05-2024 before commandment of Lok Sabha Election 2024.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Awareness campaigns are done to motivate and educate students for Voter registration. The importance of voter registration and the different forms—Form 6 for voter enrollment, Form 8 for any necessary revisions, and Form 7 for removal from the voter list—were explained to students. Students further motivate family and community members for Voter registration.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Tika Ram College of Education is a Teacher Education Institution and all the teacher trainees are above 18 years. Among all students, 90% are girls and from rural background. It was observed that some students were not registered in the voter list till the age of 21 or 22. Institution has organized special voter registration drive for students who are not registered. Enrollment form was distributed among students and a faculty explain the importance of voter registration.</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
207	203	192	184	206
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
104	104	104	104	104
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	46	46	46
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
103	99	88	85	83
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
102	98	88	82	83
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
207	203	192	185	181
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	12	10	10

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
8.6439312	3.7784026	6.2228256	4.5544826	12.03683

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 35

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The institute has Vision and Mission to impart quality teacher education to the students by providing skills for employability to meet global needs. 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 curriculum prescribed by these competent authorities is actively pursued. Curriculum is developed and revised on regular basis by the university. Consequently, the institution assumes no direct role in the planning and processing of curriculum development. Nonetheless, an expert committee, established by the institution, is tasked with reviewing and appraising the existing curriculum. This committee has been constituted with senior faculty members of different discipline. 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. The committee looks into the local, regional, national and global needs and identify the real-world problems in the field of teacher education which helps in preparing the course content. 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. The course contents are put forward to the Board of Studies for approval for necessary modifications.

At the college level, in the beginning of academic year IQAC Meeting is scheduled and in that meeting, as per the need, requirements and suggestions of various faculty members, academic calendar has been prepared. Complete B.Ed. program is scheduled according to the academic calendar. Academic calendar consists working days, academic session, curricular, co-curricular and extracurricular activities etc. IQAC conducts Academic Audit every year to find out the syllabus coverage of all courses and identifies the gap to fill the skills. These required skills are imparted through skill in teaching program, internships, seminars, guest lectures and project works.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Paste link for additional information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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**Response:** 100**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 0**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 0

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description

Document

Data as per Data Template

[View Document](#)

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

Response:

The curriculum structure of the B.Ed. Program is designed around compulsory papers, optional papers, practicum, community work, and internship programs. The Teacher Education Program employs a multidisciplinary approach encompassing various specializations such as Educational

Psychology, Philosophy, ICT, and Sociology. It equips individual with diverse skills, including proficiency in smart classrooms, virtual classrooms, E-Learning, 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 Institutional Quality Assurance Cell (IQAC) formulates an academic calendar covering curricular, co-curricular, and extra-curricular activities. An induction program is conducted to familiarize students with the college's academic and non-academic processes. In Orientation / induction program students are given detailed information about B.Ed. curriculum, time table, methodology of teaching-learning process, micro-teaching, practical ,Internship program, administrative committees of teachers and students, academic clubs, Cultural activities ,different types of sports, infrastructural facilities etc. Students are made to aware the professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.

The curriculum provides student teachers with opportunities to develop various skills through a combination of theoretical and practical subjects. Through skill- in-teacher and internship program, students made enable to strengthen their professional skills and ethics like communication, questioning,

and explaining skill, ICT proficiency, picturality, discipline, feeling of responsibility, team work, managerial skill etc. Institution organize co-curricular activities such as essay writing competitions, Projects, exhibitions, Debate competitions, Group discussion which help students to develops problem-solving, reasoning, poster making competition critical thinking, creative thinking, communication and collaborative abilities. Student's Emotional and social attitude modified and increased though social work, visits special school, visit to old age home, tree plantation, educational trip, sports, and celebration of various days. The institution facilitates diverse activities to enhance students' 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	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

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 India in Education in first year of programme and course 1 Knowledge and Curriculum ,course 3 Creating an inclusive School are introduced as compulsory papers in second year programme to enable the students to understand and relate National and International Education system. Through the program contents, students are aware of different school systems, working of different boards, educational contributors etc. These courses give a broad perspective of various boards such as, Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), council for the Indian school examination (CISCE), Nation Institute of Open Schooling (NIOS), State Boards etc. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for selecting methods and techniques and preparing assessment strategy tools. Students are aware about the ancient education system such as Vedic, Muslim, Buddhist and Jain education. These courses consists comparative study of Teacher Education of India and U.K., U.S.A., Germany, China, Australia, Finland etc. Students understand the Global Perspectives of Secondary and Higher Secondary Education. Comparing and contrasting the Higher Secondary education in England, Scotland, France, USA, Australia, Japan, Russia, and China. Country-wise and State-wise variations are familiarized in the diversities of school system

and assessment patterns. Western vs Eastern thinkers, their perspectives, ideologies and approaches are included in the syllabus of Sociology, Philosophy, Psychology and Teacher Education by which student teachers become enable to understand the foundations, functions and forms of different boards and function of International school system with indigenous practices.

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 micro-teaching 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.

Student teachers enhance the abilities to understands the sources of knowledge, realize the inter-relationship between knowledge, information and skills in the present social context, understand the dimensions of curriculum development, understand the social basis of framing curriculum, acquainted with the views of Indian thinkers on the social basis of framing curriculum, Comprehend the concept and relevance of multilingualism in the Indian context, get acquainted with the activity based learning approaches etc. 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	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Institution follows B.Ed. program curriculum which is provided by Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonapat, (Haryana). Curriculum of the program provide varied experiences to the teacher students.

Integration of different subject knowledge, Pedagogy subjects knowledge, practical, skill-in teaching program, internship etc. provide different and varied experiences to the students. Diversity of course content and application of different teaching methods in the classroom improve Social skills, academic achievement, critical thinking, problem solving ability, increases confidence, satisfy diverse learning needs, support professional development opportunities. The curriculum promotes teaching methods such as Co-operative learning, Active learning, Collaborative learning, and Inductive teaching and learning: Inquiry-Based learning, Problem-Based learning, Project Based learning, discovery learning. Through the Course -Assessment and Evaluation for Learning, students made to understand the process of evaluation, develop the skill in preparing, administering and interpreting the achievement test, understand and use different techniques and tools of evaluation for learning, comprehend the process of assessment for learning, develop skills necessary to compute basic statistical measures to assess the learning. In Course - Language across Curriculum improve different type of writing and communication skills of students.

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, and writing, preparation of teaching aids, gardening, interior decoration, and technical proficiency. This training is facilitated through a combination of theoretical and practical subjects. Institution organized seminars on NEP 2020 and other emerging issues on higher education to understand NEP 2020 framework, to seek quality and to consider New Issues and Challenges in the field of education.

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 administrative committees are established to prepare and assign responsibilities to members, ensuring the smooth execution of various programs.

Given the teacher training 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 this, pupil-teachers organize morning assemblies, maintain attendance records, manage learning resources, formulate time-tables, and gain insights into the school leaving certificate process, including evaluation procedures. Micro-teaching, Practice lesson, Internship, provide an opportunities to the students to enhance their professional capacity, skills , attitude and ethics. This practice also increase the creativity, improve decision making, team work, leadership and other personal and professional skills.

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

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 186.15

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 100

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	46	46	46

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 1.24

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	04	04	00

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

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..

Response:

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. College takes special efforts to bring awareness among the

graduating students regarding the Teacher Education 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. College distinguishes the moderate students and progressed students at the time of admission. College's admission committee members also investigated the talent level of students on the behalf of previous education and record.

2. An Orientation/ induction program of six days has been organized every year in which students are familiarized with the program, course materials, planned activities for the year, mode of internal assessment as well as facilities available in college. Teachers before beginning the 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. At the time of introductory sessions, students are asked to introduce themselves, their hobbies, their percentage, areas of interest etc., then the students are categorized according to their capabilities, learning needs.

This is an opportunity to gauge their readiness, knowledge, abilities and needs to undergo this professional educational program. After the Orientation program 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	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**

4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 25.88

2.2.4.1 Number of mentors in the Institution

Response: 08

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

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 include 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. Institution use Participative learning technique in different contents where students participate in seminars, discussions, field trip etc. 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 which 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. Above mentioned practices are being adopted by the institution for students' overall development due to which their personality blossoms. The reason behind all these activities is to give an opportunity to the student to express themselves to participate, to think, to analyze, to brainstorm and thus increase their horizon of experience to become a good teacher.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 98.55

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

Response: 204

File Description	Document
Programme wise list of students using ICT support	View Document
Data as per Data Template	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: A. Any 4 or more of the above

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

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

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. All the mentees work in a team to solve students' problems irrespective of their subject and wherever needed.

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.

- Efforts are made to deal the students with diversity as students come from various streams such as Arts, Science and Commerce and have varied intellectual level.

- Through remedial teaching and personal guidance, the professional attributes are strengthened.
- Faculty also communicate with parents regarding personal issues of students.
- Institution arranges 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	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

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 centred method as discussion method problem solving method, lecture cum demonstration method etc. to develop their independent thinking, decision making ability, team spirit etc.

- Students are motivated to develop confidence, critical thinking, and life skills during learning in groups. Not only theory but even practicum is executed through co-operative teaching- learning process.

-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.

- During the internship program, students are encouraged to work in teams, which allow them to work in collaboration and coordination for classroom management, self-adaptation skills etc.

- Students are given freedom to choose some courses, project works of their choice to give freedom to express the content in an innovative manner which improves decision making and confidence among students.

-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.

-Different EPC courses like reading and reflecting on texts, understanding the self, drama and art in education, a critical understanding of ICT enable students for self-adaptation skills and the application of new areas of knowledge to reflect on acquired talents for holistic development.

-Institution organizes different type of outreach programs like visit to old age home, awareness rally, visit to special schools and also organizes the program in the campus like celebration of social festivals and different days etc. to develop the feeling of empathy, kindness, humanity and accountability etc. in

students.

- College organized college fest 'Anugunj' every year where students present their talent through various activities such as dance, dramas, singing, acting, food preparation, drawing etc. which also nurtures their creativity, skill, innovations etc. This also enhances their social skills.

-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	Document
Documentary evidence in support of the claim	View Document

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’
4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship program is done by keeping in view the following parameters:

Identification, Selection and allotment of schools-

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 program 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 an other focused parameter, for which choices from the students are taken. The student's medium of instruction (Hindi/ English) is considered too before assigning practice teaching school. Students are divided into groups and school is assigned area wise. Eight to twelve students assigned one school under the supervision of one mentor teacher educator.

Collaborative Planning for Internship-

College skill-in-teaching in-charge along with the team members visit all the schools and acquaint the school heads with the internship program. Their visit is crucial to ensure a smooth internship journey for student teachers. The Internship head communicates the internship expectations from schools. Formal formats for observation of student teachers during internship are provided to the school head with a request to provide the required professional support to the interns.

Student Orientation-

Students are given instructions regarding the different duties and responsibilities related to Internship by the principal and skill-in-teaching in-charge.

Execution of internship-

The internship program 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 program 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 of material resource for learning, frame

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

Feedback and suggestions-

The school teachers record their observations with regard to the planning of instruction, content delivery, use of teaching aids, classroom interactions, questioning skills, assessment methods, completion of assigned tasks, use of technology, co-operation, acceptance of criticism and demonstration of work and behavior of the students etc. School principal also supervise the pupil teachers time to time. Feedback and suggestions given by school principal and teachers are considered to give feedback to students and to improve the internship program.

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

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 10.3

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 10

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**

- 5.PTA meetings
- 6.Assessment of student learning – home assignments & tests
- 7.Organizing academic and cultural events
- 8.Maintaining documents
- 9.Administrative responsibilities- experience/exposure
- 10.Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

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

Teacher-educators supervise the program regularly and give feedback and suggestions to pupil-teachers to improve their performance. The performance of the student teachers during internship is monitored by different faculty members and other persons on a regular basis. The persons involved in the observation are teacher educators, school teachers, school head and peers. The observations of different persons are coordinated to improve the quality of internship experiences of student teachers.

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 Program.

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. Give report to Teacher-educator about the observations 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	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self

2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 70.67

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 66.04

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 07

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 3

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

Response: 33

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

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 organize 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 the field of education.

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 programs like writing and publishing of research papers, presentation of papers 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. College faculty is very receptive to new changes in the education field. In the pandemic situation maximum of the faculty attended short term courses, workshops, seminars and webinars to upgrade them according to the changing scenarios. The entire faculty members upgraded themselves from classroom teaching to online teaching through Zoom and Google meet.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process**2.6.1****Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:**

The college is affiliated to Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonapat, Haryana. The University decided the pattern of the Examination for B.Ed program. According to that examination pattern is strictly adhered with respect to evaluation process regarding Continuous Internal Evaluation (CIE). The schedule of internal assessment is communicated to students in the beginning of the academic session through orientation.

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. Institution also monitors and considers the attendance of the students for Internal Assessment. 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 program. 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	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: B. Any 3 of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective**Response:**

Institution has a well formed Examination Committee consisting of four faculty members with a senior faculty as coordinator. Every year the examination department takes the orientation of the students regarding the internal and external evaluation. All detailed instructions regarding examinations are given to the students and all the doubts regarding the exams were cleared by the Principal and examination committee. Institutions maintains complete transparency in the internal assessment. At the beginning of the academic year, each and every faculty members inform the students about the various components in the assessment process for their course.

There is Grievance and Redressal cell in the college. Examination Committee along with Grievance and Redressal cell 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 etc.).

At the university level, the college examination committee guides the students for necessary actions. The queries related to results, corrections in mark sheets, and other certificates issued by university, are handled at the conduct branch, Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonipat, Haryana as per university norms.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4**The Institution adheres to academic calendar for the conduct of Internal Evaluation****Response:**

Before the commencement of the academic year, the IQAC of the institution in consultation with the Principal, Coordinators of Examinations, Skill -in -teaching, cultural committee and other officials, prepares the Academic Calendar for the effective functioning of the Institution. The Academic Calendar ensures well-functioning of the Institution. The Calendar includes the tentative schedule of all the working days holidays, dates of the Continuous Internal Assessment Tests, Summative Examinations,

dates to University Examination , list of activities of the academic year, and the dates of national as well as religious importance etc.The academic calendar is prepared so that teachers as well as students should know all the sessional activities at the beginning of the academic year.

Academic calendar has been displayed on different notice boards, shared in students and faculty WhatsApp groups and also uploaded on institution website.The institution carries out the activities as per the calendar. Coordinators of different administrative committees along with team members and Academic Clubs in-charge prepare their activities and programs calendar resonating with the calendar of common programs. It helps micro- level planning by scheduling most of the activities in advance and maximizing the use of infrastructure, time and resources.

The college has a well-defined unitized syllabus prescribed by Concern University with a time - frame that is provided to the students at the beginning of the course. The course teachers prepare unit-wise teaching plans and class-wise teaching plans to meet course outcomes, describing timescales, teaching aids, methods of teaching- learning, and assessment of the same. The teaching plan for each course visualizes the plan of the teacher to make each class more informative, interesting, analytical, and resourceful. A teaching plan creates a self-informed and self-monitored innovative teacher, and it provides a plan of action for the teacher and guidance for the students. Students are informed about all the events, Examination dates well in advance.

The process of academic planning and monitoring will be carried out through a systematic procedure as described below

1. Preparation of the Institute Academic Calendar by IQAC.
2. Allocation of courses to faculty based on electives considering the student choices, faculty Choices, and their expertise
- 3.Preparation of all timetables (Class/ Class Room and faculty timetables)
4. Curriculum Delivery (Theory and Practical Sessions).
5. Organization of other curricular, sports, cultural and other activities as per the calendar.
- 6.Academic Monitoring: The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. Principal, and IQAC have been monitor the progress of syllabus coverage and necessary corrective actions have been taken for filling the gap.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The various B.Ed.1st and 2nd year programs feature a diverse curriculum. Student-teachers engage with a variety of courses such as Educational Philosophy, Educational Psychology, Educational Technology, Yoga Education, Knowledge and Curriculum, Assessment of Learning, a pedagogy subjects like Hindi, English, Mathematics, Social Sciences, Biological Sciences and Physical Science. The institution is dedicated to preparing teachers with a missionary spirit, responsible citizenship and strong leadership and critical thinking skills. Consequently, efforts are made to create an environment conducive to learning and development.

To achieve this aim, the institution organizes various activities and provides necessary infrastructural facilities to meet Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), ensuring the holistic development of students. Facilities include well-equipped classrooms, a science lab, psychology lab, technology lab, language lab, a well-equipped work experience room and a seminar hall with modern communication devices.

Learning is facilitated through student-centered methods such as discussion, problem-solving, and learning by doing. Seminars on various compulsory papers are organized to develop essential skills. Student-teachers are encouraged to visit the library regularly to stay updated by reading newspapers, magazines, journals, and periodicals.

In the B.Ed. course, sessional work involving various projects and work experiences is completed under the guidance of faculty members. Micro-teaching, mega-teaching in simulation and real classroom teaching practice are conducted. Additionally, class tests, assignments, unit tests, half-yearly and pre-university examinations are held throughout the session.

Institutions collect data on student performance relative to CLOs and PLOs. This data is analyzed to

identify areas of strength and areas needing improvement.

Regular student feedback through surveys, course evaluations and focus groups helps in assessing whether teaching methods and course content are effectively helping students to achieve the CLOs.

By systematically integrating these practices, institutions can ensure that their teaching-learning processes are effectively aligned with the stated PLOs and CLOs, thereby enhancing the quality of education and ensuring that graduates possess the intended knowledge, skills and competencies.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100

2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
103	99	88	85	83

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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

Response:

The institution monitors the progressive performance of students and the attainment of professional and personal attributes in line with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This continuous monitoring is used to identify areas for further improvement and ensure the development of students. Here's how this process is implemented:

Regular quizzes, assignments, presentations, and class tests are conducted to assess student understanding and progress continuously.

End-of-term exams, final projects, and comprehensive evaluations are used to measure the attainment of PLOs and CLOs.

Detailed feedback is provided on assessments to help students understand their strengths and areas for improvement.

Performance data is analyzed to identify trends, strengths, and areas needing improvement. This analysis helps in making informed decisions about curriculum adjustments and teaching strategies.

Based on performance data, personalized development plans are created for students who need additional support, offering targeted interventions like tutoring, mentoring, and counseling.

Opportunities for developing professional and personal attributes, such as leadership, communication, and critical thinking skills, are integrated into the curriculum.

Regular meetings are held where faculty members review student performance data, discuss challenges, and share best practices.

Student advisory sessions are conducted to discuss academic progress, provide career guidance, and set future goals in line with PLOs and CLOs.

Students are encouraged to use self-assessment tools to reflect on their learning journey, identify their achievements, and recognize areas for self-improvement.

Regular surveys and feedback from students provide insights into their learning experiences and the effectiveness of teaching methods.

Feedback from alumni is gathered to ensure that the program meets professional standards and prepares students effectively for their careers.

Based on the analysis of performance data and feedback, the curriculum is regularly reviewed and updated to better align with PLOs and CLOs.

New and innovative teaching practices are adopted to address identified gaps and enhance student learning experiences.

By systematically monitoring student performance and the attainment of professional and personal attributes, the institution ensures that students are effectively progressing towards their learning goals.

This process of continuous assessment and improvement helps in maintaining high educational standards and preparing students for successful careers.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 103

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Tika Ram College of Education prioritizes identifying the needs of learners at the entry level to tailor their educational experiences accordingly. Recognizing that students have diverse learning needs, differentiated instruction and assessment allow educators to cater to individual learning preferences and abilities. By providing varied assessment formats, teachers can better gauge if each student's specific needs are being addressed.

To address these needs, the college employs a variety of methods and assessment tasks, including oral presentations, assignments, examinations, project work, and participation in co-curricular activities. The extent to which students are engaged and motivated by assessment tasks can also reflect how well their learning needs are being met. Tasks that are relevant and interesting to students are more likely to result in higher levels of engagement and better performance.

These diverse assessment methods ensure a comprehensive evaluation of student needs and performance. Continuous feedback mechanisms in assessments can show how learning needs are being met over time.

Students are provided with a clear understanding of the assessment criteria and know precisely what is expected of them in various activities. This clarity helps them prepare effectively for the assessment process. Continuous monitoring of student performance in activities such as class attendance, discipline, knowledge of different courses, skill performance, and overall behavior is a key component of the college's approach.

Encouraging students to engage in self-assessment and reflection can provide insights into their perception of how well their learning needs are being met. Self-assessment tasks help students identify their strengths and areas for improvement, which can guide future learning.

The performance of students in midterm examinations, specifically the first unit test in October and the subsequent two unit tests in February, offers initial insights into their learning outcomes. These assessments provide valuable data on how well students are meeting their learning objectives.

In addition to standard assessments, the college conducts specialized teaching practice sessions, such as micro-teaching, mega-teaching, and internships, particularly in pedagogy subjects. These sessions are designed not only to assess the students' current learning needs but also to measure their overall learning outcomes. Through these varied and continuous assessment strategies, Tika Ram College of Education ensures that the educational needs of all students are effectively identified and addressed.

The performance of students on various assessment tasks is a strong indicator of how well their initially identified learning needs are being met. By ensuring that assessment tasks are aligned with learning objectives, differentiated, iterative, engaging, and reflective, educators can better cater to the diverse needs of their students and accurately measure their progress.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

<p>2.8.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.5</p>
--

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Data as per Data Template	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document

3.2 Research Publications**3.2.1**

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 2.08

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
13	09	00	00	00

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

3.2.2**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 0.19**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	00	00	00

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 1.4

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
04	01	02	00	00

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 51.92

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
205	153	157	00	00

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 56.96

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
205	203	157	00	00

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

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 cultural committee and Red Ribbon Club execute various outreach activities throughout the year. Outreach programs sensitize the students towards their duties and responsibilities towards society and community. These programs also develop various skills like soft skills, leadership skills and team building skills etc. among students. The community outreach programs also aimed to promote unity in diversity and belongingness among students.

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 programs 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 poll their vote ,road safety program ,health and hygiene, environmental issues etc. Through community service and other similar programs, students experience a sense of personal responsibility for improving the lives of others.

These finally lead the students to become a good citizen and make the community a better place to live, work and play.

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

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 1.6

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

five years

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	00	00	00

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

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 4

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 04

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**

7.Linkages with general colleges**Response:** B. Any 5 or 6 of the above

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

Criterion 4 - 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

Response:

Infrastructure Details:

Teaching – learning, viz., classrooms, laboratories, computing equipment etc

1. Total land available (in acres): 1.5 Acres
2. Class Rooms: 11
3. Laboratories: 5 Laboratories / Resource Centers
4. Library: Total Area: 172.8 sq.mt. (With separate reading room.)

Library is furnished with adequate reading material, equipment and furniture to facilitate better teaching-learning environment.

The institute has adequate number of class rooms and laboratories as per NCTE norms to continue with all academic activity. The Institution provides well-furnished eleven classrooms; well equipped laboratories/ resource centers (Science and Maths, Psychology, ICT, Work Experience and Language lab) and adequate library with separate reading room to meet all the requirement of teaching-learning process. All the class rooms are equipped with smart board, LED projector and other required materials and equipment to conduct proper teaching- learning activities. Each classroom has sufficient lighting & air ventilation.

Different Laboratories -: Institute is having five laboratories.

Computer Laboratory: There are twenty computers with all related accessories in ICT lab of the institution. It is equipped with smart board, LED projector, TV etc. It also contain many CD-ROMs, Video cassettes and books related to course content, Laptop for presentation and other necessary material for smooth functioning of the lab. One faculty member as in-charge of ICT lab, is responsible for the maintenance of computers and smooth functioning of the lab.

Science Laboratory: Science resource center has large number of equipment, working and non-working models, variety of charts and pictures, required material to do different experiments and other Audio-visual aids for proper functioning.

Language Laboratory: Institute has language lab with adequate number of computers and accessories required for improving communication and language skills of students.

Psychology Laboratory: There are more than seventy eight standardized psychological tests in Psychology Lab of the institution. It is equipped with one computer, printer, scanner and other required material.

Work Experience Lab: It is meant for different type of work experiences and activities like poster making, collage making, best out of wastes, drawing and painting etc.

The infrastructural facilities are also available for curricular and extra-curricular activities games and sports.

Sports Facilities (Indoor and Outdoor):-Institution is having a separate room for sports equipment related to different type of indoor and outdoor 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 smartboard, 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 to conduct faculty and student development programs. 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	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 72.73

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

Response: 8

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 11

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years****Response:** 31.55**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.38312	1.36077	2.30292	1.35682	4.71397

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

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****Response:****FACILITIES & SERVICES:**

-Total 13618 text books reference books, 57 almira for book storing, equipment and furniture with 70 students seating capacity.

-Techlib software

- Reading room with 11 newspapers and 18 magazines
- Reference section with 17 Educational journals, back volumes & reference books.

- Books shelved according to titles / subjects

- Book Bank facility for all the students
- Reprographic facility
- Bar-coding of Books
- Issue by library Identity Cards
- 5 Computers with accessories

- Display board for required and necessary information

- Periodical stand for displaying new arrivals
- Conduct Library orientation program and workshops

Library is divided into different section such as Processing section, Reference section, Research section, Reprographic section, Exhibition section, General Section, Computer section to facilitate the Students and Staff. Library Personnel assist the user of the Library to reach the required information. 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 a 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 cataloguing 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 saves time.

System that is simple to use.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The Institution does not have remote access to Library resources yet but institution has a positive intention towards the students of remote areas. library incharge provides learning material, soft copies of some part of books, periodicals, print material related to competitive exams etc. through online mode to those students who are from remote areas. it was a regular practice of the institution to provide online academic help to the students at the time of COVID-19. In the library, students are free to access online resources like educational journals, books etc. Institution has a software system i.e. Techlib which allows students and teachers to search their requirements through different fields such as: authors, titles and accession number. Institute provide training sessions for students and teachers on how to use Techlib effectively.

File Description	Document
Details of users and details of visits/downloads	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.43

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
.73962	.24005669	0.05899	.66882764	.44467

File Description**Document**

Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant

[View Document](#)

Data as per Data Template

[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 3.74

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 44

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 285

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 184

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 57

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 246

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Institute updates and maintains its ICT facilities including Wi-Fi regularly. Complete Campus is covered with internet through Wi-Fi connection. Institute is having internet connection with Optical Fiber Cable (OFC) as back bone supporting different services like audio, video streaming and telephone network of lease line 100 Mbps with extended three nodes, each of 50 Mbps. Routers are installed for better excess of

internet at different places like principal office, administrative office, NAAC coordinator office, library, ICT and language lab etc. Institution has been updated its Internet facilities as and when required.

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 equipment which contribute a lot in modern teaching - learning practices. The lab is equipped with various equipment like LCD projectors, over-head projector, slide projector, epidiascope, television, video-cassette-Recorder, taperecorder, 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. One Faculty member as ICT lab in-charge upgrades and takes care of all the equipment regularly. They are also one well equipped language lab in the campus with ten computers and all related and required accessories. All the class rooms and college seminar hall are equipped with smart boards, LED projectors and other ICT accessories for effective teaching- learning process. Concern faculty member as in-charge of that particular lab/ room take care of the repair, maintenance and updating of the equipment time to time as per the requirement.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.91

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response: 250

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 250

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

4.3.4

Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 79.6

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
6.19326	2.46955	5.16931	3.60433	10.61280

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Response:

The college property in-charge, Labs in-charges, and purchase and disposal committee headed by the principal look after the upgradation, maintenance and utilization of the college physical facilities. For maintenance and cleanliness of campus, grade IV staff is assigned various jobs and duties on a regular basis. Skilled workers are hired for repair works relating to buildings, furniture, etc. One IV staff is appointed to maintain garden area and to take care of all the plants in the campus.

The Library committee with the Principal as the chairperson and librarian as member along with three senior faculties work for the betterment of the library. The committee members tackle all the issues relating to the smooth and efficient functioning of the library. At the time of admission, students are issued library cards which will be valid till their final year. Internet facility is provided in the library and students can access the facility for availing e-resources and other web-based information.

The in-charge of sports takes care of sports equipment and regular practices of games and sports as per the need and requirement of the students and institution.

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 equipment of the laboratory. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the equipment of the lab. The lab in-charge takes care of the requirements of the lab and purchases equipment and other lab material according to the need and after discussing with the principal.

Property in-charge also look into the college website up-gradation, biometric services, CCTV cameras, water purifier, procurement of hardware and software and other items related the computers which are being used by different administrative staff.

The conference room as well as the seminar room are used for various curricular and co-curricular activities by the institution, 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	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 9.49**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
20	23	00	00	00

File Description	Document
Data as per Data Template	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 44.12**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 42

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 00

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 03

File Description

Document

Data as per Data Template

[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 28.48

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	30	26	25	31

File Description

Document

Data as per Data Template

[View Document](#)

Copy of certificates for qualifying in the state/national examination

[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

There is no such elected student council in the institution but the institution provides an opportunity to

the students for being a part of almost every activity. For this purpose, institution has students' committees comprising representatives from all the sections of the 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

DUTIES AND RESPONSIBILITIES OF THE STUDENTS' COMMITTEES:

- Prevention of ragging and bullying in the campus through counseling.
- Helping the administration to maintain discipline in the campus.
- Helping the administration in smooth conduct of student activities on the campus and off the campus.
- Involve in administration by sharing duties for smooth conduction of Annual sports day, different academic and social competition, rallies, awareness programs, Internship, cleaning college campus, Cultural fest (ANUGUNJ), Annual Function etc.,
- Suggesting the administration to improve the student amenities.
- Guiding the junior and needy students to improve their technical, organizational and managerial skills by organizing group learning, counselling, sharing books etc.
- Active participation in administration at the time of organizing seminars/symposia/Workshops etc.
- Organize the programs in the campus related to the environment to improve the cleanliness and greenery in the campus.
- Maintenance of the peace and harmony among campus community in general and student community in particular.
- All the representative students are required to co-operate with faculty and principal for the smooth functioning of the programs.

In this way student play a vital role in the institutional functioning. Students get an opportunity to develop leadership, team work, feeling of responsibility, cooperation etc. by organizing and carrying out institutional activities and service projects. Students can share their ideas, interests and concerns with the administration before the commencement of any program.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Paste link for additional information	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 5.8

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	01	09	09

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

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

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, officials and administrators.

1. Association gives their precious guidance regarding the institution and program to the fresher students.
2. As a member of IQAC of the institution, Alumni are guiding in academic matters i.e., designing of curriculum, organizing of seminars etc.
3. The college provides opportunities to the alumni to interact and share their experiences with the current students at the time of Alumni meet, Annual function, Sport Meet every year.
4. Prominent alumni members give their suggestions to enrich the different institutional academic activities time to time.
5. Institutions always invite team members of association on all special occasions such as annual function, sports meet and college fest, seminars etc.
6. 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.
7. 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	Document
Details of office bearers and members of alumni association	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 1

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	00	00

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

Alumni plays an active role in the regular institutional functioning. Tika Ram 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 gives their support to the institution and students are as follows:

1. Alumnus were involve in the first meeting of IQAC and give suggestions for in-house curriculum development and enrichment 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 related works, faculty and students in their various endeavors.
3. Contribute Articles and Research Papers in Seminars/Conferences organized by the institution.
4. Assist in conducting Practice Teaching sessions in Schools in different ways.
5. Provide guidance and suggestions to the students for better internship.
6. 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 at the of Alumni Meet.
9. Enroll and register alumni every year and keep them abreast with college activities.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - 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

Response:

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.

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 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.

The College tries its level best to create the performance oriented and committed teacher community by providing excellence in knowledge, skills and research. To achieve this purpose, institution provides required exposure through various curricular and co-curricular activities. To strengthen all the qualities maintained in vision and mission, institution organizes various in-house competitions including sports and internship program, social awareness programs etc. Mentor-mentee mechanism provides personal

guidance and counseling to the students which make the more confident and responsible citizen of community. Use of variety of modern teaching methods and ICT based teaching in classrooms; strengthen the relation of teacher and students, which lead to more intellectual flexibility among students.

Effective leadership is reflected in various institutional practices such as decentralization and participative management. The management of the institute provides effective academic leadership to the faculty, by setting goals and involving them in participative decision-making process, not only to achieve the vision, mission of the institute, but also in building the organizational culture. Principal are authorized to exercise all his power in favor of the institution. Faculty members feel free in performing academic and administrative activities of the institution like constructing time-table, club activities, allotment of workload, organizing seminars, workshops etc. The perspective plan for the institution is being executed based on the suggestions from IQAC, Governing Body and stakeholders.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Governing body (Management) 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 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.

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 for proper functioning. The administration is decentralized by authorizing the various Administrative committees consisting four faculty members, to take decisions for smooth functioning of the administration of the institution in respective purposes for which they are meant. 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. Staff meetings are conducted time to time to discuss the timely issues, suggestions from the faculty members.

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	Document
Relevant documents to indicate decentralization and participative management	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

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 are Purchase, Timetable, and Skill-in-teaching, Examination, Building Construction/Maintenance, UGC/NCTE/NAAC, Extension Activities, Legal Literacy, Red Ribbon club etc.

These committees, under the headship of principal make decisions regarding different type of academic, administrative and financial functions of the institution. Proposals for any requirement are put forth by concern faculty before the college principal for discussion and decision making.

Purchase is done by purchase committee after sanctioning the amount by the principal. The major expenditure is done with the permission of governing body of the society.

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. Academic calendar is made by IQAC of the institution after getting feedback, suggestions discussion from all the faculty members at the beginning of the session. After final drafting, it is made known to all the faculty members, students and stakeholders through circulation and through website.

The institution has made a system to get and provide information to 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	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institutional strategic plan is effectively developed by following institutional vision and mission which 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 institutional strategic planning starts with the academic calendar.

In the beginning of the session, an academic calendar is prepared by the College IQAC in consultation with all the staff members and 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. This strategic planning works out with the help of various committees in the College those include IQAC, exam committee, Cultural Committee Grievance Redressal Cell, Alumni Association, Sports and women Cell etc.

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	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

Tika Ram College of Education, Sonipat, was established in 1975 by Tika Ram Education Society, Sonipat, with a primary objective of providing quality teacher education. Institution is approved by the NCTE, New Delhi and recognized by the UGC under section 2(f) and 12(b) of UGC Act 1956. For effective management, the College has an elaborative organizational structure to ensure efficient governance and management for effective functioning. The main bodies that have been formed formulate and execute policies and strategic plans based on the vision and mission of the College are as follows.

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 is the head of the College under whose guidance, overall academic and administrative work is done in the light of IQAC. There are different statutory bodies in the College under IQAC viz. exam committee, Cultural Committee, Grievance Redressal Cell, Library committee, Sports Committee, Purchase and disposal committee etc. 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 and promotion 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 i.e. Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonapat. The rules of the state government are amended from time to time in this regard.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Proper distribution of the work and effective monitoring is done by forming various bodies or committees for overall development of the College. The college has constituted 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. The principal calls the meetings and discusses various strategies and guides the heads of respective committee to plan the activities. The decisions are based on the discussions in the regular meetings with particular committee members and other faculty members. The agendas, minutes and action taken of the meetings are maintained for the reference.

Meetings of IQAC were held time to time during the session (2022-2023). First meeting was called in the beginning of the session. One of the main discussions was to prepare the academic calendar for upcoming session. The academic calendar was prepared and the circulated among all the faculty members. .Fifth meeting of IQAC committee was held on May 18, 2023 at 1:30P.M. in Principal Office. The main agendas of the meeting were about discussion on of Appraisal of different academic clubs and administrative committees, To conduct HTET/CTET COACHING for final year students, college magazine, and 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	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

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

-Institution organizes Employee assistance program (EAP) to provide confidential counseling and support services to staff facing personal and work related challenges that may impact their health and well-being.

- Gratuity Scheme is applicable.

-EL Encashment facility for Teaching and Non -Teaching at the time of retirement.

-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.

- Facilities for Maternity Leave and Paternity Leave

- Loan facility against PF is provided.

-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.
- Staff Quarters are available for teaching and non-teaching staff members.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 24.53

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
06	07	00	00	00

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

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

Response: 2

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	00	00	00

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

6.3.4

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

Response: 15.09

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term

Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	01	00	00

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5**The institution has a performance appraisal system for teaching and non-teaching staff****Response:**

Since inception, the Institute is in practice of getting confidential report about the performance of the teaching and non-teaching staff. Performance appraisal system for teaching staff at Tika Ram College of Education is followed by UGC-Career Advancement Scheme (CAS) guidelines. Two types of Proforma are being used for this purpose (i) for Teaching Staff and (ii) for Non-Teaching-Staff. 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. The non-teaching performance will be evaluated on the performance of the incumbent in laboratory, capability in discharging other responsibilities assigned to him from time to time by the Head of the Institute.

Advantages of performance appraisal process:

1. With the help of performance appraisal the faculty or any staff member can understand about his or her own performance throughout the year.
2. It provides an overall idea of the performance of an individual faculty.
3. This is helpful for assessment of the knowledge, skills and capabilities of the staff through their contribution throughout the year.
4. It is beneficial for the staff to understand their contribution in their field and where they can improve.
5. It provides proper direction to the quality enhancement of the institution.
6. This process assists oneself for self-assessment and comparison with the self.

Apart from that, Annual Performance is 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 feedbacks 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	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution conducts internal and external financial audits every year. The College accounts are maintained and audited regularly. 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	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The Institute is a government aided college, 95 percent funded against salary 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 College does not mobilize financial resources through donations. Reserve fund is available in the form of Fixed Deposit by the College. The funds available with the College are adequate for financial management of the College. Therefore, no funds are collected from other sources.

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. The funds are mostly being used for purchase of lab equipment, books and other reading materials for library, furniture, renovation and maintenance of infrastructure, academic, expenses of sports and cultural activities, salary of SFS staff etc. 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	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response:

IQAC plays a vital role in institutionalizing quality assurance strategies. 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, 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, preparation of Academic Calendar, 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. Institution, IQAC has taken the initiative to create an Academic Bank Credit (ABC) account of every student in the academic year 2023-2024. Forms Promotion of extension activities, seminars, workshops and training programs, Organizing Faculty Development Program, collaboration with different stakeholders i.e. teaching, non-teaching staff, students, students' parents, and members of governing body and other community members to achieve the vision and mission of the institution is followed.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

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. Institutional IQAC meetings are being conducted time to time through-out the academic year, to review on Course Outcome attainment and Program Outcome attainment for the B. Ed. program and actions to be taken are chalked out for the identified gaps. IQAC considers the feedback from students for minor or major revision of syllabi. IQAC releases the academic calendar to be followed for teaching-learning process, assessment of students' learning through continuous internal evaluation and monitors the actions planned by the teachers to meet the gap.

Through this procedure following reforms are incorporated:

- **Integration of ICT in Teaching & Learning -**

A detailed Schedule is prepared and shared to students on institutional students group. It lays impetus on the adoption of ICT in teaching -learning practices. This features the information of the course contents, Classroom Discussion Topics, Self -Learning Topics , Program based Assignments, Special Assignments, Course Projects etc. Teaching-learning has been supported by various virtual platforms. These tools are used for video-lecture and interaction, sharing study materials, and assessing assignments. Before attending class, students refer materials on WhatsApp group and textbook for the topic and attend class with prior knowledge. This active learning helps students to actively solve Lecture Level Problems.

- **Additional Learning facility-**

Additional learning facility is provided to the students to teacher ability tests and national ability tests. After completion of B. Ed. syllabus, a program is scheduled for the coaching of CTET, HTET, NET and other competitive exams for B. Ed. second year students. Extra library hours are also provided for this purpose.

- **Inclusion of current trend in Education -**

Based on feedback particularly from stakeholders, advance trends like online lectures, personalized learning, blended learning etc. are introduced for the B. Ed. program.

Such detailed institutional parameters have been instrumental in strengthening the competitive spirit on campus and streamlining the entire process of teaching-learning.

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

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 6.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	00	03	04

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**

5. Participation in NIRF**Response:** B. Any 3 of the above

File Description	Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

The College is now on the verge to face 3rd cycle of NAAC. After Nov. 2013 up to April 2024, institution keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives:-

1. Academic Domain:

- **Innovation in Teaching-Learning:** The B.Ed. and M.Ed. curriculum have been changed in 2015. The elaborative curriculum includes various aspects to fulfil the stated vision and mission of the College. For the effective teaching-learning process, the College has provided adequate resources like well-equipped classrooms with LCD projectors, library, internet, computer lab, science lab, technology lab, language lab etc. Various modes of operations such as discussion, workshop, seminar, brain storming, role playing, debate, computer assisted learning etc. are used

for teaching. The students are motivated to engage in various activities e.g. tutorials, assignments, PPT presentations, Poster Presentations, Group Discussion and various course related projects.

As per the new curriculum various practical oriented subjects (EPC) are included as Drama and Art in Education, reading and Reflecting on Texts, Understanding the Self, Understanding the ICT etc. To assimilate these Courses, orientation sessions, guest lectures are arranged for the better understanding and skill development among the students.

Skill- in Teaching and Internship program for B.Ed. I and II year is implemented in 10 to 12 different schools. This Skill- in -teaching program for first year students includes , preparation for micro skills, mega lessons, discussion lessons, preparation of teaching aids etc. This Internship Program in second year includes conducting block teaching , study of various school sections like morning assembly, administrative office, organizing different co- curricular activities, computer lab etc.,

Use of ICT in different areas of academics, becomes all the activities more effective and interesting.

-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 and cultural activities for the development of different skills in Students.

2. Administrative Domain

-MOUs-For the collaboration with other organizations, institution has made MOUs with Renu Vidhya Mandir, Renu Vidya Mandir School of Special students, Tika Ram P. G. Girls College, Sonipat and International Inner Wheel Club, Sonipat. The College has MOUs with 10 practice teaching schools also.

- Academic Bank Credit (ABC) -In Institution, IQAC has taken the initiative to create an Academic Bank Credit (ABC) account of every student in the beginning of the academic year 2023-2024 as a part of NEP 2020 implementation.

-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 in administrative area.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - 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

Response:

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. We have well equipped ICT and language lab with Internet facility. Also we are using computer and related peripherals for administrative work. We have required energy resources for physical facilities like fans, tube light, water cooling and purification system. We required continuously electrical flow. In the college some places require maximum electrical energy like principal and administrative office, ICT lab and library. In these places, computer related work require more electricity with continuous flow. To maintain continuous flow institution set sufficient number of dry batteries cell. These Batteries provide sufficient energy to meet the requirement. Internet connection is also connected with inverter to maintain continuous flow of electricity. UGC has given grants for power generator. It has big capacity of creation of power generation i.e. up to 45 KV. College is situated in a semi urban area. Many time institutions faces electric power break down. In that situation, generator is very useful for streamlining flow of electric energy.

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

- Use of solar lights for night.
- 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. - Availability of Batteries.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

The institute adopts systematic waste management mechanism. At the Time of induction program in the beginning of the session, College has taken steps for making campus clean and waste management:-

1. Providing guidance to all staff & student to reduce waste and proper disposal of waste.
2. Promoting safe methods of segregation and disposal.
3. Encourage students to make college campus neat and clean.
4. Encourage to use paper judiciously.
5. Throw wet garbage put in the wet dustbin with Keeping in carry bags

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

Solid Waste Management (papers, tree leaves and dry wastes).

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, and 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 vermi composting pit. World Environment Day

And Zero Waste Management Day are also organized every year in the college by planting trees, awareness programs and campus clean-up activities etc. Liquid Waste like used water or water coming from RO is used for watering the plants and to maintain the garden. Maximum e- material i.e. computer related peripherals/tools/ and like old furniture wooden material are being repaired, maintained & used as per the requirement. For E-waste Management, the College segregates old computers, batteries and wires and disposes / exchanges them at regular

intervals. As a part of E-waste management non-working computers, monitors and printers are also utilized for demonstration purpose.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3

Institution waste management practices include

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

Response: B. Any 3 of the above

File Description	Document
Geo-tagged photographs	View Document
Any additional information	View Document

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**

Response: C. Any 2 of the above

File Description	Document
Any other relevant information	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

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 Tobacco Free Campus, Waste Management processes, Plastic-Free Campus and so on. All the class rooms are well lit with natural light and are very well ventilated to save the energy. Solar technique is used for reducing the power consumption at the time of night inside the College campus. In the Institution energy conservation is done through switching off lights and fans when they are not in need.

Plantation in the month of February every year by every student and also by faculty member is a regular practice of the institution. A group of 20 mentees with mentors has been given the responsibility to care of plants closely. In the month of March, World plantation day

has been also celebrated by planting the different kinds of trees in nearby areas of the institution. The students are given strict instructions to maintain the campus clean and it is also reflected in the code of conduct of the college. Plastic is avoided as far as possible. A gardener and full time

adequate support staff is appointed for the maintenance of litter free clean and Green Campus. Staff and Students are motivated/ encourage to use bicycles or electric vehicles as means of transportation in- day to day life. College organizes college level seminars, workshops and other programs on waste management techniques. Institution conducts campus cleaning drive

Involving the students and faculty in the month of October and January every year. Sufficient numbers waste bins on both of the floors of the institution are being placed to avoid littering in the campus. All the students and faculty are motivated to do the work paperless as far as possible. College has been constantly adopting practices towards a clean, green, pollution free and plastic-free campus.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 3.33

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.24210	0.22000	0.24000	0.23000	0.24000

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

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

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, postermaking, awareness campaigns based on the social issues of the local community like drug addiction, female foeticide, scarcity of water etc. Institute has taken efforts for sensitizing the students about cultural, regional, linguistic communal and socio-economic diversities of the state and the Nation. Institute has undertaken various initiatives in the form of celebration of days of renowned personalities, National festivals, mother tongue day and other activities to provide for ergonomic environment by carrying students and staff with varied background on single platform for creating all-inclusive environments.

The institute also organizes traditional games of Haryana on annual sports meet every year. The institution is increasingly involved in conducting outreach programs for the welfare of society and in creating awareness among students about social issues. The students are made to visit different places of cultural, educational and social importance like Surajkund craft mela Faridabad, Orphanage, old age home, Deaf and Dumb school etc. Republic Day and Independence Day are celebrated every year in Institute campus. All teaching, nonteaching staff and students participate for the cause of nation. Institute always motivates students to organize and participate in different programs organized by institute, inter-institute, University and other Government or non-government organizations to make them sensitize towards cultural, regional, linguistic, communal and socio-economic diversities. Yoga, guided meditation sessions, and seminars on human values are organized every semester to create a coherent environment and respect for the individual. Parent-teacher meeting are organized regularly to interact with parents to take their valuable feedback and suggestions.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Practice 1

1. Title of the Practice

Women Empowerment

2. Objectives of the Practice

Women constitute more than 90% of the total student strength of the college.

The majority of them come from mediocre to lower families and also from rural areas, where they are affected by the backward thinking and discrimination and many personal problems.

3. The context

The majority of these girls belong to the families who are not access to education and health.

Though B. Ed. is a professional course, even then girls coming from different areas suffer from

ill-health and misconception.30% of the total girls in the college are married and have several type

of problems.So the college is committed to empower female students so that they can face the differentsituations of life boldly and with dignity.

4. The practice

- Open discussion on women specific issues with girls students.
- Organizing debates and discussions on gender equality to enable the students to realize gender sensitization.
- Creating an environment through awareness programs to enable the students to realize their full potential for learning and solving their problems independently
- Arranging special sessions with the experts for enabling the female students to be aware of several types issues related to our society.
- Redressal cell is active to solve the issues.
- Inviting female social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.

5. Evidence of Success

- increasingly taking interest in extra co-curricular practice.
- more talkative and open about their problems.
- regularly attending awareness classes .
- interested to drive any vehicle independently.
- More confident to use of ICT.
- Improvement in overall personality.

6. Problems Encountered and Resources Required

Rural background, lack of family support, varied socio-economic status, rightly in thoughts

PRACTICE - 2

1. Title of the Practice:

Promoting ethics and values among students.

2. Objectives of the Practice:

Ethics and values has an important place in all areas of life. The institution recognizes the need to inculcate social values and ethics among future teachers.

3. The context:

The college inculcates among the students-

1. Strive to tell the truth.
2. to develop a positive attitude
3. To be fair.
4. Always be ready to help others.
5. Do no harm.
6. Respect others.

4. The practice:

- a) A Inculcate moral values in day to day classes.
- b) Holding of Counselling sessions by redressal cell.
- c) Group discussion on teachers' professional ethics
- d) Yoga practice for mental peace
- e) The mentors encourage the students to participate in co-curricular and extracurricular activities and sports with positive attitude and good sprit.

5. Evidence of Success

improvement shown in students' moral behavior, professional ethics at the time of internship program, improved attendance, increased participation in co-curricular activities, better discipline on campus and respectful

relationship between teachers and students.

6. Problems Encountered and Resources Required

Lack of coordination among factors and behavioral issues, varied socioeconomic status, rightly in thoughts

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

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 Institution focuses on the holistic development of students through its Core Values which enables to nurture future citizens who in turn, will contribute for our Nation Building.

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 programs address a wide range of educational issues, including NEP 2020, accountability of teachers, relevance of traditional teaching, India as a Vishwa 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 program, all the teacher in-charge makes efforts to inculcate all professional capabilities in pupil teachers in all possible ways.

All these efforts made students benefited in different ways-

1. Provide holistic experience to the students.
2. It helps in all round development of the personality of the students.

3. Inculcate the good manners and ideals of disciplined living.
4. It helps to develop leadership qualities among the students.
5. It helps to develop a sense of social and civic responsibility.
6. It helps to understand the community in which they live.
7. It helps to acquire leadership qualities and democratic attitude.
8. Made professional capable students.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Tika Ram College of Education, Sonipat was started in 1975, and subsequently got approval from NCTE, primarily affiliated to Kurukshetra University, Kurukshetra and now affiliated from Deenbandhu Chottu Ram University of Science and Technology Murthal, Sonipat, Institute is offering B. Ed. program with an intake of 100 seats and M. Ed. program with intake of 50 seats. After 2014 revised regulations of NCTE, the duration of both of the programs was increased from one year to two years. M. Ed. program is being not having eligibility for employment at mass level, so the program lost its popularity among students. Now institution is running only B. Ed. program from 2020. Institution has a remarkable position in the field of teacher education in Haryana. We have students from different neighboring states of Haryana. Annual University result of B. Ed. 1st year and B. Ed. 2nd year have been 100%. For last five sessions students secure top positions in university merit list. Students participated in cultural competitions at college, inter college and at university level. They got various positions. Students participated in inter college sports tournaments, also secured positions. Management is constituted of office bearers, 11 executive members, teaching and non-teaching representatives. Management provides administrative guidance, financial support and support for various developmental aspects of the institution. Elections of the management are held as per govt. and affiliating university norms. It is approved after elections by related bodies. Meetings of the management are held after every three months. Decisions are taken in collective manner.

Concluding Remarks :

In the institution, the internal Quality Assurance Cell (IQAC) has played a vital role in adopting and implementing diverse quality enhancement measures. Campus is provided with 250Mbps internet connectivity. Institute has well knitted and energetic faculty. They are encouraged to do research, consultancy, filing patents and publish papers in refereed journals. MoUs with institutions help students towards internships, skill development, campus placements and ethics development. Academic Clubs conduct variety of activities that enable the students more confident, creative, cooperative and value oriented.

College Cultural Committee along with Extension Activities Committee conducts activities that address social needs and make the students society sensitive. Alumni of the institute are placed in premier organizations and they are generously contributing to the institute in the form of guidance for academic excellence. Also, inspire their juniors with interactive sessions and expert talks. Institution believe in innovation through various creative practices such as organization of National seminars, introduction of new teaching-learning methods, field works, PPT presentations, discussions on current issues, ICT support infrastructure, college fest, academic and non-academic competitions, academic club activities, sports activities, on campus off-campus cultural programs,