



## YEARLY STATUS REPORT - 2020-2021

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Tika Ram College of Education
• Name of the Head of the institution	Dr. Surender Singh Rana
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	8222840508
• Mobile No:	9416858300
• Registered e-mail ID (Principal)	principaltrce@gmail.com
• Alternate Email ID	principaltikarameducation@gmail.com
• Address	west ram nagar
• City/Town	sonepat
• State/UT	haryana
• Pin Code	131001
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Grants-in aid
• Name of the Affiliating University	Deenbandhu Chhotu Ram University of Science And Technology, MURTHAL
• Name of the IQAC Co-ordinator/Director	Dr. Indu Rathee
• Phone No.	9416234808
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	ratheeindu9@gmail.com
• Alternate e-mail address (IQAC)	
<b>3.Website address</b>	<a href="http://www.trcesonepat.org">www.trcesonepat.org</a>
• Web-link of the AQAR: (Previous Academic Year)	
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	
<b>5.Accreditation Details</b>	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	78.02	2004	08/01/2004	07/01/2009
Cycle 2	B	2.57	2014	21/02/2014	20/02/2019

<b>6.Date of Establishment of IQAC</b>	01/03/2003
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**7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

**8.Whether composition of IQAC as per latest NAAC guidelines**

Yes

<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
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**9.No. of IQAC meetings held during the year**

4 meetings

<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	Yes
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<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
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**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	
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**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

\* Designing of academic calendar of institution for continuous improvement and quality enhancement. \* Development and application of quality parameters for various academic, co-curricular and administrative activities of the institution \* Assessment of overall

activities of institution regarding academic transaction, students achievement and evaluation, teachers performance, teaching methods, research work and co-curricular activities etc. \* Promotion and execution of extension activities, seminars, workshops and training programs etc. \* Collaboration with different stakeholders i.e. teaching, non-teaching staff, students, students' parents, members of governing body and other community members to achieve the goals and unity of the institution.

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

Plan of Action	Achievements/Outcomes
1. Preparation of academic calendar 2. Academic Orientation of students 3. Organization of extension activities 4. Overall feedback from students and stakeholders 5. Regular update website 6. Publishing of annual magazine namely 'HARYANA SUMER'	prepared on 12-07-2019 one week program in the beginning of session two activities organized Orientation of teacher educators receive received feedback from students, practice school teachers & heads, alumni and other stakeholders in the end of session updated website not published because of COVID- 19

**13. Whether the AQAR was placed before statutory body?**

No

- Name of the statutory body

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

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2020-21	01/02/2022

### Extended Profile

#### 2. Student

2.1 192

Number of students on roll during the year						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.2	Number of seats sanctioned during the year	200				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.3	Number of seats earmarked for reserved categories as per GOI/State Government during the year:	96				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.4	Number of outgoing / final year students during the year:	88				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.5	Number of graduating students during the year	192				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.6	Number of students enrolled during the year	192				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
<b>4.Institution</b>						
4.1	Total expenditure, excluding salary, during the year (INR in	622282.56				

Lakhs):	
4.2	40
Total number of computers on campus for academic purposes	
<b>5. Teacher</b>	
5.1	2
Number of full-time teachers during the year:	
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded
5.2	8
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The curriculum is prescribed and developed by the regulatory statutory bodies i.e. Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonipat and NCTE. The modifications made by these competent authorities are brought to the action. Hence the institution has no direct role in curriculum development process. However the institution has established a committee of experts at college level to review the present curriculum. The committee invites the views and suggestions about the existing curriculum of the course from faculty, students, members of alumni association, teachers and heads of practice teaching schools, academic experts and members of management.</p> <p>After analyzing and evaluating the feedback, the suggestions are communicated through the Head of the Institution to the University for modifications in the curriculum.</p>	

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**D. Any 2 of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**B. Any 3 of the Above**

**students through Website of the Institution  
Prospectus Student induction programme  
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://www.trcesonepat.org/wp-content/uploads/2022/02/syllabus-B.Ed-1st-and-2nd-year.pdf">http://www.trcesonepat.org/wp-content/uploads/2022/02/syllabus-B.Ed-1st-and-2nd-year.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

## 1.2 - Academic Flexibility

### 1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

#### 1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

**B.Ed 1st year - 11 & B.Ed 2nd year -15**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">RAM COLLEGE OF EDUCATION, SONIPAT Time table B.Ed. 2nd year 2020-21 Skill in teaching SBA Group - A 1- 17 Group -D 44-61 Group -B 18-35 Group -E 62-79 Group -C 36-43 Group -F 80-101 PRINCIPAL TIKA RAM COLLEGE OF EDUCATION, SONIPAT TIME TABLE FOR B.ED. 1ST YEAR (SESSION 2020-21) PERIOD/ SECTION I</a>



	<p>09:20 -10:00 II 10:00 -10:40 III 10:40 -11:20 IV 11:20 -12:00 RECESS 12:00 - 12:20 V 12:20 - 1:00 VI 1:00-1:40 VII 1:40-2:20 VIII 2:20-3:00 Section A Roll No. 1-50 Group A 1-3 RR 4-6 DA Group B 1-3 DA 4-6 ICT Group C 1-3 ICT 4-6 US Group D 1-3 US 4-6 RR Course 1 (Ms. Rekha) Course 2 (Ms. Deepti) Course 3 (Ms. Preeti) - Pedagogy of S.S. (Dr. Indu Rathee/Ms. Anu) Pedagogy of Maths (Ms. Meenakshi) Pedagogy of Economics (Ms. Manju) Pedagogy of Bio. Sci. (Ms. Preeti) Pedagogy of Hindi (Dr. Balvir Singh) Pedagogy of English (Ms.Rekha) Pedagogy of Comm. (Ms. Manju) Pedagogy of Phy. Sci. (Ms. Preeti) Pedagogy of Comp Sci (Ms. Shivani) Group A 1-3 US 4-6 ICT Group B 1-3 RR 4-6 US Group C 1-3 DA 4-6 RR Group D 1-3 ICT 4-6 DA Library 1-2 Sports 3-4 Extra Curricular Activities. 5-6 Section B Roll No. 51-100 As above Course 2 (Ms. Deepti) Course 3 (Ms. Anu) Course 1 (Ms. Rekha) Group of EPC A 1-25 B 26-50 C 51-75 D 76-104 EPC VI A- Reading &amp; Reflecting On Text (RR) - Dr. Balvir Singh VI B - Drama and Art in Education (DA) - Ms. Rekha VII A - Critical Understanding of ICT (ICT) - Ms. Preeti VII B - Understanding the Self (US) - Dr. Indu Rathee Principal</p>
Any other relevant information	Nil

**1.2.2 - Number of value-added courses offered during the year**

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

00

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

<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
00	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
00	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded
<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>	
00	
<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>	
00	

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

### 1.3 - Curriculum Enrichment

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

The teacher education is a programme with Multidisciplinary approach. There are various fields of specialization as Educational Psychology, Philosophy, Technology, and Sociology with so many different skills like blackboard writing, communication, use of computer and work experiences.

During the course, there is a provision of theoretical papers regarding fundamental understanding of the field of teacher education in first year as well as in second year also.

Through different courses, student teachers are given knowledge about the different aspects of school experience like library, management of school records, co-curricular activities & timetable etc. During teaching practice, pupil-teachers are required to organize morning assembly, maintain attendance records, make arrangement of man and material resource for learning, frame time table and get knowledge about school leaving certificate. They also learn about evaluation process. Curriculum also provides an opportunity to the student teachers for developing various skills with the help of various subjects including theory and practical. It include communication skills, critical thinking, teaching skills, writing skills, & technical skills etc.

For upload-

In the institution there is a provision of different activities to develop communication skills, ICT skills, Community orientation, Life skills and Social responsibility skills among the students as :

\*Work shops.

\*Seminars

\* Extension lectures

\* Community service

\* Celebration of different festivals

\* Use of Language Lab

\* Organization of different curricular and co-curricular activities.

\* Counseling Services

\* Visit to Koshish ( an institute for education of mentally challenged students)

File Description	Documents
A fundamental or coherent understanding of the field of teacher education	<a href="#">View File</a>
Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization	<a href="#">View File</a>
Capability to extrapolate from what one has learnt and apply acquired competencies	<a href="#">View File</a>
Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.	<a href="#">View File</a>

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are

familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

As B.Ed. course is a teacher training course, so development of professional competency through practice teaching is a very important component of this program. Every student teacher has to complete 15 days of pre-practice teaching and 40 days of practice teaching in first year and five months internship in schools in second year.

Following are the steps which are adopted by the institution in this regard:

1. At primary level micro skills like introduction of lesson, narration, questioning, stimulus variation etc are practiced by the student-teachers through micro teaching lessons.
  2. Demonstration lessons are delivered by the subject expert teacher in each subject.
  3. 10 micro lessons, 10 simulated lessons, 40 real teaching lessons and 5 discussion lessons of two teaching subjects are prepared and delivered by each student teacher in first year of B.Ed. programme.
- 
1. All the students have to observe five months internship in schools in second year including different type of field works related to school like writing of school diary, execution of different psychological tests, maintaining attendance register, executing formative and summative tests, organizing different school functions etc..

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their

professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institution tries its best for the effective implementation of all the curricular aspects of the course to enable students to develop understanding of professional field. All the theoretical and practical aspects of the curriculum are taken into consideration while implementing the curriculum. Institution provides an opportunity to the student teachers for developing various skills with the help of various subjects including theory and practical. It include communication skills, teaching skills, writing skills, preparation of teaching aids, gardening, interior decoration & technical skills etc. As B.Ed. course is a teacher training course, so practice teaching is a very important component of this programme. Every student teacher has to complete 15 days of pre-practice teaching and 40 days of practice teaching in first year. Field work related to every course is also done by the students.

School Internship of 20 weeks is compulsory in the second year of the programme. During internship, pupil-teachers are required to organize morning assembly , maintain attendance records, make arrangement of man and material resource for learning, frame time table and get knowledge about school leaving certificate. They also learn about evaluation process.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 1.4 - Feedback System

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

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Feedback collected, analyzed and action taken**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

104

##### 2.1.1.1 - Number of students enrolled during the year

104

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

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

26

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

26

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

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

4

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2 - Honoring Student Diversity**

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



Yes, the institution has the provisions for assessing students' knowledge/need and skills before the commencement of teaching programmes:

1. Every year the institution organizes a talent search programme of two days. It has various segments like introduction of the student, interest area, performance by the pupil teacher, interaction etc. It facilitates the institution to judge the knowledge, skill and needs of the student teachers.
- 2.

At the beginning of every academic session, the institution organizes four days orientation programme in which student teachers have an opportunity to get the knowledge about the program, course contents, infrastructural and academic facilities, activities to be carried out throughout the year and share their views with teacher educators.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two/One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2.4 - Student-Mentor ratio for the academic year**

**1:17**

**2.2.4.1 - Number of mentors in the Institution**

**11**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3 - Teaching- Learning Process

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

Keeping in view the student centered learning, the institution organizes different type of learning activities:

- Learning is made through student centered method as discussion method, problem solving method, learning by doing method, heuristic approach etc.
- Student teachers are motivated to present course content in the form of paper on different topics in every subject.
- Seminars on various compulsory papers are organized to develop desirable skills.
- 
- Quiz contest, poster making, essay writing competition etc are some of the activities which are organized by the institution to develop different skills among student-teachers
- Student teachers are motivated to visit 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.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

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

192

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="http://www.googlemeet.com">www.googlemeet.com</a> , <a href="http://www.whatsapp.com">www.whatsapp.com</a> , <a href="http://www.googleclassroom.com">www.googleclassroom.com</a>
Any other relevant information	<a href="#">View File</a>

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students. Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity, conduct of self with colleagues and authorities, balancing home and work stress, keeping oneself abreast with recent developments in education and life.

Various provisions are made by the institution to support and enhance the effectiveness of the faculty in mentoring the students. College organizes various workshops, extension lectures and seminars at college level. Every mentor provides guidance regarding curriculum, co-curricular activities, evaluations system, personal problems, social problems, college campus problems, current issues etc. to the students. These are the mentor's efforts-

1. Individual meetings of the Students mentor with the students help to identify the students diversity and need.
2. Mentor organize personal sessions with students those who are suffering from severe mental or academic problems.
3. Interaction with the parents of those students who are having home and work stress.
4. Group Counselling for common problems.
5. Expert talks on personality development, psychological problems, personal and social problems.
6. Peer help group activities (in which students identify problems of their friends and refer them for counseling with mentor. It helps the students to work like a team.
7. Motivating students to develop awareness regarding current issues in the field education.
8. Interactive session with students on different topics.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

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

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

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

The institution's environment provides a lot of opportunities to the student-teachers to develop their potential, creativity, and professional skills etc .

- Learning is made through student centered method as discussion method, problem solving method, learning by doing method etc.
- Individual and group assignments are given regularly.
- Student-teachers are motivated for interaction in peer groups and with teacher educators.
- Student teachers are motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals,

periodicals etc.

- Career counseling is done for the advancement of the students. Information regarding the vacancies and difference courses are provided by displaying them at the display board.
- Many of our students have qualified for NET, SLET AND STET during year.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

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

Ten/All of the above

**Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning**

All of the above



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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution**

**of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

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

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher.

The detailed process of internship in school is as follows:

- Identification and selection of school for internship programme. Ten secondary/senior secondary government schools have been selected for this purpose. Institution seeks proper permission from government official (District Education Officer, Sonipat) to conduct the internship programme in these schools.
- Students are divided into groups and school is assigned area-wise. Eight to ten students assigned one school under the supervision of one mentor teacher educator.
- The internship programme is developed with co-operation of school staff as well as mentor teachers. School principal and teachers are consulted regarding distribution of the sections and classes to the pupil-teachers, syllabus to be covered, maintaining discipline during practice teaching and other school activities.
  - Internship programme at the school lasts for 120 days 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, make arrangement material resource for learning, frame time table and get involved in all the school activities. They also learn about evaluation process.
- Teacher-educators supervise and evaluate the programme regularly and give feedback and suggestions to pupil-teachers to improve their teaching/ performance.
- Feedback and suggestions are also given by school principal and teachers according to the need of the school and to motivate the pupil-teachers.

Because of COVID-19 in 2020-21, schools of Haryana were closed so this practice was conducted online. Every students complete his/her 120 days internship online and only 20 days internship offline in different schools.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**2.4.9.1 - Number of final year students during the academic year**

88

File Description	Documents
Data as per Data Template	No File Uploaded
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Nine/All of the above

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

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

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

### Role of Teacher Educator

- Mentor Teachers/ Teacher Educators are models of teaching who support and monitor student teachers as and when required. The Mentor Teacher's responsibilities fall into three categories: planning and communication, support of the student teachers' learning, and assessment of the student teachers' progress.
- Introduce the student teachers with school principal and staff
- 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.
- Coordinate and dissolve any type of issues between student teachers and school principal/ staff .
- Fix times daily to discuss day to day problems that student teachers are facing in the class rooms and out side the class rooms
- Give suggesting to the student teachers for improvement
- Help in developing good teaching and professional behavior.

### Role of school principal and teachers

- Welcome the student teacher---Introduce as a guest teacher to create a level of respect and increased classroom support
- Introduce the student teacher to other faculty/staff members---share various roles
- Provide work/ requirements like space for sitting small table & chair, shelf in cabinet, etc.
- Explain procedures, school rules, discipline and other schools policies for better understanding of school environment.
- Provide curriculum and other instructional materials to the student teacher.
- Include the student teacher in different school activities like morning assembly, PTM, sports and other co-curricular activities.
- Explain methods of record keeping for attendance, and other student records,.

Student teachers participate in teacher duty schedule; study halls; lunch duty; playground duties, etc. Peer group help each other to develop their professional efficiency

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* ‘Schools’ to be read as “TEIs” for PG programmes)**

Two of the above

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

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

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

## **2.5 - Teacher Profile and Quality**

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

2

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

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

00

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

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

31

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

31

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

- The faculty keeps pace with the recent development in the

field of education by getting information's through newspapers, national and international journals.

- Institution also organizes workshops, extension lectures, and seminars on recent developments in modern teaching methodologies so that student teachers as well as faculty members update themselves professionally.
- The Institution provides the opportunity to the faculty to attend and complete refresher and orientation courses.
- They also enhance their professional knowledge through discussion with faculty members, school staff and experts.
- The institution provides internet access facility to the teachers to explore more learning material.
- Institution encourages and facilitates the teacher to undertake and complete the various research programmes like writing and publishing of research papers, presentation of paper in national and international seminars, writing of books and articles etc.
- All the faculty members attend number of seminars, workshops and conference of state and national level and presented research papers at many times.
- Many research papers, written by faculty members have been published in national journals.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

Examination Committee coordinated all the internal evaluation in the form of written examinations (mid-term & pre- university test) 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 both of the examinations were shown to the students with an aim of remedial follow-up programme.



Before commencement of the university examinations, college conduct the internal examinations of all the courses ( 20% of total marks) through presentation, and project work etc. But as this internal examination is a component of the university examination, the marks are not communicated to the students.

IN 2020-21, internal evaluation in the form of written examinations was not conducted because of COVID-19 and lock-down in the state.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

**Mechanism to deal with internal and external examination related grievances is transparent, time-bound and efficient.**

All the matters of grievances with reference to internal college level evaluation are dissolving in a satisfactory manner by the college grievance and redressal cell and examination committee.

For university examinations, review of answer sheets are done as per the affiliating university norms.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

For the effective implementation of curricular, co-curriculum and extracurricular activities, the institution plans and evaluates all the activities in its academic calendar of the year. At the starting of the session, academic calendar has been prepared by IQAC of the college with the consent of all the administrative coordinators. Internal evaluation is also an integral part of it. But due to pandemic and lock down, internal evaluation was not done by the institution (Mid Term and Pre- University Exams), however internal assessment of the students was done in every course which is a part of University Examination

## 2.7 - Student Performance and Learning Outcomes

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

There is lot of diversity in the curriculum of both the programmes. B. Ed. 1st year and B. Ed. 2nd year. During these programmes different type of courses are taught to the student -teachers such as Educational Philosophy, Educational Psychology, Educational Technology, Yoga Education Knowledge and curriculum, assessment of learning and various Pedagogy subjects like Hindi, English, Mathematics, Social Sciences, Biological Science and Physical Science etc. The institution is committed to prepare teachers with missionary spirit, a responsible citizen with the capacity of efficient leadership and critical thinking. Hence all the efforts

are made to provide environment conducive to learning and development of the students.

Keeping in view the aim the institution organizes different activities:

Institution provides all the necessary infrastructural facilities to meet the Programme learning outcome (PLOs) and course learning outcome (CLOs) for all round development of students for example : Well-equipped class rooms, science lab, Psychology lab, technology lab, language lab, well equipped work experience room, a seminar hall with ultra-modern communication devices.

Learning is made through student centered method as discussion method, problem solving method, learning by doing method etc. Seminars on various compulsory papers are organized to develop desirable skills. Student teachers and motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, periodicals etc. In B.Ed. course the sessional work selected to different projects and work experiences are prepared by student teachers under the guidance of concerned faculty members. Micro teaching, Mega teaching in simulation and real classroom teaching practice are conducted. Class tests, assignments unit test, half yearly and pre-university examinations are conducted during the academic session.

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

### 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Formal performance of students on learning tasks were not observed because of COVID-19 and Lockdown.**

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

#### 2.7.4 - Performance of outgoing students in internal assessment

##### 2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

**189**

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

**No such type of assessment task/performance of the student was conducted by the institution due to COVID-19 and lockdown in the state.**

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

## 2.8 - Student Satisfaction Survey

### RESEARCH AND OUTREACH ACTIVITIES

#### 3.1 - Resource Mobilization for Research

##### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

00

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

##### 3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

00

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

##### 3.1.3 - In-house support is provided by the institution to teachers for research purposes

One of the above

**during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

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

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

Three of the above

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

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

00

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

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

**3.3 - Outreach Activities****3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

2

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

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

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

157

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

157

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

157

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded



3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The college has a number of committees to engage students in community oriented activities. The college tries to take an active role in the upliftment of the nearby locality. Organization of blood donation camp, plantation, rallies on social issues, awareness programme for nearby schools regarding health and hygiene etc are some of the activities that are regularly adopted by the institution. The faculty and students regularly take care of the plants in a nearby ground. The college Extension Activates Committeemakes regular visits to a nearby old age home.

The college gives themevery opportunity to explore all ways of helping the community. Many of our faculty and students are part of NGOs like Spread Smile Foundation, International Inner Wheel club etc.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year**

00

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

**3.4 - Collaboration and Linkages**

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

00

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

**3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year**

00

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

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

Three/Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

Yes, the institution has the physical infrastructure as per the statutory body that is NCTE norms.

The Institution provides well-furnished classrooms; well equipped laboratories and adequate library to meet the requirement of teaching learning process. The infrastructural facilities are also available for curricular and extra-curricular activities games and sports. Play ground having athletic track of national norms is available on sharing basis with sister institution. The institution is having the facility of multipurpose hall which has seating capacity of 250 students. It is well equipped with smart board, audio-visual facilities and with public address system. The institution has well equipped conference hall with capacity of students. It is equipped with LCD projector, OHP, LCD TV. Public address system with eye catching furniture.

Library and laboratory are furnished with adequate reading material, equipments and furniture to facilitate better teaching learning process. The hostel facility is also available for girls in the hostel of sister institution, Tika Ram Girls P.G College and for boys in the hostel of another sister institution, C.R.Z Senior Secondary School.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.trcesonepat.org/about/infrastructure/">https://www.trcesonepat.org/about/infrastructure/</a>
Any other relevant information	No File Uploaded

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

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

#### 4.2 - Library as a Learning Resource

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

**Library automation tools for housekeeping and information retrieval**

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

- It is an electronic-based activity that is carried out by humans.
- It aids in the provision of library services.
- In library work, standardization is important.
- Workplace accuracy
- Information is communicated quickly.
- Avoid doing the same thing twice in the library.
- Personnel who have been trained
- Information accessibility
- It's a system that helps you save time.
- System that is simple to use

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	<a href="https://www.trcesonepat.org/student-services/library/">https://www.trcesonepat.org/student-services/library/</a>
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently  
Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

NA

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

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

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

5899

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

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

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

21

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

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

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

The institution has an advanced education Technology -cum- computer lab, which provides computing facilities. The lab comprises of 20 computers linked with wide range of software like MS office, Page maker, coral draw, Photoshop etc. including dictionary. Communication and print services are also available. The software setup has latest version of Windows. Broadband connection for Internet is there in the lab. Software in the form of CD's based

upon various subjects like linguistic skills, children with special needs, information and communication technology, value education, environmental education, teaching and teacher behavior are available. Institution also has facility of video recording of micro teaching and real teaching practice lessons presented by the student teachers. This lab comprises of advanced educational technology equipments which contribute a lot in modern teaching - learning practices. The lab comprises of various equipments like LCD projectors, over-head projector, slide projector, epidiascope, television, video-cassette-Recorder

,tape recorder, camera, handycam, radio and audio- video aids like charts, models, maps, globes, pictures, slides, Power Point Presentation and transparencies meant for effective teacher training. Public address system is available.

They are also one well equipped language lab in the campus with ten computers and all related and required accessories. Complete campus is covered with internet throw Wi-Fi connection.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

7:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

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



**institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

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

#### **4.4 - Maintenance of Campus and Infrastructure**

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

**454643**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution ensures that the available infrastructure is optimally utilized. The institution has ICT lab, psychology laboratory, science laboratory and a well-equipped language laboratory. The teacher in charge of respective laboratories ensure the care and proper use of equipments of the laboratory. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the equipments of

the lab. The lab incharge takes care of the requirements of the lab and purchases equipments and other lab material according to the need and after discussing with the director/principal. The conference room as well as the seminar room are used for various curricular and co-curricular activities by the institution and by sister institutions and community members time to time. Infrastructure and academic facilities established in the college 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.

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

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.trcesonepat.org/about/infrastructure/">http://www.trcesonepat.org/about/infrastructure/</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

B. Any 3 of the above

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

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

File Description	Documents
Data as per Data template	No File Uploaded
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
00	00

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

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

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

22

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

26

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

The institution provides an opportunity to all the students from being part of almost every activity. For this purpose, institution has students' council comprising representatives from students, teacher educators and principal. These committees representatives are consulted every time when any decision has to be taken for the students whether it is selection of different events or organizing educational tour or organizing any function of the institution etc.

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

1. Academic Activities Committee
2. Discipline Committee
3. Eco club
4. Cultural Committee
5. Library/ Placement Committee
6. Women cell , Grievance & redressal committee
7. Sports, tour & excursions committee
8. Extension activities committee.

These committees shall be responsible for planning, organizing and executing the overall activities of the institution. The council will suggest from time to time ideas to improve the academic atmosphere of the institution. In this regard, it will organize debates, quiz, essay competitions, inter-section competitions, and other extracurricular activities at the institutional level. Any grievance from students regarding academic matters may also be considered by the committees for its amicable solution. It will also motivate the students to participate in different activities.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.4 - Alumni Engagement

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

**Institution does not have Registered Alumni Association.**

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

**5.4.2 - Alumni has an active role in the regular** | None of the above

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

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

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

00

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

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

NA

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



## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The institution was established in Aug. 1975 with the purpose, vision and mission. The purpose of the institution is to give quality teacher education according to the aims of education to the urban and rural graduates of the surrounding areas. Institution aim is not only to transfer knowledge but to create, ethical, global & value based society for peace and harmony at international level also. The mission of the institute also includes the needs of the students, the school sector, education institution's traditions and value orientations.

#### Mission and Vision:

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

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

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The administration is decentralized by authorizing the various administrative committees to take decision in respective purposes they are meant. The college has constituted various committees like Purchase, Timetable, Skill-in-teaching, examination, building construction/maintenance, UGC/NCTE/NAAC, extension activities, legal literacy, Red Ribbon etc. These committees make decisions regarding academic arrangement, finance, infrastructure, research, extension and examination. Meetings of these committees are held periodically under the headship of convener and principal. The Principal coordinates on all academic and other activities matters through the convener of the committees. In this way, all faculties

of the institution get to play a role in decision-making and participative management of their respective field. However governing body is constituted of elected office bearers of general body members, Principal, staff representatives, representative of university & government. The Management of the institution in consultation with the Principal provides leadership in all academic and other institutional practices.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial,

academic, administrative and other functions in not more than 100 - 200 words.

The college has an internal coordinating and monitoring system which functions through various administrative committees.

These committees, under the headship of principal make decisions regarding different type of academic, administrative and financial function of the institution. Any type of purchase done by purchase committee after sanctioning the amount by the principal. The accounts are audited regularly internally as well as externally. One of the senior teacher acts as the college Bursar, for expenditure and accounts. The internal audit is done by Bursar and Principal. External audit is done by university and Director General Higher Education of salary and Amalgamated Fund. C.A. is engaged for auditing. The institution has made a system to get information by faculty members/other stakeholder in different ways. Every notice/information from any related agency i.e. university/govt./NCTE/UGC etc are circulated among students and faculty members. These are displayed on notice boards also. Office orders of management (related) are given to faculty members. Society and alumni are informed through newspapers whenever needed.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

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

NA

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The institution has various bodies for smooth execution of work in all sections and levels.

#### GOVERNING BODY

The Governing Body as per the Constitution of the college has 101 members in all. It comprises of the President of the Tika Ram Education Society (Reg), Sonipat, The Secretary, The Vice- President and The Treasurer. The Principal being an ex-officio member, while there two Teacher Representatives and 1 Non-Teaching Staff Representative. At this time , A D C Sonipat is being appointed by the Haryana government as administrator of the society.

#### ADMINISTRATIVE SET UP

The Principal is vested with the day to day running of the college. The Principal along with the IQAC Coordinator, the Teachers' Council Secretary, the Librarian as well as Convenors of various Committees coordinates and 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 Convenors as head who are responsible to carry out the functions of their respective field. The Library Advisory Committee assist and advise regarding the formulation of library policies, purchase of library materials, improvement of library and information services, and operational matters. The Cultural Committee of the college is responsible for all the intra and inter collegiate cultural events. Placement Committee looks after the career prospects and placement of the students.

Other different committees also work for the smooth functioning of

the institution and

for the holistic development of the students.

#### SERVICE RULES, PROCEDURES, RECRUITMENT AND PROMOTION POLICIES

Service Rules and procedures are guided by the concern university ie. Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonipat, and the rules of

the state government as amended from time to time in this regard.

The recruitment rules for the Teaching staff and Non-teaching staff are as per NCTE and DGHE Haryana, along with the eligibility criteria prescribed by the UGC.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.trcesonepat.org/about/about-college/">https://www.trcesonepat.org/about/about-college/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

None of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

Different committees organize meetings at a particular interval in the institution throughout the academic session.

Meetings of IQAC were held time to time during the session(2020-2021).First meeting of I QAC committee was held on August 1,2020 at 2:30p.m.inthe Seminar Hall. It was held under the headship of Principal. Dr. Indu Rathee was the convener of the meeting and Dr. Balvir Singh, Ms. Preeti and Ms.Dipti were members of this Committee. The main agenda of this IQAC Committeewas about preparation of Academic Calendar and Time -Table. Minutes of Agenda discussed in the meeting were about academic calendar of the college, duration of terms, curricular and co - curricular activities, student- induction program and schedule of mid-term and pre -University examination. Minutes of agenda regarding time- table were about subjects assigned to teachers, number of lectures for lecturers, number of period to particular subject per week. Follow -up and action taken for the decision made in meeting held on August 1, 2020 were confirmed. Academic Calendar and Time -Table has been prepared.. Meeting was ended successfully.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

The institution undertakes various welfare activities for both the teaching as well as non-teaching staffs.

PF ESI for teaching and non-teaching staff as applicable.

Casual leaves are readily sanctioned to the staff for personal work and academic leave to attending Refresher Course/ Orientation Program/seminars etc. Faculty members are free to do different type of duties assigned by the concern university and other universities. Faculty members are encouraged for research and publications for their career advancement.

Free Wi-Fi facility is provided to teaching and non-teaching staff.

Faculty rooms are available.

Separate reading space is provided in the library.

Separate parking is also provided for Staff.

The Management is easily approachable to the staff.

CCTVs ensure security of staff.

Separate washrooms for female staff on both the floors are available in the campus. Play ground is available for multiple sport activities.

For non-teaching staff, institution has provided training like computer & accounts to improve efficiency.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

00

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

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

00



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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The Institution has a performance appraisal system. Teachers have to submit filled-in

format for PBAS (Performance Based Appraisal System) namely as Annual Confidential Report to the Principal.

Apart from that, Annual Proformas are submitted by all the Teachers, Librarian, Office and all Cell-incharges to the principal. Every Teaching and non-teaching staff has to submit personal and departmental progress reports to Principal.

Performance of Teachers is also assessed through Student feedback, taken at the end of every

academic session. All feedback are scrutinized and assessed by the IQAC and Principal. The Principal further communicates the outcome with the staff members in a completely confidential manner. The observations are used to improve teaching, research and other

services/aspects of the institution.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The accounts are audited regularly internally as well as externally. A senior faculty member ( designated as Bursar) is assigned duty of internal audit. Quarterly as well as yearly Internal Audit is conducted by CA firms appointed by the institution. External audit is done by the university and Director General Higher Education , Haryana, of salary and Amalgamated Fund.

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). Proper deduction of income tax, timely deposit of TDS etc 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, every year. The Audit party checks whether accounting standards have been followed for utilization, true and fair disclosure of financial statements.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

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

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

The Institute is a government aided college, 95 percent funded by the Haryana Government and remaining 5 percent is generated by the institution itself. As stated above 95 percent of staff salaries are funded by Director General Higher Education, Haryana. The institution also receives financial support from UGC under various heads under 2(f) and 12(b). Institutional main sources of receipts are fees collected from students, grants from the State Government and the UGC, interest on fixed deposits, fines and other miscellaneous income from sale of old newspapers, magazines, scraps etc. Fee collection is done in a systematic way within a time frame. Students are informed about the time schedule through notifications on college notice boards and through text messages. The main expenditures are incurred for running and maintaining of the institute which include Staff salary, General overheads, General

infrastructural maintenance, Library , labs and software updates etc. All purchases are made after inviting requisite number of quotations and their proper scrutiny. All the expenditures are checked and approved by at least three members of purchase committee which followed the checking by bursar and Principal which ensures transparency in financial resource management.

The institution always ensures that the funds and resources are collected on timely basis

and are utilized in the best possible way.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

Yes, institution has established IQAC in the July 2002 to ensure quality improvement in the entire activities of the institution.

In an academic year, four quarterly meetings of IQAC are held in the institution. In these meetings, complete road map of different academic and administrative activities are planned and assessed.

\_ Designing and implementation of curricular and co-curricular activities for continuous improvement of the institution.

\_ Development and application of quality parameters for various academic, co-curricular and administrative activities of the institution.

\_ Development and application of innovative practices regarding academic transaction, students achievement evaluation, teachers evaluation, teaching methods, research work and co-curricular activities etc.

\_ Promotion of extension activities, seminars, workshops and training programmes etc.

\_ Collaboration with different stakeholders i.e. teaching, non-teaching staff, students, students' parents, members of governing body and other community members to achieve the goals and unity of the institution.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Quarterly meetings of IQAC are conducted in a year with the principal to ensure the improvement in all possible spheres of campus. Different administrative committees are also invited in these meetings as and when required. The academic progress of the students monitored through daily class room observations, unit tests, half yearly examination and pre-university examinations and assignments. Regular feedback obtained from different stakeholders help in proper identification and diagnosis of required areas. After analyzing the feedback and monitoring the progress of the students in different areas, necessary advice, feedback and guidance is provided by the concern expert teacher or mentor teacher for improvement. The major tasks set up by the IQAC in the last year was to take care of conducting the online class of students during the pandemic times, others included development of awareness among students regarding COVID-19

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year**

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File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://www.trcesonepat.org/wp-content/uploads/2022/02/AQAR-2019-20-FINAL-SUBMISSION-PDF.pdf">http://www.trcesonepat.org/wp-content/uploads/2022/02/AQAR-2019-20-FINAL-SUBMISSION-PDF.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

NA

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

NA

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The Institution takes initiative for waste management which is generated within it's the campus. Solid Waste Segregation is done by hand sorting. The dry waste which includes paper, cardboard, plastics, scrap materials is separated from others and put to municipal committee dust bin. Organic wastes like garden waste, left-over food, peels, scrapings from fruits etc are also collected in bins separately. Later these biodegradable waste products collected in a compost bin to make compost. After decomposition this compost has been used in plants.

For E-waste Management, the College segregates old computers, batteries and wires and disposes / exchange them at regular intervals.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

Two of the above



File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Institution is committed to generate awareness among students regarding environmental issues. Plantation in the month of February every year by every student and also faculty member is a regular practice of the institution. Group of 10 students with a leader has been given the responsibility to care plants closely. The students are given strict instructions to maintain the campus clean and it is reflected in the code of conduct of the college. Several Quotes related to the importance of clean ,greenand peaceful environment are displayed on the campus. A gardener and full time adequate support staff are appointed for the maintenance of litter free clean and Green Campus. College organize college level seminar on waste management. A group to deal with waste management in the campus is formed constituting of students and staff of the college.

Institution conduct two days campus cleaning drive involving the students and faculty in the month of October every year. Set up of waste bins in sufficient numbers are to avoid littering in the campus. 's , College has been constantly adopting practices towards a clean, green, pollution free and plastic-free campus.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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

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

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File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

NA

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

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

**B. Any 3 of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)  
Describe any two best practices successfully implemented by the institution as per NAAC format

The Institution adopts a number of good practices among which the two best practices which has been its integral part include:

### PRACTICE - 1

#### 1. Title of the Practice

Women Empowerment

#### 2. Objectives of the Practice

Women students undergo various problems related to personal stress, academic, physical and mental health etc. 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.

#### 3. The context

The college has resolved to take up the cause of Women Empowerment for the women students with the objectives of -

- Open discussion on women specific issues with girls students
- Mentoring women students with one women teacher as mentor for every 20 women mentees.
- 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.
- Organizing the exclusive health camps for women students.
- Inviting female social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.

#### 4. The practice

Women's empowerment is vital to sustainable development and realization of human rights for all. India still has a long way to go before achieving gender equity and empowerment of women. The college girls account for 80% of the total strength and most of them come from rural areas. 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 than girls coming from different areas suffer from ill-health and superstition. 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 different situations of life boldly and with dignity.

To achieve the aim, there is a Women Empowerment Cell in the college with a senior woman teacher as its Coordinator and three other women teachers as its members. All female students are motivated to discuss their issues and share their views with these teachers as and when required. The Coordinator and the members of the cell regularly connected to the female students to diagnose their problems. At the time of free class committee members join the class with the purpose to develop the awareness and sensitize them about related issues. College also draw an annual action plan for organizing various awareness and personality development programmes and interactive sessions. The Principal along with the Coordinator monitors the implementation of the plan.

#### 5. Evidence of Success

- Female students are increasingly taking interest in extra co-curricular practice.
- They are more talkative about their problems.
- They are regularly attending awareness classes .
- More girl students are now learn driving
- More confident to use of ICT in their classes and day to day life.
- Improvement in overall personality.

#### 1. Problems Encountered and Resources Required

College observed limited time period for this practice in 2020-21 because of COVID- 19 and lock down.

#### PRACTICE - 2

1. Title of the Practice: Promotion of ethics and values among students.

2.Objectives of the Practice:

Ethics and values has an important place in all areas of life. In today's world, where majority of the people are pursuing only self-interests relentlessly' it feels like moral values are almost disappearing in today's generation. The institution recognizes the need to inculcate social values and ethics like promotion of truth, selflessness, righteousness, be fair, ,respect others dignity etc. The cultural committee of our college is working with this goal.

3.context:

The college faculty and specially cultural committee 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. Keep your promises.
7. Respect your colleagues, your friends , and especially your opponents.
8. Sustain the community.
9. Guard your treasure.
10. Never be satisfied, keep improving

4. The practice: The college has practice the following activities.

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

Evidence of success of the practice includes improvement shown in students' moral behavior, professional ethics at the time of online internship program, better attitude at the time of project presentation, improved attendance, increased participation in co-curricular and extra-curricular activities, better discipline on campus and respectful relationship between teachers and students.

#### 6. Problems Encountered and Resources Required

College observed limited time period for this practice in 2020-21 because of COVID- 19 and lock down.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The college was started with a purpose to give quality teacher education to the urban and rural graduates of the surrounding areas to meet the growing need of education and to prepare perspective teachers for global society..The Institute's vision is to create socially relevant knowledge and to transfer that knowledge through the various teaching programmes with the goal of empowering students specially female students to build strong society. Different programmes address a wide range of issues, including violence

against women, human rights adolescent mental health, awareness about social responsibility discussed with student teachers in day to day class. During the hard times of the pandemic, extension activities committee of the college along with other faculty members and all the student teachers continued their services towards the society in all possible ways.

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