



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

CT College of Education, Jalandhar

• Name of the Head of the institution **Dr. Namesh Kumar**

• Designation **Principal**

• Does the institution function from its own campus? **Yes**

• Alternate phone No. **01815009614**

• Mobile No: **8699700761**

• Registered e-mail ID (Principal) **principal.ctce@ctgroup.in**

• Alternate Email ID **ctce@ctgroup.in**

• Address **Greater Kailash, Maqsudan, Jalandhar**

• City/Town **Jalandhar**

• State/UT **Punjab**

• Pin Code **144008**

2.Institutional status

• Teacher Education/ Special Education/Physical Education: **Teacher Education**

• Type of Institution **Co-education**

• Location **Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **Guru Nanak Dev University, Amritsar**
- Name of the IQAC Co-ordinator/Director **Ms Anju Sharma**
- Phone No. **9417748555**
- Alternate phone No.(IQAC) **8360242733**
- Mobile (IQAC) **9417748555**
- IQAC e-mail address **ctiqac.2009@gmail.com**
- Alternate e-mail address (IQAC) **sharma.anju5592@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) **<http://ctce.in/>**
www.ctgroup.in/AQAR2020-21.doc

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: **<http://www.ctgroup.in/2021-22.doc>**
[.](#)

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.03	2012	05/07/2012	04/07/2017

6.Date of Establishment of IQAC**01/07/2009****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	NA	NA	Nil	0

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

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

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

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

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

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

- If yes, mention the amount

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

- IQAC monitored activities of different cells/committees and club in the college
- Environment awareness campaigns
- Encouraging teachers to adopt constructivist teaching approaches in classrooms
- Visit to community centres
- Remedial Teaching.

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
To conduct the meeting of IQAC	Conducted 5 meetings of IQAC in a year
Organisation of Orientation Programme	Help the students in developing knowledge and understanding towards B.Ed & M.Ed. Curriculum
To develop learner friendly teaching material	Teachers prepared learning material and students were benefitted with this
Career guidance and placement measures to be adopted	Students being helped to get employment, various schools and other institutions were contacted and students resumes were sent to institutions
To organise community linkage programmes	Visit to Apahaj Aashram Vridh Ashram were organised, Parent-Teacher meet organised
To arrange educational tours and excursions	Educational tour and excursions organised
To Cater the needs of slow learners through remedial classes.	Remedial classes were conducted to improve the academic performance of Slow learners
Procuring Students Feedback	Feedback about the college and curriculum, Teaching learning process obtained from students

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Management	03/07/2020

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Dr. Namesh Kumar
• Designation	Principal
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• Alternate e-mail address (IQAC)	sharma.anju5592@gmail.com				
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<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Management	03/07/2020
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021	14/01/2023

15.Multidisciplinary / interdisciplinary
CT College of Education, Jalandhar is offering the B.Ed. and M.Ed. courses. The College is providing Value Added Course- Innovative Practices in School Education as well as short term courses- Preschool & Day Care Facilitator and Career & Education Counselor. Beside this, the students are also encouraged to enroll themselves in various interdisciplinary online/offline self-study courses and MOOC courses along with their regular education. Moreover, various extension activities are organized for students like interaction sessions with experts, seminars and extension lectures etc.
16.Academic bank of credits (ABC):
NIL
17.Skill development:
CT College has well equipped computer lab, Smart classroom, psychology lab, Maths lab, Art lab, physical education lab and Science lab. The labs are enriched with multiple resources and the open access is given to all students where they can focus on enhancing their professional skills. Model lessons and Micro teaching skills practice sessions are organized time to time for improving professional skills among the students. The institute is emphasizing more on experiential and practical oriented learning for skill development amongst students. To provide the learners with the platform to enrich their skills, MoUs with industry/academia are signed from time to time
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
For fostering a sense of pride and identity among students, CT College of Education is preserving the authenticity of Indian multilingual system by using different languages (English, Punjabi, Hindi) in teaching-learning process. Instructions are offered in multiple Indian languages to cater to the linguistic diversity of students, utilizing technology for translation and localization. Students are also provided with study materials/web links in all the three languages to enhance their understanding of the content. Online Yoga sessions were organized for the mental and physical wellbeing of students. To equip the students with receptive skills (listening and reading) and productive skills (speaking and writing) in all the three languages expert sessions are organized. Expert sessions on vedic maths was organized by the institute. The students are motivated to attend the online

courses in their language of their choice. Even the students are given the opportunity to choose medium of instruction of their choice.

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

CT college of Education has uploaded POs, PLOs, and COs on the college website in order to achieve OBE. The same are shared with students during student induction programme and in classroom teaching also. The accomplishment of PO's, PLO's, and CO's are calculated for all subjects and programmes through the sessional work and house test assessments which are designed by preparing Blue Print's of each assessment using Bloom's Taxonomy.

20.Distance education/online education:

The COVID-19 pandemic catalyzed a rapid shift towards online education, highlighting the importance of digital resources and platforms for the teaching learning process. Sufficient infrastructure and Amenities have been developed for conducting online lectures. Online platforms for lecture delivery were used post-pandemic. The e-platforms like Zoom, Google Meet and Microsoft teams are used for varied tasks. The faculty uses Google classroom also. The college focuses on blending online education with experimental and activity-based learning. The faculty shares links for various LMS, MOOCs, videos and web links with students to promote online education.

Extended Profile

1.Student

2.1 180

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 150

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 45

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

File Description	Documents
Data Template	View File

2.4 79

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 79

File Description	Documents
Data Template	View File

2.6 180

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 2169643

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

4.2 70

Total number of computers on campus for academic purposes

3. Teacher

5.1 20

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 180

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

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File Description

Documents

Data Template

[View File](#)

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File Description

Documents

Data Template

[View File](#)

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File Description

Documents

Data Template

[View File](#)

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File Description

Documents

Data Template

[View File](#)

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Number of students enrolled during the year

File Description

Documents

Data Template

[View File](#)

2.Institution							
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2169643						
4.2 Total number of computers on campus for academic purposes	70						
3.Teacher							
5.1 Number of full-time teachers during the year:	20						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> </table>	File Description	Documents	Data Template	View File	Data Template	View File	
File Description	Documents						
Data Template	View File						
Data Template	View File						
5.2 Number of sanctioned posts for the year:	28						
Part B							
CURRICULAR ASPECTS							
1.1 - Curriculum Planning							
<p>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> <p>CT College of Education is affiliated to Guru Nanak Dev University, Amritsar and follows the curricula prescribed by the University. For ensuring the effective delivery of the curriculum, college prepare academic calendar for every session. Two of our faculty members are the member of faculty of education and Principal is the member of the Academic Council of the GNDU, Amritsar. Class wise time table is drafted well before the commencement of each semester. The students are oriented about the curriculum at the start of the session.</p> <p>For the effective transmission of curricula, teachers integrate classroom teaching with various ICT tools, laboratory practical,</p>							

field projects, seminars, research projects, etc. to upgrade the knowledge college organizes seminars and workshops. Faculty members effectively and creatively use innovative aids for delivering the content.

The curricular and co-curricular activities are designed for the harmonious development of the students. The continuous evaluation is maintained throughout the year by conducting unit and house test after completion of required syllabus.

The college encourages faculty members to attend Orientation/Refresher courses/workshops/FDP and present papers in seminars/conferences conducted at various levels. At the end of every academic year, feedback from various stakeholders is collected and analyzed for curriculum improvement.

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

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

A. All of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.ctce.in/pdf/PLO%20(B.Ed.).pdf https://www.ctce.in/pdf/PLO%20(M.Ed.).pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****29**

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

1.2.2 - Number of value-added courses offered during the year**2****1.2.2.1 - Number of value-added courses offered during the year****2**

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**40****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****40**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

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

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

0

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

0

File Description	Documents
Data as per Data Template	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 curriculum is transacted to develop knowledge, qualities, competencies, skills and values to transform student teachers to academically excellent and professionally competent.

1.FUNDAMENTAL AND COHERENT KNOWLEDGE OF TEACHER EDUCATION- Aptitude testing, Individual assignments, library work, seminar presentations, organizing quizzes, discussions, debates, practicum, assignments, role play to develop of Meta-cognitive skills. Orientation regarding PLOs and CLOs, Pre Internship training, Theoretical and practical aspects in the curriculum.

2.DEVELOPMENT OF COMPETENCIES AND PROCEDURAL KNOWLEDGE -College organizes Skill enhancement programme, Model lessons by the staff and expert, Simulated Teaching. Orientation to conduct action research, case study, small projects, dissertation (M.Ed), Problem based practicum and remedial instruction programmes to develop enquiry skills and problem solving abilities . Internship to improve and apply competency and skills in pedagogical subject.

3) VALUES, ATTITUDES, SKILLS a) Knowledge on EQ, Competency building and Self-Awareness Activities . Workshops on life skills, soft skills and Stress management . b) Peer observation

during internship, Problem based practicum, Projects to develop critical thinking ability. c) Collaborative environment & Club Activities, Visits to develop sharing, cooperation. d) environment friendly activities like campus cleaning, plastic free- eco-friendly campus life, planting trees. celebration of days of national importance, AIDS awareness, blood donation, medical check up camps etc

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

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

Students of B.Ed. & M.Ed. are familiarized with the diversities in the school system in India by providing theoretical as well as practical knowledge through the curriculum, school internship and field engagement. B.Ed. Semester-I curriculum includes Education and Development subject in which students are given understanding of concept of education according to Indian and western philosophers. In Contemporary India and education and Assessment for learning subjects, they learn about diversities in Indian Education System ,Also students observe and prepare a profile of the school in their Field engagement Programme. The students are acquainted with the school system during the induction session conducted before the commencement of internship program. They are asked to closely observe Government as well as Private Secondary schools and Sr. Secondary schools in rural and urban areas. Furthermore, students are made to analyze and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members.

Students are made familiar with the assessment system predominant in the school. With the advancements in technology, students prepare ICT based lesson plans during their internship and they also use different audio visual aids in teaching learning process.

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

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

- The students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. Later, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school. As per the time table, students plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every lecture is supported by number of audio visual aids catering to diversity in the classroom. They prepare variety of lesson plans (Herbertian, Model based, ICT based, Value based and Model based) and teach accordingly. Cooperative learning approach, peer tutoring and experiential learning are used to embed students with values like cooperation, sharing, responsibility, sympathy and respect towards society at large along with understanding of the concepts. Interns are also motivated to identify weak students and organize

remedial teaching for them. The interns participate in co-curricular activities like morning assemblies, celebration of important days, school functions and maintain result records, attendance register, stock register etc.

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

1.4 - Feedback System

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

All of the above

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

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year**180****2.1.1.1 - Number of students enrolled during the year****180**

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year**44****2.1.2.1 - Number of students enrolled from the reserved categories during the year****44**

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

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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.

For the assistance of students who want to undergo professional education programme, a help desk is being set up at the institution level, where the teachers as well as principal of the college (if need arises) interact with the students and their parents and assess their needs and aspirations. Proper guidance and counseling is provided to them and queries regarding the structure of the course are sorted out. Admission to B.Ed. course is granted on the basis of entrance test conducted by one of the three universities (GNDU Amritsar, PU Chandigarh or Punjabi University Patiala) on behalf of the Punjab Government. The merit is prepared on the basis of marks of graduation and entrance test with the emphasis of testing Teaching Aptitude. For M.Ed course the entrance test is conducted by GNDU. The institution organizes orientation programme for the students at the commencement of the new session and it takes every possible measure to understand the needs and requirements of the students before the commencement of the session. The introductory session of students is conducted to assess their language, communication skills, aptitude towards teaching, their talent/hobbies. students are given current topics for group discussion to assess their thinking skills. Students with good co-curricular skills

are identified through talent hunt programme organised by the college..

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

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

All of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the

Three of the above

individual teacher/s Whenever need arises due to student diversity

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

2.2.4 - Student-Mentor ratio for the academic year

1:9

2.2.4.1 - Number of mentors in the Institution

20

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

The institution uses different student centered instructional approaches to enhance teaching learning. During general classroom teaching, teachers apply experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group-discussions, project-work, field-visits and case studies. Students are also encouraged to make PPT, individually or in collaboration with peers to promote independent learning. Students also get opportunities to do independent

reading and every month best readers are reinforced with the display of their pictures on library board. The college organizes both online-offline extension lectures, workshops, webinars and other seminars to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their view and give them chance to discuss and brainstorm over relevant issues. Also, the college has well equipped laboratories in the disciplines of Computer Science, Science, Educational Technology and Psychology which help them to relate theory with practical world.

Different activities are conducted like B.B. writing competition, teaching aids preparation competition, thematic display board competition and P.P.T competition. Training given to participants in group discussions, debate, declamation etc. Office bearers i.e. President, Vice President and Secretary of the concerned clubs themselves carry out the activities of their clubs with the help of their in-charges. The institution has adopted various experiential learning activities for the learners which contributed to self-management of knowledge and skill development by the student teachers.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

15

File Description	Documents
Data as per Data Template	View File
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

178

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

CTCE has provision for continual mentoring for the students. For this the College has established a Mentor-Mentee committee in which the student and the teachers work together for providing

continual support to students for developing their academic and professional abilities. Different aspects to this are:-

WORKING IN TEAMS:-As team work leads to attainment of growth and success.Thus Guidance is provided to students like:-Developing students' listen and speaking skills,having positive attitude towards things,focusing on strength of team members.

DEALING WITH STUDENT DIVERSITY:-Divide students into slow,moderate and fast learners,Provide remedial classes to weak students,Provide additional support to moderate learners,Provide enriching material to fast learners,Engage students in Collaborative task.

BALANCING HOME AND WORK STRESS:-After completing B.Ed and M.Ed programme the student's enter schools and it brings lots of challenges to adjust home with work.Lots of stress of maintaining balance between the two is a common issue.Mentors help students Prioritize your time,Set manageable goals each day,be realistic at home and work place,Practice meditation and yoga,Be efficient with your time.

KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE:-Keeping oneself updated with recent developments in education and life is very important for intellectual development.Thus mentors at CTCE motivate students to:Read Educational journals,magazines,and blogs.

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

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

Five/Six of the above

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

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

The teaching learning process at CTCE focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently. The different forms of Teaching Learning Materials prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities using their creative ideas. Students also make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organ, Brainstorming, role plays, dramatization, etc. Students at CT College of education to boost their innovativeness get opportunities to celebrate important days where the teachers and students come together to innovate something and present it before people through the means of Social Media to create awareness in people. Teachers encourage students to involve themselves in doing research projects which leads to innovative ideas by students. M.Ed students explore new variables and problems for their research work. CTCE provide an opportunity to visit any government/non government organization working for Social cause; that develops a sense of Empathy and learn life skills from the experiences.

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

2.4 - Competency and Skill Development

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

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
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

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	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	All of the above
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event	
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	
All of the above	
File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	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 is systematically planned, involving the school staff and teacher educators. The students are allotted schools by college keeping in mind the 10km radius from college, accommodating capacity and subject wise requirement of the schools. Time to time interactions is held with school principals to get feedback and further pursuance of internship activities. The teacher in charge of internship programme with the consent of HOI organizes orientation-cum-consultation meet with the school Principals. The list of participating teachers is	

sent to the co-operating schools before the commencement of internship. Detailed instructions are given to the student-teachers. During internship, the student teachers are required to undertake a variety of activities for which students are oriented by Skill -in teaching In-charge and concerned supervisors.

Lessons delivered are observed by the school teachers and concerned supervisor at regular intervals and also verify whether the students rectify the corrections suggested. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. Also, feedback to every pupil teacher is provided through rating scales by the supervisor. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

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

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

2.4.9.1 - Number of final year students during the academic year

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic

Nine/All of the above

**and cultural events Maintaining documents
Administrative responsibilities-
experience/exposure Preparation of
progress reports**

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

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

Internship is a mandatory part of teacher education programme. During the entire internship duration of 16 weeks, institution adopts effective monitoring mechanisms to ensure optimal impact of internship in school.

Role of teacher educators

Two composite discussion lessons and 25 lessons of each pedagogy are prepared by the interns during entire internship; teacher educators monitor all the activities at regular intervals and provide feedback on their subject files.

Role of school Principal

During the internship, pupil teachers are directly under the control of principal of the school and discharge all duties assigned by him/her. One teacher of the college is associated with each school. During their stay in school, the students observe complete discipline. The internship is duly certified by the head of practicing school.

Role of school teachers

The pupil teachers are under the supervision of senior teachers of the school. The classroom performance is observed and evaluated by the mentor and suitable feedback and corrective measures are suggested to them.

Role of Peers

Peer groups observe at least 10 lessons per subject of each student and provide feedback about the strengths and weaknesses..

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

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

All of the above

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

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

Five of the above

commitment Extent of job readiness

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
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****20**

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**2**

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

2.5.3 - Number of teaching experience of full time teachers for the during the year**205****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the**

academic year	
205	
File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded
<p>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</p> <p>Teachers at CTCE put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at CT College of Education aims at discussing them with each other to keep them updated. To make themselves aware about recent changes and development in education system.</p> <p>-To create awareness regarding issues of policies and regulations.</p> <p>-To strengthen the base of students according to change in system</p> <p>-To get ready for changes in education system.</p> <p>-To provide solution of queries related to different issues and challenges of the education System.</p> <p>To make the teachers aware about the changes going in the education system, teachers at CTCE conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education.</p>	

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

2.6 - Evaluation Process

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

Being affiliated to Guru Nanak Dev University, Amritsar the college follows continuous internal evaluation as prescribed by the University, students' performance is monitored by keep a record of each performance in each activity. At the beginning of the academic year, faculty members inform the students about various components, criterias in the assessment process during the academic year through orientation. Internal evaluation of each theory paper is based on class attendance, practicals, assignments, presentation and exhibition. Practical and question paper is prepared by faculty regarding their subjects as per the pattern of the university. Question paper and the answers scripts are evaluated by concerned faculty and marks list is prepared. There is also a provision for improvement in continuous evaluation to improve their progress. Students can come and discuss with teachers how to improve in the final exams. Internal evaluation for practical subject of B.Ed is monitored by keeping the records of practical files, specified practical work such as teaching practice and dissertation work. Teachers maintain all the record of academic, co-curricular and extracurricular activities of the students and assess internal based on their performance. The performance of the students in the internals is also monitored by the Principal and the necessary feedback is given to the concerned faculty members.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;

Four of the above

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

The examination committee also resolves grievances related to internal examinations. Grievance may be there due to typing error in question, incomplete question, question being mould, out of syllabus and error in distributions of marks. If any such grievance is reported at the examination hall then appropriate action is taken by the Examination-in-charge. The grievance is at first verified with the respective subject teachers. The house test copies are shown to students by respective subject teachers after evaluation. So any grievance related to marks by the student is immediately clarified by the subject teacher and rectified. After this, faculty members in charge of various theory papers consolidate the internal marks which comprise of all the tests, through out the Semester. For complete transparency and mall practice in semester theory examination, university assigned an examiner from other college. University examination result may be challenged by re-evaluation. Form for scrutiny/re-evaluation is shared by the university after about a month from the result declaration.. Scrutiny process is for checking of total marks and for any unchecked portion in the answer sheet whereas re-evaluation process is carried out by re-evaluation of answer sheet by another faculty member. The marks obtained by the

students displayed on the department notice board.

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

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

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process. The students academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of InternalAssessment Process, Examination committee is formed at the college level which monitor overall internal assessment process.

The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by theUniversity, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the college level.

Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

CTCE follows the outcome-based education; hence the PLOs and CLOs are aligned with the vision and mission of college. CTCE focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self worth and discipline. The progressive performance of students and attainment of professional and personal attributes are in line with the PLOs and CLOs which are monitored time to time for further improvement in students so that they can excel in learning different innovative teaching methods and are able to know about latest strategies of teaching and learning process. Different skills are developed and enhanced among the students so as to meet the growing demands of the present scenario of education. Regular assessment is an integral part of the instruction process of the institution and is considered to be important for students' learning.

The most appropriate assessments based upon based on PLO's and CLO's to improve performance level of the students' learning are tests, presentations, written assignments, and other assessments that teachers make in their classes on a regular basis.

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

2.7.2 - Pass percentage of Students during the year

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

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The college offers a B.Ed & M.Ed programme with clearly defined outcomes. PLO's and CLO's are in sync with each other. The college has a well planned and systematic process of collecting and evaluating data on PLO's and CLO's and uses them to overcome the barriers to learning.

Different ways in which the students and staff are made aware of learning outcomes are as follows: a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes. b) The results of each academic year are analyzed thoroughly by the Principal with the HOD, who in turn discusses them with the teachers. c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction. d) Such meritorious students are felicitated for their performance by the management. e) The intended Learning outcomes of other co-curricular and extracurricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all round personality. f) Winners of cultural and Sports events are awarded prizes.

Information about student learning is assessed through both direct and indirect measures. Direct measures may include homework, quizzes, exams, reports, essays, research projects, case study analysis and other performances.

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

2.7.4 - Performance of outgoing students in internal assessment

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

160

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

CTCE focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular.

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

2.8 - Student Satisfaction Survey**2.8.1 - Online student satisfaction survey regarding teaching learning process**

https://docs.google.com/forms/d/e/1FAIpQLScSmbB9nsuwMXkf_dCqCnvM2u1Zdxnep8Hlt1NUH_NGTmcVuw/viewform?vc=0&c=0&w=1&flr=0

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**

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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)

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money 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

Two of the above

research circle / internal seminar / interactive session on research	
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	All of the above
File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File
3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on	

UGC website during the year**14**

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
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**4**

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

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year****17**

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

176

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

176

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

176

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

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

CT College of Education, Jalandhar organises a range of outreach activities for welfare of community and multifaceted development of students. These activities are performed in collaboration with NGOs, partner schools and local community with the active participation of faculty and students. Some of these organizations/bodies are: NSS, Red Ribbon Club, partner schools (local areas), local hospitals, Apahaz Ashram, Prayas Special School. The NSS wing of the college organizes various activities addressing social issues which include Awareness Rally on World Cancer Day, Tree Plantation Drive, Swachhata Hi Seva (SHS) Campaign, The International Day for the Eradication of Poverty Campaign, Blood Donation Camp, Visit to Apahaz Ashram, Sanrakshan: Tree Plantation Drive. College organizes various activities like celebration of important days. The institution also participates in local campaigns organized by NGO's to spread awareness among local communities regarding health and other malpractices, some of these are Swachhata Hi Seva (SHS) Campaign, Weekend of Wellness etc. Days and weeks are also celebrated and special morning assemblies are conducted in order to sensitize students towards various social issues. These outreach activities benefit neighbourhood communities as well as students of the institution.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

00

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

3.4 - Collaboration and Linkages

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

5

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

5

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

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

5

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities

All of the above

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has an adequate infrastructure for quality teaching- learning. It is maintained and upgraded time to time to retain and enhance its quality to serve teacher trainees in the best manner. The infrastructure of the institution is well maintained. The classrooms are very spacious and are also utilized for seminars workshops, lecture series. LCD projectors are permanently installed in classroom & equipped with smart boards. It has Principal's office with reception room, Girls' Common Room, Boys' Common Room, Art & Craft Room, Science Lab, ET/ICT Resource centre, and Admin Office, Store Room, Sports Room, Psychology Lab, Staff Room, office, activity Room. There is separate arrangement of toilets for girls and boys, staff etc. The institute also provides different laboratories- Science Lab, Psychology Lab, ICT Lab., Language Lab. and Computer Laboratory. There are sufficient number of computers available in the institution. The ICT lab is regularly used by all student teachers and staff members. The institution has an adequate infrastructure for quality teaching -learning. It is maintained and upgraded time to time to retain and enhance its quality to

serve teacher trainees in the best manner. The infrastructure of the institution is well maintained so that students and faculty can draw maximum benefit out of them. File Description Document List of physical facilities available for teaching learning.

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

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

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

11

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://ctce.in
Any other relevant information	View File

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

0

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

The CTCE College has a well-stocked library automated with ILMS NIMBUS, which opens from 9:00 A.M. to 4:30 P.M. on all working days. All the bibliographical details of the books have been entered in NIMBUS Software .Approx. 100 students can use the library at a time. Data related to circulation and periodical sections are recorded into specified registers & software after classifying material as per Dewey decimal classification (DDC 22nd) edition. The library has been providing awareness services such as the list of new titles, articles, news clippings, previous year affiliated university exam question papers. An advisory committee makes every possible effort to arrange the required titles and the number of books before the start of the academic session/semester on the recommendation of the teaching staff. The, book bank facility is also available for needy students. New arrivals are displayed on the notice board. Each student is provided with a Library cum Identity card to get books issued through library software. The library is under CCTV surveillance and is well protected with fire extinguishers.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://ctce.in
Any other relevant information	View File

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

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 /

One of the above

registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

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

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

0.0716

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

590

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

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

C T College of education has made remarkable in incorporating Information and Communication Technology (ICT). The institution features a well-equipped ICT lab with sufficient computers, utilize B.Ed, M.Ed, and scholars. To meet the digital challenges, The college provides an adequate number of computers, printers, scanners, smartboards, interactive boards

with projectors etc. to help students and faculty to carry out academic activities effectively. The college has well-furnished classrooms and seminar rooms which are well equipped with ICT like smart boards and projectors. There are sufficient number of computers in the college which are loaded with the latest versions of essential software. To meet ICT needs, the available bandwidth for net+ is 50-250 Mbps. The college provides a free Wi-Fi facility to all stakeholders. The College has established a "Studio" for e-content development for the faculty and student teachers. The college has its own social media channel which is regularly updated. The Administrative block is having Internet facility of 50-250 Mbps Speed which facilitates the Principal Chamber, IQAC, Digital room and other teaching faculties to have a high-speed internet facility for their teaching Learning Activities. The college uses enhanced Biometric attendance and recording system for teaching and non-teaching staff.

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

4.3.2 - Student – Computer ratio during the academic year

3 ;1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

D. 50 MBPS - 250MBPS

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

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	Three of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://maqsudan.ctgroup.in/all-institutes/ct-college-of-education
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	http://ctce.in/econtent.php
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)
0.74605

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

C T College of Education checked the stocks annually in which the equipment available in various laboratories and in the library are physically checked and verified. Library Committee and the other Committees along with support staff conduct this work & identified the damaged items and recommended for purchasing & writing again. After proper recommendation by the both Committees, items and books are procured on the demand of the concerned teacher in-charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose. Regarding the maintenance of indoor games, the college sports in charge consult coaches & in their guidance accommodations are arranged. Computers/Printers and other IT accessories maintenance through AMC is done regularly and non-repairable systems are disposed off accordingly. The college has a building maintenance committee to upkeep of infrastructure. Teachers submit their request to the Principal regarding classroom furniture and other requirements. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.

File Description	Documents
Appropriate link(s) on the institutional website	http://ctce.in/infra.php
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	All of the above
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and	A. All of the above

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

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

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

Three of the above

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

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

Number of students placed as teachers/teacher educators	Total number of graduating students
14	68

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

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).****3**

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

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**0**

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

The College has a Students Representative body and it is named as "Student Council". The student council gives the students a voice - a platform to be heard. With the objective of inculcating the qualities of leadership and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees. The Class Representative (CR) system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with regular meetings held to ensure the systems efficiency and effectiveness in putting forward the interests and views of the students. The members of the student council are elected by the students using democratic selection methods. Club/Committees are platforms that offer a plethora of opportunities to students to give them a voice of their own and shed their inhibitions through an enriching and engaging experience. The council act as a link between students and the faculty members and the college. The Student council as a whole has responsibility for:-

- * Working with the staff management and fellow students.
- * Communicating and consulting with all of the students in the college
- * Involving maximum students as possible in the activities of the council.

The purpose of a student council at any level is to develop leadership quality & believe in democracy.

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

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

16

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

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

CTCE fraternity, since the time of inception, has had strong sense of belonging to the institution. Annually a group of alumni meets in the campus interact with the faculty and students. The alumni association is more than just a convenient way of keeping in touch with batchmates. It is serving as a platform that enables our students to contribute to their alma mater and the society as well. The Alumnae association holds its meetings in which views are exchanged and their healthy suggestions to further the progress and prosperity of the institution are welcomed. Alumni are invited for expert

lectures, placement drives, motivational talks and share their success stories. The activities of the alumnae association include: The Alumnae association functions to support alumni of the institution. It helps to cater to the needs of the institute in conducting campus placements. It plays a very important and key role in counseling and guiding the students of the college for their successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into the teaching profession. The Alumnae Association also coordinates various activities related to the career counseling of the students. In the conferences, workshops, FDPs CTCE also gets support from members of the association as organizers, trainers etc.

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

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

Five/Six of the above

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

5.4.3 - Number of meetings of Alumni Association held during the year**2**

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

The CTCE Alumnae association acts as support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association. The mission of the CTCE's alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At CTCE, we conduct our annual gathering every year. The activities of the alumnae association include:

- The Alumnae association ensures and takes care to provide the best arrangements for placing its students in premiere institutions
- The Alumnae Association also coordinates various activities related to the career counseling of the students.
- It plays a very important and key role in counseling and guiding the students of the college for their successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into the teaching profession.
-

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The college follows its vision and mission to serve better for students, the governance of the college matches vision and the mission of the college. It has a democratic, participatory and transparent system of policy and decision making. Academic, administrative, co-curricular activities are conceived, planned and executed by conducting frequent interactions with all the stake holders. CTCE aims to develop quality in teacher education so as to enlighten, emancipate and empower the student-teacher fraternity and to foster life-long learning. The Institute focus on exposing students to the use of latest educational technology making them interested and involved in learning multiple skills to enhance their employment prospects. The students are motivated and trained by conducting group discussions, seminars and personality development workshops to meet the demands of the job market. The students are provided training in Multi- Skill development including Communication, Leadership training and Life skills for better employment opportunities. The Institution is committed to develop aesthetic sensibilities, adopt innovative practices and equip future teachers with latest (ICT) technology and its effective use in teaching- learning and evaluation. CTCE provide opportunity to the faculty for continuing professional development.

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

CT College of Education always takes initiatives to endorse the decentralization and encourage the staff participation by assigning them the administrative roles. The college has democratic, qualitative and participative system. The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The college follows all such norms laid down by the Guru Nanak Dev University, Amritsar and government of Punjab. There are several staff committees such as IQAC, Examination Committee, CCA Committee, Library Committee, Discipline Committee, Sports Committee, Anti-Ragging Committee, Women Cell, Grievance Redressal Cell, etc. have been constituted. The students are also members of many of these committees and participate in the functioning of the committees. Each of these committees plans their strategies and executes them under the supervision of the Principal. These committees provide an effective functioning of admissions, examinations, student welfare, sports, cultural, extension activities, etc. When it is required, the meetings of these committees are also held. The Class Representative (CR) system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with regular meetings held to ensure the systems efficiency and effectiveness in putting forward the interests and views of the students. The management of the college takes effective measures in encouraging and supporting the involvement of the staff for improvement of its effectiveness and efficiency throughout the year.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

CTCE maintains complete transparency in its financial, academic, administrative and auxiliary functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. Proper procedures are strictly followed according to Govt. norms. The annual academic plan, is prepared in advance, communicated and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and committees and records and minutes of the meetings maintained meticulously. Details of teaching as well as nonteaching staff, accounts, academic progress, etc. is updated every year on the NCTE and AISHE portal i.e. All India Survey of Higher Education which is under the HRD Ministry, New Delhi.

Proper transparency is maintained in Academic, administrative and other functions. CTCE strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through newspapers and on its website. Admission forms are processed online, with all the relevant details. Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has to develop strategies for mobilizing resources and ensures transparency in financial management of the institution.

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

6.2 - Strategy Development and Deployment

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

The College takes initiatives by planning and formulating course of action for better utilization of available human resources and infrastructure. Students' academic excellence, their empowerment and welfare is of prime importance. The Incharges of different cells/committees plan the various activities such as awareness programme, blood donation camp, women's day, cultural and sports activities such as orientation program, talent Hunt, Webinars and seminars on different themes, Rangoli, Mehndi, Rakhi, debate, quiz, sports activities. etc. The college is committed to provide the clean, healthy and pollution free environment to the student. The Strategic Plan to achieve the clean, healthy and pollution free environment is as under:-

The college pledged to provide healthy, clean and pollution free environment. Plastic free environment Solar energy utilization practices Energy saving practices Water conservation practices Best out of waste practices, Recycling of paper Recycling of e-waste

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.ctce.in/index.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

College management and institutional bodies are continuously working for activity optimum results. Demarking of duties and responsibilities are clearly mentioned for every staff. Various committees constituted for smooth running. 1 or 2 meetings are organised to discuss different agendas related to academic and other activities conducted in the college. Different committee at college level: . IQAC ,Cultural Committee ,Discipline Committee ,Hospitality ,Health Care, . Alumni Activities ,Library Activities ,Examination Activities.

For appointment of Faculty members, advertisement are published in state level newspaper. After shortlisting interviews are conducted. Panel is constructed for such purpose one university level member is also a part of that panel

File Description	Documents
Link to organogram on the institutional website	https://www.ctce.in/index.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

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

The institution has established a number of committees to ensure the smooth and effective operation of college activities. These committees—Cultural Committee, IQAC, Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee, etc. conduct the institution's daily operations. For the purpose of organizing various programmes, the college's IQAC regularly convenes meetings of the teaching and nonteaching personnel. Different activities were organized by the different cells and committees such as Preneur Master class, International Women's

Day Celebration, Online Workshop on Micro Lesson Planning, International Yoga Day Celebration, Online Workshop on Resume Writing, Trip to Jang-E-Azadi Memorial, and other activities

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

6.3 - Faculty Empowerment Strategies

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

Welfare policies are in existence and being effectively implemented for both teaching and non-teaching staff in the college. For the improvement in effectiveness and efficiency of the staff, latest technological equipments are available in the institution and staff is free to use those technological equipments for the improvement in their teaching as well as personal and professional development. To keep the faculty updated with the latest trends and innovations, they are relieved for refresher courses/ Short-Term Courses /Workshops etc. They have also given platform to attend Seminars, Extension lectures in the college as well as other premises. ICT Facilities, Wi-Fi facilities are provided in the college. ICT Resource centre, ET lab and Psychology lab is provided to do the research work. Health awareness programmes are organized for them such as yoga workshops, vaccination camp and health checkups are organized for their physical well being. Tours are organized as an outdoor excursion for the faculty as well as students as a recreational activity.. Daily newspapers are available for healthy discussion on current events.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

0

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.

7

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

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

8

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

Nil

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

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

Nil

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

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

Nil

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.

Nil

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

6.5 - Internal Quality Assurance System

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

The process of quality assurance through IQAC is initiated through a selection of experts from different areas to ensure rich input for quality enhancement. As recommended by IQAC from time to time, the following activities were organized by the institution during the last year: Motivating all the teacher educators to use different technological devices and new methods of teaching. - Arranging various Extension lectures/ Workshops/Seminars/art and craft competitions.

All the teaching and non teaching faculty carry out the activities as per the process and forms.

Digitalization of library has been done. Purchase of new tests for psychology laboratory.

Maintenance and beautification of the college campus.

Internal audit:- regular internal academic audits are conducted in college to check the proper implementation of curriculum and review the activities of various committees and feedback analysis of various stakeholders. The auditors also present their important remarks or observations for the betterment of the various policies that execute in the institution throughout the year.

students satisfaction by collecting feedbacks from the students/parents and alumni and actions are taken to ensure that the college satisfies all its stakeholders.

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

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

The college's IQAC has created a number of mechanisms to evaluate the efficiency of the teaching and learning process, as well as the structures and methodology of the institution's operations.. Orientation Programme is organized for the new admitted students, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching learning process, the system of continuous evaluation, compulsory core courses, various co curricular activities, discipline and culture of the Institute. IQAC conducts regular meetings to discuss the progress of the college. IQAC also facilitate teaching-learning improvements by gathering feedback from stakeholders such as students, parents, staff and alumni. Participation of faculty in workshops on revising the curriculum that enhances readiness for successful teaching and learning in the classrooms. IQAC organizes activities on the themes relevant to the educational needs and futuristic growth of the students which in turn help students crack competitive exams such as, CTET, PSTET and get meritorious results. To enhance the competency of Pupil teachers and to equip them for effective teaching practice during Prepractice programme, the Pedagogy teacher educators demonstrate composite and micro skills to the pupil teachers. During Internship, supervisors are allotted to the students to guide them for better execution of the lesson with different types of teaching aids and methods. The co-curricular and extracurricular activities are scheduled. The college calls parent's meetings. The teachers share with parents their observations about the studies and behavioral patterns of students.

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

41

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	View File
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.ctce.in/iqac.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.ctce.in/aqar.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

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

By focusing on continuous enhancement in various aspects of operations, the college has demonstrated its commitment to excellence and innovation in higher education. Faculty members have been encouraged to adopt innovative teaching methodologies, including active learning strategies to enhance student engagement and learning outcomes. . Through the utilization of well-equipped classrooms and laboratories, instructors employ strategies like team teaching, role acting, the project method, ICT-based instruction, and the flipped classroom.

Incremental Improvements

- The institution regularly conducts internal planning, review, revision, and adaptation of the curriculum. Meetings are held periodically to review the Curriculum prescribed by GNDU and already existing add- on courses and also plan for addition of new add-on /value- oriented courses\ Certificate course as per the needs of the students and society.
- Updation and strengthening of E-Governance system: The administrative tasks are maintained by the e-governance, including inventory, faculty, support staff, and student data, as well as documents pertaining to the college's infrastructure. The e-governance maintains the administrative activities that involve maintenance of records related to infrastructure, faculty, support staff and students, inventory etc. of the college. Academic and official information is uploaded on the website through e-Governance.
- The Faculty members utilized google classroom, flipped classrooms and online learning resources to enhance student engagement and accommodate diverse learning styles.
- Up gradation of computer lab
- Psychology lab was upgraded with new psychological tests.
- Smart board for effective teaching leaning environment is installed in Technology Lab.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institute has taken many initiatives for energy conservation. Building has been constructed in such a way that there is less pressure on other resources. Building itself saves energy. Right from the time the students join the college, they are trained to conserve energy by switching off the lights and fans in classrooms when they leave after the class. The institute takes maximum advantage from natural source sunlight. The institute has replaced the traditional lights with minimum voltage bulbs, CFL bulbs, and LED lights. In Addition to this all necessary measures have been taken for bridging desirable behavioral changes among the students and the faculty. The combined efforts by students, teachers and administrators have been made to reduce wastage of energy. From low cost measures like turning off lights to upgrading appliances, the benefits are environmental friendly and economic. Solar panel will be installed soon to save energy.

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

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.

Waste Management is a joint responsibility of local government as well as of private organizations and individuals. College has designed an integrated Waste management system for optimizing and analyzing waste. The college is conscious of its activities

generating waste and ensures that all the waste is used & disposed of responsibly. In the collegewaste management practices are differentiated into three parts: solid, liquid and e-waste. All the waste materials disposes systematically,uses separatebins for different waste materials.Non biodegradable solid waste is handed over to the municipal corporation.The canteen's wet garbage is disposed of in the composting plant prepared specially for this purpose in the college. Appropriate measures are taken by the college to prevent the wastage of water. The waste drinking water of the college is utilized for water in plants.E-waste material is auctioned by the proper process with permission from, the College Management Committee. Waste from electronic gadgets such as switches, tube lights, old damaged and discarded computer monitors, keyboards, mice, UPS, wires, circuit boards, etc., were auctioned for recycling.

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

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	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

CT College of Education is also committed to maintaining a clean college environment. The college sets a good example to students, teachers & staff and encourages them to maintain cleanliness in the college. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students can enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness. The college highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, wastewater disposal, solid waste disposal, food hygiene, and environmental sanitation. The college has an abundant supply of solar energy. To add to the green cover of the Institute many tree plantation drives have been conducted by the college. The College also adopts a saplings distribution program as an act of promoting the environment.

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

7.1.6 - Institution is committed to encourage **Three of the above**

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

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

Nil

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

CT College of Education, Jalandhar affiliated to GNDU University, is located at the prime location. CT College of Education is providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to

students.

CT Railway station in the vicinity (within 1km)

Sufficient Green Area in vicinity of college

Community Park in Proximity

Easy Accessibility to College with Connectivity via Public Transport

Police station is located in a range of 500m for safety and security purposes.

24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.

Utmost care is taken to maintain cleanliness and greenery in and around the college.

Many awareness programmes are organised for public awareness. such as Weekened of Wellness, blood donation, Yoga camp. Wellness programme are designed to help students, faculty and society develop healthy livingstyle. Blood Donation camps are organized by local clubs andhospitals.Blood donation camps have become a regular feature of this college and every year at least one camp is organized in the college.

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

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

B. Any 3 of the above

administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

Best Practice- Weekened of Wellness

CT College of Education organized weekend of wellness (WOW) programme once in a year.WOW programme are designed to help students and faculty develop new skills that enhance personal, academic, Police Commissionerate, Radio Mirchi, and Rajan Syal's Parindey organized Weekend of Wellness (WOW) .The message of healthy living and fitness in the open streets of Model Town Jalandhar.

Best Practice-Helping the Need students

Helping underprivileged students by providing stationary is a vital step towards ensuring equal educational opportunities. Access to basic supplies like notebooks, pencils, and erasers can make a significant difference in a student's ability to learn and succeed in school. By donating stationary items, we

empower these students to engage fully in their education, fostering a sense of confidence and belonging. It's a small yet impactful way to support their academic journey and break the cycle of poverty. Through collective efforts to provide necessary resources, we can create a more inclusive and equitable learning environment for all students, regardless of their socioeconomic background.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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 students at affordable charges along with additional benefits to the needy, deserving, and meritorious students. The college has a strong bonding with the surroundings people and students. The College focuses on skill development, career oriented programs through value added courses and also provides special attention to weak students especially belonging to ST/SC, OBC and minority groups. This college caters to the needs of rural students also gives scholarship at the time of admission. The College has good number of girl students. The college also gives special attention regarding women oriented programmed for the betterment and welfare of the girl students. The college administration always provides opportunity to girls a good platform to exhibit their talents in different Activities in the college. The college has appointed security guards for 24 hours. The students are prohibited from using the mobile phones in the classrooms. Our college deals the students as a most important stakeholder and makes all essential efforts to them professionally and socially competent.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File