



# **YEARLY STATUS REPORT - 2022-2023**

## **Part A**

### **Data of the Institution**

#### **1.Name of the Institution**

**CT COLLEGE OF EDUCATION**

- 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: **9417748555**
- Registered e-mail ID (Principal) **principal.ctce@ctgroup.in**
- Alternate Email ID **principal.ctce@ctgroup.in**
- Address **CT College of Education,Greater Kailash,MagsudanJ**
- 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 **Dr. 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) **principal.ctce@ctgroup.in**

**3.Website address**

- Web-link of the AQAR: (Previous Academic Year) [http://ctce.in/pdf/aqar/AQAR%20\(2021-22\).pdf](http://ctce.in/pdf/aqar/AQAR%20(2021-22).pdf)

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

- if yes, whether it is uploaded in the Institutional website Web link: [http://ctce.in/pdf/academic%20calendar/Academic%20Calendar%20\(2022-23\).pdf](http://ctce.in/pdf/academic%20calendar/Academic%20Calendar%20(2022-23).pdf)

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Nil</b>	<b>Nil</b>	<b>3.03</b>	<b>2012</b>	<b>05/07/2012</b>	<b>04/07/2017</b>

**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
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>Nil</b>	<b>0</b>

**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** **5**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **No**

- (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)**

Environment awareness campaigns

Encouraging teachers to adopt constructivist teaching approaches in classrooms

community engagement programs

IQAC monitored activities of different cells/committees and club sin the college

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
Organisation of Orientation Programme	Help the students in developing knowledge and understanding towards B.Ed & M.Ed. Curriculum
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)
<b>Management</b>	<b>11/08/2023</b>

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

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>CT COLLEGE OF EDUCATION</b>
• Name of the Head of the institution	<b>Dr.Namesesh Kumar</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>01815009614</b>
• Mobile No:	<b>9417748555</b>
• Registered e-mail ID (Principal)	<b>principal.ctce@ctgroup.in</b>
• Alternate Email ID	<b>principal.ctce@ctgroup.in</b>
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• City/Town	<b>JALANDHAR</b>
• State/UT	<b>Punjab</b>
• Pin Code	<b>144008</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>
• Financial Status	<b>Self-financing</b>
• Name of the Affiliating University	<b>Guru Nanak Dev University,</b>

	<b>Amritsar</b>						
• Name of the IQAC Co-ordinator/Director	<b>Dr. Anju Sharma</b>						
• Phone No.	<b>9417748555</b>						
• Alternate phone No.(IQAC)	<b>8360242733</b>						
• Mobile (IQAC)	<b>9417748555</b>						
• IQAC e-mail address	<b>ctiqac.2009@gmail.com</b>						
• Alternate e-mail address (IQAC)	<b>principal.ctce@ctgroup.in</b>						
<b>3.Website address</b>	<a href="http://ctce.in/">http://ctce.in/</a>						
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://ctce.in/pdf/aqar/AQAR%20(2021-22).pdf">http://ctce.in/pdf/aqar/AQAR%20(2021-22).pdf</a>						
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>						
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://ctce.in/pdf/academic%20calendar/Academic%20Calendar%20(2022-23).pdf">http://ctce.in/pdf/academic%20calendar/Academic%20Calendar%20(2022-23).pdf</a>						
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<b>6.Date of Establishment of IQAC</b>		<b>01/07/2009</b>					
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</b>							
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount			
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>Nil</b>	<b>0</b>			
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>					
• Upload latest notification of formation of IQAC		<a href="#">View File</a>					

<b>9.No. of IQAC meetings held during the year</b>	<b>5</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>No</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
Environment awareness campaigns		
Encouraging teachers to adopt constructivist teaching approaches in classrooms		
community engagement programs		
IQAC monitored activities of different cells/committees and club sin the college		
Remedial Teaching		
<b>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).</b>		

Plan of Action	Achievements/Outcomes
Organisation of Orientation Programme	Help the students in developing knowledge and understanding towards B.Ed & M.Ed. Curriculum
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
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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
<b>13.Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
<b>Management</b>	<b>11/08/2023</b>
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
<b>2022</b>	<b>01/07/2022</b>
<b>15.Multidisciplinary / interdisciplinary</b>	
CT College of Education, Jalandhar is offering the B.Ed. and M.Ed. courses. The College is providing Value Added Course- Culinary skills	



<p>courses- 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.</p>
<p><b>16.Academic bank of credits (ABC):</b></p>
<p>NIL</p>
<p><b>17.Skill development:</b></p>
<p>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</p>
<p><b>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b></p>
<p>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.</p>
<p><b>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</b></p>

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

2.1 185

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 200

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 63

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

File Description	Documents
Data Template	<a href="#">View File</a>

2.4

86

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year

185

File Description	Documents
Data Template	<a href="#">View File</a>

2.6

98

Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**2. Institution**

4.1

2643615

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

21

Number of full-time teachers during the year:

## Extended Profile

### 1.Student

2.1 185

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2 200

Number of seats sanctioned during the year

File Description

Documents

Data Template

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

File Description

Documents

Data Template

[View File](#)

2.4 86

Number of outgoing / final year students 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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Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**2.Institution**

4.1	2643615
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	21
Number of full-time teachers during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

5.2	28
Number of sanctioned posts for the year:	

**Part B****CURRICULAR ASPECTS****1.1 - Curriculum Planning**

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Our college is affiliated to Guru Nanak Dev University, Amritsar and follows curriculum developed and prescribed by the University. For the development and revision of the curriculum, the teachers teaching in Colleges are involved. Our institution has a regular in house practice of planning and/or reviewing curriculum as follows:

- Preparation of the Annual Academic Calendar by the

Curriculum Development Committee and IQAC.

- Class wise time table is drafted and finalized well before the commencement of each semester.
- Induction meeting is conducted by the Curriculum development committee headed by the Principal to plan out the detailed schedule of curricular and co-curricular activities in the session.
- Seeking feedback regarding curriculum from the students, teachers, parents and employers.
- Conducting meetings for availability of referral books and study material (e-content as well as printed material) for students in the library.
- Organization of Workshops/Seminars/Webinars/Conferences by the College is also part of planning and reviewing, revising curriculum.
- 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/house test after completion of required syllabus.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.ctce.in/pdf/PLO%20(B.Ed.).pdf">https://www.ctce.in/pdf/PLO%20(B.Ed.).pdf</a> <a href="https://www.ctce.in/pdf/PLO%20(M.Ed.).pdf">https://www.ctce.in/pdf/PLO%20(M.Ed.).pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://collegeadmissions.gndu.ac.in/StudentArea/ViewSyllabi.aspx">https://collegeadmissions.gndu.ac.in/StudentArea/ViewSyllabi.aspx</a>

**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	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****25****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**



25

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
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	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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- College transect knowledge through Individual assignments, library work, seminar presentations, organizing quizzes, discussions, debates, practicum, assignments, role play to develop of Meta-cognitive skills. Also organizes Orientation regarding PLOs and CLOs, Pre Internship training.

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 and field engagement program to improve and apply competency and skills in pedagogical subject.

3) VALUES, ATTITUDES, SKILLS- College inculcates values and skills by organizing a) 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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

CT College Of Education familiarizes their Students with different school systems by practicing field engagement program and School internship program in different schools. They are asked to closely observe Government as well as Private 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. A theoretical background regarding Diversity in School System is obtained through courses like Contemporary India and Education , Education & Development in B. Ed Programme, Context and Issues of secondary Education in M.Ed. Programme .College organizes expert talks on various Educational policies, Group Discussions: on the Indian education system, Interaction with Educators: from different schools . Hands on training for preparation and administration of different assessment tools during internship familiarizes them with the diversity of school system in India. During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with

respect to different boards is also observed. The post-graduate students visit Rural, Urban and Smart schools and write a full report during their internship.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 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, admission register, stock register etc.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

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

185

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

185

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

40

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

40

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

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

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.

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. For the assistance of students , 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 counselling is provided to them and queries regarding the structure of the course are sorted out.

The institution organises 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. During the orientation programme students are familiarized with the course of study, mode of internal assessment, curricular and co-curricular activities, rules and regulations, selection of the optional subjects according to student's interest and abilities as well as other facilities available in the institution. For detailed information regarding the college the students are advised to go through the handbook of information (Prospectus) of the college which is made available to them at the time of admission.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	<b>Three of the above</b>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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

## 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.

CTCE has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes are like Experiential Learning, Participative Learning, Problem solving Methodologies, Brainstorming and Group Discussion, Focused group discussion, Online mode, role-playing activities, classroom seminars, group discussions, project work, field visits and case studies. Students are given opportunities to go in real classroom situations and do their Practice

teaching and Internship in B.Ed and M.Ed under the supervision of their teacher Educators.

The college organise extension lectures, quiz periods, workshops, seminars, field visits and other curricular and co-curricular competitions to enable the students to interact more closely with experts and accomplished academicians. The focus of all the activities in the teaching learning process is to produce effective and competent teachers as well as vigilant and valuable citizens.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

18

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://classroom.google.com/c/MjI1NTU5ODk0ODM1?cjc=lhpu3na">https://classroom.google.com/c/MjI1NTU5ODk0ODM1?cjc=lhpu3na</a>
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**

181

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

<b>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</b>	Five/Six of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	<a href="https://www.youtube.com/watch?v=3RxFxIjSi_dU_2">https://www.youtube.com/watch?v=3RxFxIjSi_dU_2</a>
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
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The foremost goal of the CTCE is to develop professional attributes and competence among the student teachers. In order to achieve this objective, an effective mentoring system is active in the college and continuous efforts are being done by the teachers to help the students on academic, professional and
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personal fronts. Mentors help mentees to identify their own goals and offer empowerment and encouragement to guide them to achieve their goals, or solve any challenges along the way. Many students who need assistance in personal/academic/professional matters have been mentored appropriately, thereby enabling them to handle their situations better and come out of difficult situations gracefully. The college organizes field visits and excursions for the students in order to promote participative and group learning. Theoretical orientation on managing diverse learning needs of children is given to the student teachers. They learn the ways of dealing with different categories of students i.e. children with different levels of intelligence, aptitude, creativity and personality traits. The student teachers are also updated on the policy directions through the teaching of various policy documents. College organizes various seminars and workshops on these documents to develop their critical and reflective thinking

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
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 CTCE institution provides an ambience conducive to teaching-learning and development of various skills like creativity, innovativeness, intellectual and thinking skills, life skills, empathy etc. among the students so that the student teachers can be trained enough to face the challenges of the global world. Traditional teaching has been replaced with more innovative and creative ways of disseminating and sharing knowledge among the students. The new and innovative teaching methods and approaches like cooperative approach, constructivist and collaborative learning techniques, peer tutoring etc. are adopted by the teachers to make their classroom teaching easy, more interesting and effective. A holistic approach to teaching learning is followed for the development of various skills among the student teachers. For this purpose, a number of theme-based programs throughout the session are organized, such as: Morning assemblies Talent Hunt Competitions, National and International Cultural Exchange Programs Extension Lectures Participation in Community and Religious Processions Literary Activities- Group Discussions, Poetical Symposiums, Debates, Declamation, Role Play, Brainstorming Sessions, Situation analysis, Quiz Contest, Essay Writing Competitions etc. Fine Arts Competitions viz. Poster making, Landscaping, Sketching, Collage Making, Clay Modelling, Rangoli and Mehndi Competitions etc. Picnics and Excursions.

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

**2.4 - Competency and Skill Development**

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

**All of the above**

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

**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	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
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	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning 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	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

<b>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</b>	<b>All of the above</b>
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<b>event</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	
All of the above	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<p>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</p>	
<p>An internship programme is systematically planned at institution level before sending the students for actual teaching practice in schools. The faculty meticulously conducts intensive sessions of micro-teaching and students practice micro -lessons under their seasoned supervision. After the mastery over the micro skills the students are oriented about the macro lesson plans. Proper schedule is prepared for the model lesson presentation and in the light of that students are given enough time for preparation and practice of the same. After the model lessons,</p>	

students are divided into groups and are sent to different schools for learning the art of teaching in actual class-room and school environment. The institution follows a systematic approach for internship programme, which is as follows: -

1. Identification of practicing schools keeping in mind their Location Availability of the School Type of school

2. Allotment of schools keeping in mind the following considerations: the proximity of the student teachers' residence to the school in case of B.Ed & M.Ed while it is allotted by D.E.O office in case of B.Ed students Medium of instruction Subject combination, Accommodating capacity

3.orientation to school Principal/ Teachers

4. Orientation to students

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

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

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

76

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

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

Nine/All of the above

**progress reports**

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

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

Internship is a mandatory part of teacher education programme. During the entire internship duration of 17weeks, institution adopts effective monitoring mechanisms to ensure optimal impact of internship in school.

#### Role of teacher educators

Two composite discussion lessons and 31lessons 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
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

21

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

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

212

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

212

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

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

Teachers keep themselves updated professionally by participating and attending number of professional development programmes organized by various organizations and educational bodies from time to time . After attending these programmes, the institute organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues in the form of seminars, workshops and group discussions. Staff also acts as resource persons in seminars, workshops etc. at the university, college and school level and also invited to act as judges for various competitions. The staff members are encouraged to present papers in seminars/ webinars and workshops at state, national and international level. Faculty members are also appointed as members of Board of Studies, Faculty of Education and Academic Council at university level whereby they take part in discussions and deliberations held on different issues related to educational policies and regulations.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

Continuous Internal Evaluation system is being adopted in the institution throughout the year. The evaluation system is both scientific and objective. Its purpose is to improve the knowledge, teaching competencies and performance skills of the

student teachers. It is both formative and summative in nature. Scheme of examination followed for theory papers, school experience programme and work experience programme is followed as per the evaluation parameters and criteria provided by Guru Nanak Dev University, Amritsar . An academic calendar is prepared at the beginning of the academic session that includes date wise schedule of all the activities that are to be carried out throughout the year. Student's performance is continuously monitored through their performance in various curricular & co-curricular activities such as projects, assignments, class tests and house tests , community outreach activities etc. For smooth conduct of assessment process duties have been assigned to teachers as course coordinators and semester-in-charges. Performance of every student is firstly thoroughly evaluated by these in-charges and then the compiled lists of marks is again evaluated by the internal evaluation committee set up at college level. Proper transparent system is used in the evaluation system at institutional level.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Five of the above**

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

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

1. At the beginning of the semester, semester incharges acquaint the students about the various components of the assessment and scheme of examination.
2. The internal assessment and examination schedule is prepared as per the university and communicated to the students well in advance.
3. Evaluation is done by the course handling faculty members within specific time period from the date of examination.
4. Day to day performance of the students is assessed which includes regularity, performance, viva voce and the promptness in submitting the record.
5. The students have the freedom to use the suggestion box regarding dissatisfaction if any, with the internal examination mechanism.
6. Any grievance related to the university question paper like out-of syllabus, repeated questions, improper split of marks, marks missed, wrong question number during semester exams are addressed to the Principal in turn he/she forwards the same to the university immediately.
7. University decision or information, after resolving the grievances is intimated immediately to the concerned examination committee once it is obtained, through the Principal.



8.Faculty members guide the students about the procedure / schedule of rechecking and re-evaluation process.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

The Institution adheres to academic calendar for the conduct of Internal Evaluation. Every year before the commencement of the academic year, the Institution prepares the 'Academic calendar' comprised of relevant information regarding commencement and completion of syllabus, the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. and uploaded the same on college website. All the activities are conducted and organized in the light of the academic calendar. Continuous evaluation system is being adopted in the institution throughout the year. The evaluation system is both scientific and objective. Its purpose is to improve the knowledge, teaching competencies and performance skills of the student teachers. Scheme of examination followed for theory papers, school experience programme and work experience programme is followed as per the evaluation parameters and criteria provided by Guru Nanak Dev University, Amritsar and same is also mentioned in the college hand book of information which is provided to all the students in the beginning of the course. Student's performance is continuously monitored through their performance in various curricular & co-curricular activities such as seminars, projects, assignments, class tests and house tests , community outreach activities etc.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

In the CTCE Institution, While implementing institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the university as well as framed by the institution which are stated and communicated to teachers and students through -Website of the Institution, Prospectus. The activities of the college are planned keeping in view the PLOs and CLOs. The syllabi of all courses with the programme learning outcomes and the course learning outcomes have been uploaded on the College website. The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by course teachers through Continuous internal assessment, End semester house test and final exams also help to ensure alignment of stated outcomes. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome. The faculty members are encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in faculty development programmes and seminars.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	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 progress of the students performance on learning tasks of both cognitive and professional attributes is recorded as per the set parameters given in the syllabus ( framed by affiliating university i.e. Guru Nanak Dev University). Due consideration is given to the fact that the performance of students should align with PLO's and CLOs. The following mechanism is adopted for recording of student performance: Compulsory attendance i.e., minimum 75% per semester Sessional work such as practicals, assignments , projects, preparation of reports of various activities are evaluated on time and proper feedback is given to the students. Based on result analysis, special classes and tests are conducted The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress. End semester house test and final exams also helps to ensure alignment of stated outcomes. Participation in various class room activities such as seminars, peer tutoring, group discussions, debate, elocution, essay writing competition, quiz, drama, skit , dances etc. Participation in various activities such as organizing morning assemblies ,celebration of important days and festivals, NSS camps, tree plantation campaigns, awareness drives etc.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

183

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	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.

New entrants are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institute during the orientation program. A series of talent search programme in various fields i.e., dramatics, literary and fine arts is organized in order to discover the hidden talent and potentialities of the students. The institution also provides extra certificate courses to the students in order to enrich their knowledge. The faculty members assess the learning needs of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Written assignments and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours. The faculty members coordinate with parents of slow learners so that their needs can be catered to. Mentor- mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

**2.8.1 - Online student satisfaction survey regarding teaching learning process**

<https://www.ctce.in/feedback.php>

**RESEARCH AND OUTREACH ACTIVITIES****3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

00

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

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

00

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

Two of the above

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

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

All of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 3.2 - Research Publications

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

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
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

23

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

### 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

168

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

### 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

168

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

168



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

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

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 unit 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, International Day for the Eradication of Poverty Campaign, Blood Donation Camp, Visit to Apahaz Ashram etc. The institution also participates in local campaigns organized by NGO's to spread awareness among local communities regarding health and other malpractices, like Swachhata Hi Seva (SHS) Campaign, Weekend of Wellness, CT Half Marathon 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	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
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	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4.3 - Institution has linkages with schools and other educational agencies for both**

All of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	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 some classrooms. The classrooms of the college are 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	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.ctce.in/infra.php">https://www.ctce.in/infra.php</a>
Any other relevant information	<a href="#">View File</a>

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

0.54877

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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 library of the college is located on the ground floor with good infrastructure and ambience. There is regular subscription to newspapers, magazines and journals, there by augmenting the library as a rich source of knowledge. The College has progressed from a manual facility to an automated system by NIMBUS Software. All the bibliographical details of the books have been entered in NIMBUS Software. A library management system (NIMBUS) is software that is designed to manage all the functions of a library. It helps librarian to maintain the database of new books and the books that are borrowed by members along with their due dates. This system completely automates all our library's activities. It tracks the records of the number of books in the library, how many books are issued, or how many books have been returned or renewed or late fine charges, etc. We can find books in an instant, issue / reissue books quickly, and manage all the data efficiently and orderly using this system. The purpose of a library management system is to provide instant and accurate data regarding any type of book, there by saving a lot of time and effort.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.ctce.in/library.php">https://www.ctce.in/library.php</a>
Any other relevant information	<a href="#">View File</a>

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

**NIL**

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

<b>4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases</b>	<b>One of the above</b>
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File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<b>No File Uploaded</b>
E-copy of the letter of subscription /member ship in the name of institution	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

<b>4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)</b>
<b>0.54877</b>

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

<b>4.2.5 - Per day usage of library by teachers and students during the academic year</b>
<b>4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year</b>
<b>675</b>

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">Nil</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

3:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

**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**

**Five or more of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://maqsudan.ctgroup.in/all-institutes/ct-college-of-education">https://maqsudan.ctgroup.in/all-institutes/ct-college-of-education</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://www.ctce.in/econtent.php">https://www.ctce.in/econtent.php</a>
Any other relevant information	<b>No File Uploaded</b>

#### **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)**

**1.13891**

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

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

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 requirement. 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	<a href="https://www.ctce.in/infra.php">https://www.ctce.in/infra.php</a>
Any other relevant information	<a href="#">View File</a>

STUDENT SUPPORT AND PROGRESSION	
<b>5.1 - Student Support</b>	
<b>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</b>	<b>Five fo the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>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</b>	<b>Nine or more of the above</b>
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.3 - The Institution has a transparent</b>	<b>B. Any 3 of the above</b>

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

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

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

Three of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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
08	76

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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).

02

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

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

13

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

### 5.3 - Student Participation and Activities

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

The 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.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	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

25

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 5.4 - Alumni Engagement

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

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 Alumni 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 alumni association include: The Alumni 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 Alumni Association also coordinates various activities related to the career counseling of the students. In the conferences, workshops, FDPs .

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
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	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 Alumni association acts as support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talents 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 Alumni 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.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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	<a href="#">View File</a>
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 institutional Strategic plan is effectively deployed. The comprehensive objectives of Perspective Plans are connected to CT College of Education, Jalandhar, which is dedicated to offering top-notch higher education and research, skill-oriented human resources. The college works hard to move forward with this perspective plan, which serves as a road map for student success and the growth and development of the college. As successfully carried out one strategic plan-based activity: Our College also plays a significant influence in the technologically advanced world of today. The college faculty is dedicated to using ICT in education. 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 In charges 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	<a href="https://www.ctce.in/index.php">https://www.ctce.in/index.php</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.ctce.in/pdf/Organogram.pdf">https://www.ctce.in/pdf/Organogram.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
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

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

### 6.3 - Faculty Empowerment Strategies

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

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	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
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.**

3



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

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

07

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

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

Institution has Performance Appraisal System for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress of the employee. Our institution possesses effective mechanism for performance assessment. Self-Appraisal Performa to assess the performance of a teacher is available. Facts are verified from the personal files of the teacher through the office. Teacher wise Feedback Performa are being filled by the students. The performance of teaching staff is assessed according to the assigned additional duties and responsibilities to them. The Institution accords appropriate weight age to these contributions in their overall assessment. Performance Appraisal performa is also available for non-teaching staff to assess their capabilities and work. Superintendent of the college fills the confidential reports of the non-teaching staff and get it

approved by the principal. The various parameters for non teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting , efficient organization of documents and technical abilities . Their overall assessment is based on the above mentioned parameters.

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

#### 6.4 - Financial Management and Resource Mobilization

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

The institution has a mechanism for internal and external audit. Financial management aspect is very effective in our institution as accounts are audited regularly. Institution conducts annual internal financial audit every year and external financial audit by the affiliating university. The auditors verify the financial transactions (balance sheet, statement of income & expenditure) with supporting documents with approval of proper authority for each financial transaction. Such financial transactions are signed and approved by the auditor. Based on the audited financial statements, auditors issues audit report. . If any objection occurs, then Annotated performa is prepared, then it is send to auditors and therefore approved by the auditors. The institution utilizes its resources in its optimal format. The college embarks funds for various heads. The best alternative is opted. If additional expenses surpass the budget proposals, the governing body takes special measures.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
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)

0

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.

CT College of Education is a self financed college. Students' tuition fee is the primary source of funds. It has prepared its policies for effective implementation and optimal utilization of resources. The funds are allocated by the college for the maintenance of the laboratories and classrooms. The received funds are collected and used through the Cheque, RTGS or NEFT mode. As per the priority and recommendations of the committees the funds are utilized and sanctioned by the authority. Each and every single rupee received, is spent through channels with consent of respective committees. All funds mobilized are properly maintained. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

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

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell on 01.07.2009. Since its establishment in the college in 2008, the process of quality enhancement and sustenance begun through different strategies and is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan every year. It has been trying to institutionalize number of quality assurance strategies such as digitilization of academic and administration facilities, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. Besides COVID-19, during this session, the IQAC was successful in implementing and introducing several curricular, co-curricular and extra- curricular activities. Regular meetings under IQAC are conducted to chalk down the activities to be organized during the year. The institution would like to high light the following activities of the IQAC: Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators Improved teaching-learning and evaluation process Effective delivery of curriculum and enhanced usage of ICT tools Establishing/introducing more Under Graduate and Post Graduate Teacher Training Programs Organising Seminars/Workshops/Conferences and Endowment lecture series Recognizing and felicitating distinguished alumni Organizing staff training programmes.

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

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

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures and methodologies of operations in the institution and strived hard for its reforms. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year. The commonly used methods are projects, internship, field visits and ICT based teaching including LMS like Google Classroom. IQAC conducts regular meetings to discuss the progress of the college in different spheres. IQAC also facilitate teaching learning improvements by gathering feedback from stakeholders such as students, parents, staff and alumni.. In addition to the fulfillment of the curriculum, IQAC recommends unique pedagogical approaches by enhancing teaching learning process through Power Point Presentations, organizing seminars and workshops, taking educational trips. 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 Pre-practice 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.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
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

51

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
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**

All of the above

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

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

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. The incremental improvements in academic and administrative domains have collectively contributed to an enhanced student experience, characterized by improved learning outcomes and greater opportunities for personal and professional growth. 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

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.

- This overall helps in making the institute as a centre for excellence.
- Up gradation of computer lab • Psychology lab was upgraded with new psychological tests.
- Smart board for effective teaching learning environment is installed in Technology Lab.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 measures for energy conservation. Building has been constructed in such a way that there is less pressure on the resources. Building itself saves energy. All the rooms of the college are well ventilated and well lit. Natural light is in abundance as it saves energy itself. The institute takes maximum advantage from natural source sunlight. The students are encouraged to switch off the lights and fans, when not in use. The institute has replaced the traditional lights with minimum voltage bulbs, CFL bulbs, LED lights. In Addition to this all necessary measures have been taken for bridging desirable behavioral changes among the students and the faculty. The solar panel has been installed by the institute to save electricity. 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.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 college waste management practices are differentiated into three parts: solid, liquid and e-waste. All the waste material is disposed systematically, uses separate bins 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 like Waste from electronic gadgets such as switches, tube lights, old damaged and discarded computer monitors, keyboards, mice, UPS, wires, circuit boards, etc. were sent for recycling.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

CT College of Education upholds a strong commitment to cleanliness, sanitation, green cover, and a pollution-free environment. Regular cleaning routines ensure that our campus remains clean, while waste management protocols maintain sanitation standards. To strengthen our green cover, the institution actively engages in tree planting initiatives and nurtures green spaces, fostering biodiversity and enhancing air quality. Moreover, we prioritize eco-friendly practices and raise awareness among students and staff about environmental conservation. By reducing waste, promoting recycling, and implementing sustainable solutions, we strive to reduce pollution and cultivate a healthy atmosphere for all members of our

community. Through these concerted efforts, CT College of Education remains dedicated to providing a sustainable and health-conscious environment for learning and growth.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

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

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

0

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

The institution actively engages with the local community through various outreach programs like visit to apahaz ashram, tree plantation programme, half marathon, yoga session, weekend of wellness, blood donation camps and many awareness programs by nss committee. These initiatives aim to address social issues, promote sustainable development, and enhance community well-being. Through partnerships with local organizations and stakeholders, the institution conducts awareness campaigns and skill-building workshops. Regular monitoring and evaluation mechanisms assess the impact of these programs on community development and student learning outcomes.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**B. Any 3 of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 : Community Engagement and Outreach Programs:** The institution actively engages with the local community through various outreach programs like visit to apahaz ashram, tree plantation programme, half marathon, yoga session, weekend of wellness, blood donation camps and many awareness programs by nss committee. These initiatives aim to address social issues, promote sustainable development, and enhance community well-being. Through partnerships with local organizations and stakeholders, the institution conducts awareness campaigns, skill-building workshops, and service-learning projects. Regular monitoring and evaluation mechanisms assess the impact of these programs on community development and student learning outcomes.

**Teaching skill:** At CT College of Education, teaching skills are at the heart of everything we do. Our main goal is to help students become excellent teachers. We take a broad approach, focusing on many different teaching abilities to get future teachers ready for the ever-changing classroom. One big focus is on communication skills. We also put a lot of importance on teaching methods that get students involved in their learning, help them think critically, and solve problems. We use new and

creative ways of teaching, and we make sure our students are comfortable using technology. We encourage our future teachers to think about how they teach and keep improving through feedback and guidance. We prepare teacher educators to inspire the next generation of learners and make a real difference in classrooms and communities.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

CT college of Education provides help to 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. 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 programmes 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 become professionally and socially competent.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

