



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

GOVT. COLLEGE OF TEACHER
EDUCATION, DHARAMSHALA, DISTRICT
KANGRA, HP

- Name of the Head of the institution **Sapna Banta**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **01892223140**
- Mobile No: **9418073373**
- Registered e-mail ID (Principal) **gctedharamshala-hp@nic.in**
- Alternate Email ID **dharamshalagcte@gmail.com**
- Address **Dharamshala, District Kangra,
Himachal Pradesh**
- City/Town **Dharamshala**
- State/UT **Himachal Pradesh**
- Pin Code **176215**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Himachal Pradesh University**
- Name of the IQAC Co-ordinator/Director **Dr. Ravinder Singh Gill**
- Phone No. **9418080405**
- Alternate phone No.(IQAC) **01892223140**
- Mobile (IQAC) **9418080405**
- IQAC e-mail address **gctedharamshala-hp@nic.in**
- Alternate e-mail address (IQAC) **dharamshalagcte@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) https://gctedharamshala.ac.in/sites/default/files/2021-12/aqar_report_2019-20.pdf

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: <https://gctedharamshala.ac.in/sites/default/files/2022-07/Academic%20Calendar%202021.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.09	2008	28/03/2008	27/03/2013
Cycle 2	B	2.65	2015	25/06/2015	24/06/2020

6.Date of Establishment of IQAC

02/08/2008

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
GCTE Dharamshala	Maintenance	State Government (Himachal Pradesh)	01/04/2020	708674
GCTE Dharamshala	Training (School)	State Government (Himachal Pradesh)	01/04/2020	200000
GCTE Dharamshala	Training (College)	State Government (Himachal Pradesh)	01/04/2020	200000
GCTE Dharamshala	Salaries	State Government (Himachal Pradesh)	01/04/2020	25546509
GCTE Dharamshala	Travel Expenses	State Government (Himachal Pradesh)	01/04/2020	14000
GCTE Dharamshala	Office Expenses	State Government (Himachal Pradesh)	01/04/2020	120000
GCTE Dharamshala	Medical reimbursement	State Government (Himachal Pradesh)	01/04/2020	521666
GCTE Dharamshala	Rent, Rates and Taxes	State Government (Himachal Pradesh)	01/04/2020	12000
GCTE Dharamshala	Transfer Expenses	State Government (Himachal Pradesh)	01/04/2020	1000

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 **6**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

SOPs regarding Covid-19 and reporting Covid positive cases as per the guidelines of State Govt.

Curriculum transaction through online and offline mode

Using Google Docs Forms for collecting useful information as per requirement

Installation of touch less hand sanitizers at various places in the Institution

New Online Fee portal

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
Preparation of Different calendars (Academic, Sports/Cultural) and their execution	Achieved
Collection of Feedback from different stakeholders	Achieved
SOPs regarding Covid-19 and reporting Covid positive cases as per the guidelines of State Govt.	Achieved
Curriculum transaction through online and offline mode	Achieved
Using Google Docs Forms for collecting useful information as per requirement	Achieved
Installation of touch less hand sanitizers at various places in the Institution	Achieved
New Online Fee portal	Achieved
Use of	Achieved

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Principal	30/06/2021

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	GOVT. COLLEGE OF TEACHER EDUCATION, DHARAMSHALA, DISTRICT KANGRA, HP
• Name of the Head of the institution	Sapna Banta
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01892223140
• Mobile No:	9418073373
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• State/UT	Himachal Pradesh
• Pin Code	176215
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
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• Name of the Affiliating University	Himachal Pradesh University				
• Name of the IQAC Co-ordinator/Director	Dr. Ravinder Singh Gill				
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• Alternate e-mail address (IQAC)	dharamshalagcte@gmail.com				
3.Website address	https://gctedharamshala.ac.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://gctedharamshala.ac.in/sites/default/files/2021-12/aqar_report_2019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://gctedharamshala.ac.in/sites/default/files/2022-07/Academic%20Calendar%202021.pdf				
5.Accreditation Details					
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6.Date of Establishment of IQAC			02/08/2008		
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<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	6	
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<ul style="list-style-type: none"> • If yes, mention the amount 		
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Curriculum transaction through online and offline mode		
Using Google Docs Forms for collecting useful information as per requirement		
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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).		

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New Online Fee portal	Achieved
Use of	Achieved
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Principal	30/06/2021
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-21	26/02/2022
15. Multidisciplinary / interdisciplinary	
The GCTE, Dharamshala is primer institution having Two Years	

B.Ed. Programme with intake capacity of 5 Units (250 Students). The main streams are Medical with One Unit (50 Students), Non-medical 2 Units (100 Students) and Arts/Commerce 2 Units (100 Students). The GCTE is stand alone institution and does not support as multidisciplinary unit.

16.Academic bank of credits (ABC):

Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards.

The GCTE have not such academic bank of credit system but during migration of the student from GCTE to another institution the attendance and other records such as awards of internal examinations also mention in his/her migration related documents.

17.Skill development:

In the present context of globalization, the demand for skilled and multi skilled workers has increased. Therefore in the context of developing countries, such as India, there is a critical need for quality skill development and training. The GCTE, Dharamshala focused to developed following 5 modern skills while pursuing your B. Ed as teaching skills among the pre-service and in-service teacher through different teaching training programmes as per curriculum designed by the Authorities. These five skills are interdisciplinary approach, use of technology, psychology skills, communication skills and innovation skills.

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

The National Education Policy 2020 has 'emphasized' on the use of or local language as the medium of instruction till Class 5 while, recommending its continuance till Class 8 and beyond. Sanskrit and foreign languages will also be given emphasis. The Policy recommends that all students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India. It also states that no language will be imposed on the students. A more detailed language strategy would be released in the National Curriculum

Framework in 2021. The GCTE, Dharamshala offered three languages for B.Ed. Trainees English, Hindi and Sanskrit as teaching subject. The medium of instruction in the classroom used by the teachers for teaching in two year B.Ed. Programme is multilingual (Hindi and English) and during school internship the instruction language is Hindi. Mostly Students used local languages to teach the students and prepare their lesson plan in Hindi language. Most of the students admitted for Two Years B.Ed. programme form entire Himachal Pradesh. The total seats available for Himachal bonafide candidates is 85% and rest 15% fill up from all India quota seat. So, the GCTE, Dharamshala enjoy the vast culturally environment during Two Years B.Ed. Programme.

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

An OBE curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens. For focus on outcome based education the GCTE, Dharamshala adopt four basic principles these are Clarity of Focus means one do must be clearly focused on what they want they to know, understand and be able to do second Designing Down It means that the curriculum design must start with a clear definition of the intended outcomes that students are to achieve by the end of the program. Third one is High Expectations, means that teachers should establish high, challenging standards of performance in order to encourage students to engage deeply in what they are learning. Helping students to achieve high standards is linked very closely with the idea that successful learning promotes more successful learning and last one is Expanded Opportunities and must strive to provide expanded opportunities for all students.

20.Distance education/online education:

Distance education, also known as distance learning, is the education of students who may not always be physically present at institution or where the learner and the teacher are separated in both time and distance. Traditionally, this usually involved correspondence courses wherein the student corresponded with the institution via. Today, it usually involves online education and the learning is usually mediated by some form of technology. A distance learning program can be completely distance learning or a combination of distance learning and traditional classroom instruction. Other modalities include distance learning with complementary virtual environment or teaching in virtual environment (e-learning).

During COVID-19 pandemic the GCTE, Dharamshala used online education mode for its students through Google Meet. Regular online Classroom teaching, skill in teaching practice for school internship also done through online mode by the faculty of GCTE.

Extended Profile

2.Student

2.1	489
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	500
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	293
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	239
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	239
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	489
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Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
4.Institution		
4.1	1122682	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2	22	
Total number of computers on campus for academic purposes		
5.Teacher		
5.1	13	
Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	25	
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		
GCTEDharamshala, is permanently affiliated to HPUniversity Shimla, and recognized by UGC in May 1991 under 2(F) & 12 (B) and also recognized by NCTE in June, 1998. GCTE follows curriculum and other regulations of the affiliating University.The syllabus of Two Year B.Ed. Course has designed and developed by the Himachal Pradesh University Shimla. The main emphasis of curriculum transaction refers to effective planning for providing enriched		

teaching learning experiences for its student-teachers by strategic planning, smooth administration, effective implementation and proper evaluation. Before the commencement of the new academic session different calendars viz. Academic, Co-Curricular, Sports, Cultural and Training (pre-service and in-service) are strategically planned and prepared and implemented. The work of curriculum reviewing and revising is the sole responsibility of the HPU Shimla. The institution only ensures effective curriculum delivery. The teachers have a well-planned method of completing the syllabus in the stipulated time. Interactive sessions, classroom seminars, surprise tests, etc. are routine methods to check the regularity of students with their studies are key areas for curriculum adaptation. Documentation of different procedures/ practices is as per the guidelines of the state Govt. as well as regulatory/affiliating bodies.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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	C. Any 3 of the above
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File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://gctedharamshala.ac.in/sites/default/files/2021-08/Programme%20Outcomes.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

12

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

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

2

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

2

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

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

237

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

237

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

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

Two of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

Understanding Disciplines and Subjects, Learning and Teaching, and Knowledge and Curriculum are the foundation subjects in the curriculum of B. Ed. programme. These subjects provide a fundamental or coherent understanding of the field of teacher education.

Pedagogy of School Subjects, Practice Teaching (4 Weeks Duration), Practice Teaching (16 Weeks Duration), Skill in Teaching (Micro teaching and Simulation Teaching) provides Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

The knowledge of Learning and Teaching, and Assessment for Learning provides Capability to extrapolate from what one has learnt and apply acquired competencies.

Text Reading and Reflections, Language Across the Curriculum, Childhood and Development Years, Drama and Art in Education, Gender, School and Society, Understanding the Self, and Inclusive School are compulsory subjects in the curriculum of B. Ed. programme. These subjects provide Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

The Contemporary India and Education course provides exposure to the various aspects of the Indian Education system, detailed information about the development of school system, functioning of various Boards of school education, functional differences among different boards, assessment system, norms and standards, state wise variations, international and comparative perspective of various aspects of education. Acquainting students with the emerging concerns and educational development in India understanding the importance of education for marginalized groups. By developing competencies to understand the various issues related to education and remedial measures. With exposure to various programmes and policies for the school education in India such as right to Education, UEE, operation black board, DPEP and SSA.

Assessment for Learning familiarize students with Assessment systems.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Students derive professionally relevant understanding and consolidate these into their professional acumen from our designed courses for training such as two opted teaching subjects and skill in practices, SIP-I & II and peer feedback followed by mentors' observation and remarks. At the same time, the SIP group in charge (teacher educator) sculpts their teaching skills. Scheduled one month SIP and four months SIP enriches their professional acumen. By theory and practical experiences acquired during designed programmes students exit the institution as a professionally skilled trained teacher. Before going to school for teaching practice, students are well oriented through micro teaching sessions and orientation programmes.

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

1.4 - Feedback System

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

One of the above

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

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

Feedback collected and analysed

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

487

2.1.1.1 - Number of students enrolled during the year

487

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

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

113

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

180

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

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

129

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

129

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

Students undergo an entrance examination conducted by the HP University. Students, who qualify the test are admitted to the B. Ed. programme in GCTE Dharamshala. This determines the level of readiness to undergo professional education programme.

As soon as they are admitted to the course, they are provided with the academic support through regular classes, curricular activities, planned as per annual academic calendar. Students are provided with the access to the Library and ICT Lab to access learning resources. In addition to that, students are free to seek any academic support from teachers.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

Six/Five of the above

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:33

2.2.4.1 - Number of mentors in the Institution

13

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

2.3 - Teaching- Learning Process

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

Online mode of teaching-learning was adopted due to SOP(s) and nation-wide lockdown due to COVID-19. Students were engaged in participative learning, brain storming, focused group discussions, etc. through online mode.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

13

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://lms.gctedharamshala.ac.in/
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

487

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice

Four of the above

teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://egyankosh.ac.in/ https://classroom.google.com/u/0/ https://meet.google.com/ https://www.youtube.com/ https://www.whatsapp.com/ https://lms.gctedharamshala.ac.in/
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

Continuous mentoring is provided by the teachers for developing professional attributes in students through skill in practice-I &II. And other activities such as present of student's assignments. And discussion on the same presentation and followed by the feedback. The library periods are scheduled in the time table and provide very much help to students to keep oneself abreast with recent developments in education and life. Our designed teaching and learning programme is so flexible and capable of balancing home and work stress and also orienting them to cope up with different situations.

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

<p>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p>	<p>Two of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Understanding Disciplines and Subjects, Learning and Teaching, and Knowledge and Curriculum are the foundation subjects in the curriculum of B. Ed. programme. These subjects provide a fundamental or coherent understanding of the field of teacher education required for the creativity in the field. Thus nurtures creativity.

Practice Teaching (4 Weeks Duration), Practice Teaching (16 Weeks Duration) provides students an opportunity to work as an intern in another school, which nurtures life skills in students.

Text Reading and Reflections, Language Across the Curriculum, Childhood and Development Years, Drama and Art in Education, Gender, School and Society, Understanding the Self, and Inclusive School are compulsory subjects in the curriculum of B. Ed. programme. These subjects nurture innovativeness, intellectual thinking skills, and empathy.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Eight /Nine of the above

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

Three of the above

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

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

All of the above

**activities Performance tests Oral assessment
Rating Scales**

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

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

All of the above

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

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

One of the above

in preparatory arrangements
Executing/conducting the event

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

Internship Programme is systematically planned with necessary preparedness. The Selection/identification of schools for internship is participative and on request. Our institution has adopted three school for their teaching learning progression. Further requirement of schools be met through the Deputy Director of Higher Education Dharamshala. Schools concerned informed through email or letters to concern Principals well in time. The orientation of school principal and teachers is also conducted before commencement of teaching practice. Before going to school,

we guide the student teacher regarding procedure of teaching practice and also conduct one day orientation session before SIP-I&SIP-II. The role of teachers is also well defined they work as teacher educator and mentors during teaching practice. The teachers deputed to schools for full time during the SIP-I &SIP-II and they work as teacher Educator. The assessment of the students for different teaching skill is evaluated by the mentors and teacher educators. The allotted schools provide all type of exposer to students regarding teaching skills, assessment, evaluation organizing and school management etc.

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

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

237

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

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

Nine/All of the above

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

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

Teacher Educators are deputed to the schools along with students. They remain present in schools for monitoring and guidance of the student teachers. They observe student-teachers lessons and provide necessary feedback. Also they act as a co-ordinators between school administration and students teachers.

School teachers act as mentors of student-teachers. They provide guidance and directions to the student teachers to carry out curriculum transaction during the internship of student-teachers.

School Principal act as overall incharge of the student-teachers.

Peer group members (student-teachers) observe lesson plans of other student-teachers and provide feedback.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students

Four of the above

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

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

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

Four of the above

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

2.5 - Teacher Profile and Quality

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

13

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

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

5

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

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

163

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

163

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

Teachers put forth efforts to keep themselves updated professionally by attending orientation programmes, refreshers

courses and faculty development programmes seminars and workshops etc.. The department of higher education of Himachal Pradesh encourages the participation of college teachers by making flexible leave provision and giving other initiatives. There is provision of induction programme for teachers having service less than five years. There is a library facility for teachers to get good quality material for dissemination. The facilities available for teachers in the library are availability of good quality textbooks, reference books, journals, news bulletins etc. very important is the feedback of students about the faculty members.

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

2.6 - Evaluation Process

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

Institution has a continuous internal evaluation system which is designed by the parent university. Our institution strictly and strongly implements the CIE.

1. Classroom Attendance - Each student will have to attend a minimum of 80% Lectures / Tutorials / Practicals.

> 80% but ? 83% 1 marks

> 84% but ?87% 2 marks

> 88% but ?91% 3 marks

> 92% but ?95% 4 marks

> 96% 5 marks

in case of courses with a total of 50 marks) will be awarded as follows:

> 80% but ? 86% 1 marks

> 87% but ?93% 2 marks

> 94% 3 marks

The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component	Courses with 100 Marks	Courses with 50 Marks	1
05	Classroom Attendance	03	2	Mid-term Test / Theory Assignments
15	07 Total Marks (CCA)	20	10	

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

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

Three of the above

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

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

Mechanism for Grievances redressal related to examination is operationally effective in our institution. A committee in this regard has been constituted and this committee resolves the issues related to internal examinations/End semester examinations. Students are free to raise their issues related to internal examination in written or orally, before the committee or are free to talk with the examination committee. The said committee resolves the issues amicably.

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

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

Our institution adheres to the academic calendar for the conduct of internal evaluation as the attendance is an integral part of the internal assessment, attendance is continuously maintained and checked and also informed to the student teachers. Our institution disburses the annual academic calendar to students at the time of counselling with prospectus. And all evaluation criterions are also clearly described in the syllabus. Our institution conducts the house examination as per schedule given in the academic calendar. The micro teaching with feedback is a continuous process in our institution and we adhere and comply as per institution calendar. Assignments are another important part of student teacher's evaluation in this regard the schedule of assignments submission is mentioned in the syllabus.

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.

1) Designed programme and course contents delivered through classroom lectures, self-study and class discussion enabled the student teacher to understand the central concepts, tools of inquiry, and structures of the disciplines etc. that make these aspects of subject matter meaningful.

2) The structure of lesson plans of micro-teaching and simulated

teaching ensures that the learner's existing proficiency, interests, experiences including misconceptions and errors etc. is contained in the learning experiences.

3) The student teachers are encouraged to participate in various activities like debates, discussions queries and questions to use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

4) Teaching practices organised for four months in the surrounding schools through this the student teacher develops self- identity as a teacher through school-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

5) By the study of Indian Education System, constitution provision and RTE The student teacher promotes social cohesion, international understanding and protection of Human Rights and rights of the child.

6) They learn the use of ICT in the teaching learning process through compulsory paper number XV (ICT in teaching learning process)

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

2.7.2 - Pass percentage of Students during the year

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

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

The progressive performance of the student and attainment of professional and personal attributes in line with PLOs and CLOs is monitored through the periodical assessment of the students. The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing assignments and oral presentations and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. The midterm tests are the other way for the assessment of the students. Some behavioural aspects can be assessed through individual contact or group tasks and through co-curricular activities. On the basis of the student's assessment and result we prepare an improvement plan for further progression. Rectification plan prepared on students overall feedback at the end of semester.

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

2.7.4 - Performance of outgoing students in internal assessment

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

451

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

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

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

The performance of students reflects their initially identified learning needs initiated through their entrance examination at beginning. In the induction meeting while addressing their queries by knowing how to prepare themselves for the assessment. They perform to the best of their ability and have a greater confidence in the assessment method and the teacher's/assessor's judgment and by improving their motivation. Follow the assessment process; understand exactly what is expected from them, have a clearer understanding of the assessment criteria, understand what they have to do, know how to prepare themselves for the assessment, perform to the best of their ability (when they are fully informed about the assessment), improve their motivation, take ownership of their assessment, Prepare for the assessment (ensuring they have all relevant equipment available).

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

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

0

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)

0

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

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
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

All of the above

needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

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

3.2 - Research Publications

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

1

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

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

3

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

3.3 - Outreach Activities

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

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

10

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

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

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

487

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

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

487

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

487

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

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

Outreach activities help the students to build a sense of responsibility and sensitivity towards the society in the context of a local, National and global multi-cultural societies. Various outreach activities like cleanliness drive, anti-drug, AIDS awareness programs, road safety rally, interaction with the senior citizens, stitching of masks distribution of masks in villages, involvement of student has COVID warriors, tree plantation, biodiversity awareness programs, visit to book fair and visiting labours involved in construction were part of institutional interaction with society.

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

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

02

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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

0

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

0

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

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

0

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

<p>3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges</p>	<p>Three/Four of the above</p>
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File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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

Govt. College of Teacher Education Dharamshala has adequate infrastructure for carrying out different academic and administrative work. Institution regularly updates its infrastructure as per the requirement of regulatory and affiliating bodies.College has approximately 4670 sq. meters of built up area. College has installed fire safety equipment in college at all appropriate places. Ramps has been made at various

locations, for differently abled persons. College has a girls hostel, with capacity to accommodate 69 female students. Besides this, college has following functional infrastructure available for smooth functioning:

- Classrooms
- Multi-Purpose Hall: 1
- Library-cum-Reading Room: 1+1
- ICT Laboratory: 1
- Principal's Office: 1
- Staff Room: 2
- Administrative Office: 1
- Seminar Room: 1
- Separate toilet facility for boys and girls: 4
- Separate toilet facility for male staff and female staff: 2
- Parking space: Available
- Laboratories: Available
- Sports field/ Fitness equipments: Available
- Separate common rooms: Available

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://gctedharamshala.ac.in/node/5
Any other relevant information	No File Uploaded

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

lakhs)

708674

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

4.2 - Library as a Learning Resource

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

library automation software may be defined as the application of automatic and semi- automatic data processing machines(computer) to perform traditional library housekeeping activities such as acquisition, circulation, catalouing and reference and serial control. At present, library automation is by far the most commonly used term to explain the automation of library activities using computers. in our iinstitution the most popular automation software selcted and has in use for library management is SOUL3.0.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://nlist.inflibnet.ac.in/
Any other relevant information	No File Uploaded

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

Government College of Teacher Education, Dharamshala has well established library and has dual access of online remote access as well as regular viists by the students and faculty members. The

institution has annual membership of INFLIB NET (Information and Library Network Centre, An Autonomous Inter universitu Centre of UGC). Any student or faculty member of Government College of Teacher Education Dharaamshala can access this facility after creating rtheir ID. This facility is widely used by the teachers and students. It is benefical for students as well as for teachers for different academic purposes. Students were senstized in the begining regarding this facility.

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

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

Three of the above

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

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

0.57252

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

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

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

12

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://gctedharamshala.ac.in/sites/default/files/2022-08/Access%20in%20Library.pdf
Any other relevant information	View File

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

Two of the above

as gifts to College

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

4.3 - ICT Infrastructure

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

Institution updates its ICT facilities including Wi-Fi as per the requirement. It is an integral part of the functioning of the GCTE Dharamshala. Difeerent ICT equipments were installed in the instituion for the different academic and administrative works. The college has separate ICT lab for students, having the capacity of 20-22 independent workstations. Office, Principal Office, Library, Staff Room, Training Room, IQAC are provided with different ICT enabled facilities. ICT Lab was established in 2005. Initially lab was connected with broadband, after 2016, Wi-Fi services were made available. Currently college has 5 Wi-Fi access points at different locations with internet connectionon FTTH with speed from 30 to 100 Mbps.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

20:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)

D. 50 MBPS - 250MBPS

Opt any one:	
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	One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://lms.gctedharamshala.ac.in/
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://lms.gctedharamshala.ac.in/
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

708674

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

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

Procedures and policies for maintaining and utilizing physical, academic and support facilities- laboratory, library, sports

complex, computers and classrooms etc. Govt. College of Teacher Education has a set of established procedures and policies for maintaining and utilizing physical, academic and support facilities i.e. laboratory, library, sports complex, computers, classrooms etc. 1. Maintenance of library: For the maintenances of library infra-structure and facilities the library advisory committee and administration have been given the responsibility to purchase, procure books, manuscripts and other materials. The college has a good stock of texts and references in the library. 2. Maintenance of the laboratory: The laboratory equipments, specimens, and other necessary items are purchased by the office of the Principal and purchase committee as per the requirements of the Institution. Maintenance of the sports facilities: Teacher In-charge of Physical Education takes the responsibility of the maintenances of the sport facilities. The necessary goods and sports articles are purchased by the office of the Principal as per the recommendations of the sports teacher. Maintenance of Computers and IT facilities: The office of the Principal decides about purchasing necessary ICT equipments as per recommendations or requests received from the students, staff, and administrative office of the college.

File Description	Documents
Appropriate link(s) on the institutional website	https://gctedharamshala.ac.in/sites/default/files/2021-08/4.4.2.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Four of the above
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File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and 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

A. All of the above

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

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

Three of the above

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

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
35	237

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

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

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

29

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

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

47

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

5.3 - Student Participation and Activities

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

In our institution student council is constituted from current session prior to this there was a group of house captains for four constituted houses. From current session onward IQAC and college advisory has decided to constitute the Student council. The students council comprises executive body with members from various field on the bases of their merit. A constitution has been framed for the student Council as per the guideline of lingdoh committee and UGC. The students also participate and are the members of various other committees and have plays an important role in decision making for the welfare of students.

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

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

23

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

5.4 - Alumni Engagement

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

Institution have registered alumni association with 779 register alumni members. But due to Covid-19 spread the meeting of the alumni association was not held.

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

5.4.2 - Alumni has an active role in the regular 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

Three/Four of the above

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

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

0

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

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

Presently the alumni association is not active due to the Covid -19 spread in the session 2020-21, our institution with IQAC is going to initiate to reform the present Alumni association with induction of new faces. we are also going to register our association with the consent of new constituted executive body.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision: GCTE is guided by the vision "Inclusive and Quality Teacher Education for Excellence".

Mission: knowledge imparts immortality. Attaining mortality through Gyan Yog.

- Enabling Learning Environment
- Quality Education

- **Holistic Development**

The vision of the college is "Inclusive & Quality Teacher Education for Excellence". The college aims at blossoming students into not only great teachers but also great human beings thus to prove an asset to the society. The college imparts training to students developing not only their academics but via means co-curricular activities inculcates soft skills / life skills into the students to work for the larger interest of the society in particular and humanity in general with the aid of time to time discussions and suggestions received from different stake holders like students, parents, alumni and other members of PTA and the like the institution adopts / follows them for the interest and growth of the institution.

The management of different activities is done through different committees & sub committees constituted from the Staff Council which work in a democratic set up to achieve the mission of the college.

The whole staff works in a diligent, industrious and collaborative manner for the realisation of the institutional goals of

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

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

- **Smooth conduct and management of Institution is done by various committees comprising of teaching staff/ non-teaching staff and students. Meetings are conducted from**

time to time for inviting suggestions from all stake holders for the betterment of the institution.

- College Students Central Association (CSCA) is formed to ensure active participation from the students and their representation and redressing all their problems, if any to provide them a healthy teaching/learning environment.
- PTA is constituted and meetings organised from time to time to consider the perspective of the parents in institutional benefit.
- Learned Educators and experienced professionals are invited on different occasions to guide and provide exposure to the staff and students.

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

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

- Different committees are formed in the beginning of every session to ensure effective management in all activities of the institution.
- Intra Financial Management: The principal is the DDO (Drawing and Disbursing Officer).
- Bursar is appointed to ensure proper management of funds and their proper disbursement with the permission of head of the institution.
- External Audit: The Audit of accounts of the institution is done by the Government Audit Department from time to time.
- Audit objections, in case any, are duly clarified and tended to be removed.
- Internal Audit: Audit of accounts is done from time to time

at the local level by a trained C.A. for the PTA Fund and Faculty House.

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

6.2 - Strategy Development and Deployment

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

As the college is affiliated to HPU Shimla, the College follows the framework provided by the affiliating University & designs its strategy accordingly. Year 2020-21 had been under the influence of COVID-19 pandemic globally. Keeping in view the contemporary situation there had been a shift towards online teaching-learning and also training and adapting students and teachers towards different online platforms. Observing the SOPs of COVID-19 and ensuring smooth conduct of activities different platforms like whats app, google meet etc. were adopted for interacting with the students/staff in the initial stages. At the time of reopening of the institution as per govt. guidelines, strategy of odd-even days were adopted by the institution with different entry and exit for different batches -to avoid any kind of mask gathering with strict adherence to COVID protocol.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://gctedharamshala.ac.in/sites/default/files/2022-07/Academic%20Calendar%202021.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of

the institutional bodies in not more than 100 - 200 words.

The whole institutional setup is bound by the service rules of government.

The institution religiously follows and abides by the norms and policies of the Department of Education(government)and instructions given by HPU,Shimla,affliating university, from time to time.

The appointments of the Principal and teaching staff of the college are done by the HPPSC,Shimla as per the criteria fixed by the UGC. The non-teaching staff is appointed by the Staff Seleccion Commission,Hamirpur,

As per the administrative setup of the government, the institution is headed by the Principal.

The management of the institution is done in a democratic and collaborative manner by the head through different committees comprising of teaching and non-teaching members. These committees are notified in the very beginning of every new session.Student participation in management is also ensured via means of CSCA and group incharges.

The parents' guidance and support is realised through PTA.

The appraisal of the work done by the faculty is done through their ACRs which are verified by the Principal annually. The ACR of the Principal is verified their higher authorities at the Directorate,thus to maintain and promote efficiency.

File Description	Documents
Link to organogram on the institutional website	https://gctedharamshala.ac.in/sites/default/files/2022-08/Organisational%20Chart.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

attendance for staff Biometric / digital attendance for students

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
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 work and conduct of different committees is maintained through their registers which are the reflection of their assignments versus accomplishments. The backbone committee of the institution is the college advisory committee which serves as the driving force for the management. Discipline committee cum anti- ragging committee ensures peaceful environment for teaching learning in the institution .

Other committees include the Liason Committee, IQAC, AISHE, Women Grievance Redressal Cell, Guidance, Counseling and Placement Cell, Campus and Estate Development Committee, Cultural and Co-curricular Activities Committee and others.

Different committees work in coordination amongst them selves for holistic development of the institution.

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

Being a government institution, the staff is bestowed upon many welfare measures initiated by the government. All the staff members are benefited by different entitlements without any delay, like holidays, leaves; maternity/ paternity leave, study leave, leave encashment, medical reimbursement. Pension: retirement pension, family pension, gratuity etc. are given to employees who have joined the service before 31/03/2004. The employees who joined their service on and after 01/04/2004 are given pension benefits under NPS. As the college is under 2F/12B, the staff is given benefits of TA/DA for participation in seminars, workshops and the like, in career advancement schemes as per the government rules.

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	View File
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.

5

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

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

6

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

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

To ensure the effective performance of all employees of the college -Principal, teaching and non-teaching staff,the Department of Higher Education has designed comprehensive formats for different employees as per their area of work-teaching, ministerial,lab staff and librarian .

The teaching staff fill their annual performance in the API and ACR,in accordance to UGC guidelines and rules and directions given by the government.These are then sent to the Directorate for appraisal and necessary action.

The entire staff is motivated and encouraged for their best performance time to time by the guidance of the Principal informally as well.

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

6.4 - Financial Management and Resource Mobilization

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

Local audit and as periodical audit also conducted through Auditor General of Govt. of HP.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
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.

Expenditure is done as per the procedures mentioned in HP Financial Rules 2009

Fee from the students is the major source of funds.

Separate budgetheads for school and college trainings.

Every expenditure is approved by the Principal and all possible precautions are undertaken to use the fund rationally and with optimum utilisation.

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

6.5 - Internal Quality Assurance System

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

IQAC of the college strives continuously towards the overall development of the institution. Keeping in view time to time instructions/guidelines issued by HPU, Shimla, the affiliating university, IQAC makes consistent efforts for the holistic development of the student-teachers by coordinating curricular activities with the co-curricular activities. The cell ensures the implementation of its best practices in college and also in lab schools during SIP (School Internship Practice) developing/inculcating life skills in students to prepare them for real life situations.

IQAC endeavours smooth functioning of the administration of the institution and follow up of the same.

Under the influence of COVID pandemic, IQAC maintained a consistent endeavours by shifting the teaching/learning activities on online mode. Later when the educational institutions were opened, as per the directions of the government, the college managed all its activities with strict adherence to SOPs of the COVID pandemic.

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

Govt. College of Teacher Education, Dharamshala follows the B. Ed. Curriculum prescribed by the Himachal Pradesh University Shimla-5. Different Committees are being constituted in the college for the smooth functioning of the institution in a decentralized manner. Academic matters are undertaken by IQAC and it reviews the teaching-learning as well as training aspects from time to time in a periodical manner. Reports are submitted to the IQAC for syllabus completion as well as for other different activities.

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

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

7

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

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

Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://gctedharamshala.ac.in/sites/default/files/2022-07/All_IQAC_Meetings_2020-21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://gctedharamshala.ac.in/iqac
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

1. Pre service Training Manual specifically for Micro-Teaching/ Simulation/ School Internship was developed for faculty and students.

2. Consistency of 100 % pass percentage in final university examination.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

As a Govt Institution, we are required to follow HP State Govt Energy Policy and other related regulations. Our campus is situated in the upper Shiwaliks of Himalayas having clean and green campus. Maximum area of the institution is under a green cover of a variety of trees planted in the campus. The eco-club of the college has initiated the various periodical activities for plantation, clean and green campus. Our campus is well designed and all buildings are south facing and receive plenty of light and heat during the day. Waste management and garbage collection and their disposal is well managed, dust bins and leaves decomposers are installed at various places in the campus. The college is situated in the jurisdiction of MC Dharamshala, municipal Corporation has fixed a garbage collection dustbin outside of the Campus and also collects the segregated garbage on daily bases. 15 solar lights are installed in the campus including hostel and parking to save energy and use alternate sources of energy. We have a rain water harvesting plant, the rainwater from roofs collected in the rainwater harvesting tank and that water is used for watering the flower beds and toilets etc.

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

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

Waste management and garbage collection and their disposal is well managed, dust bins and leaves decomposers are installed at various places in the campus. The college is situated in the jurisdiction of MC Dharamshala, Municipal Corporation has fixed a garbage collection dustbin outside of the Campus and also collects the segregated garbage on daily bases. The leaves decomposer installed in the various places in the campus, leaves decomposers decompose the dry grass and leaves and convert in vermis compost/ bio-manure. That manure is used in flower beds. The girl's toilets both in campus and girl's hostel are equipped with sanitary pad vending machines with sanitary pad incinerator machines. As the

Himachal Pradesh government has put a ban on single use plastic material, our campus is also plastic free campus plastic wrapped material, plastic bottles and plastic packed material is not allowed in the camp area. E-waste generated is disposed of as per HP Financial rules and E-waste management rules of Himachal Pradesh Government.

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

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

Three of the above

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

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

Institution is committed to maintenance of cleanliness, sanitation, green cover and proving a pollution free healthy environment by following ways:

The Maximum area of the institution is under green cover and a variety of trees are planted in the campus. The eco-club and volunteers of the rover and ranger unit of the college have initiated the various periodical activities for plantation, van-Mahostsav, cleanliness drive and green campus. Sufficient number of toilets for both boys and girl's are available in the college campus and in the Girl's Hostel. Waste management and garbage collection and their disposal is well managed, dust bins and leaves decomposers are installed at various places in the campus. The college is situated in the jurisdiction of MC Dharamshala, municipal Corporation has fixed a garbage collection dustbin outside of the Campus and also collects the segregated garbage on daily bases. Our campus is totally pollution free situated in the green and clean pollution area of the Dharamshala. In green initiative the students use the public transport to commute from their residences to College campus, concessional bus passes are also provided to students.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

1.34794

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

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

Institution put forth efforts leveraging the local environment, locational Knowledge and resources, community practices and challenges. In our institution everyone is involved in various activities regarding the protection of the local environment. The college Eco-Club is working on these green initiatives. We have tagged the local plants for their identification and that spreads awareness about the local plants and vegetation. The college eco-club also creates environmental awareness through various activities by celebration of Environment Day, Van-Mahotsav celebration and annual plantation campaign. Whenever our students are on SIP-I &II in their allotted schools, they organize different types of activities like slogan writing, poster making

etc. to create environmental awareness in schools. As our institute is situated in cold temperate region therefore a distinctive type of vegetation is found here, like deciduous, coniferous, pine and temperate evergreen in mosaic format.

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

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

A. All of the above

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

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- 1

Functioning of Rovers and Rangers Unit of GCTE Dharamshala

Best Practice- 2

Healthy and Cordial Institutional Relationship of GCTE Dharamshala with different stakeholders/Institutions/Agencies

Link:https://gctedharamshala.ac.in/sites/default/files/2022-08/Best_Practices_2020-21.pdf

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

7.3 - Institutional Distinctiveness

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

College came into existence in September 1956 by the Government to meet the ever-growing demand of trainee teachers, catering to the educational needs of pre-service and in-service teachers. This is the only government teacher training college in the state. The student from every corner of the state eagerly want to get admission in this institution. This institution is totally devoted to the progression and growth education in the Himachal Pradesh. Second our institution also imparting in the in-service training of the teachers as well as the college teachers and other ministerial staff of the six districts of the state.

College Believes in Imparting Personalized education to enhance Excellence and to in stiff traits to boost social and moral awareness amongst the students. The vision being: -

“Motivate the weak

Address the average

Challenge the Gifted”

Inclusiveness is our prime motto; our institution is imparting education to all sects of the society as per the government policies.

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