



GOVERNMENT COLLEGE OF TEACHER EDUCATION

DHARAMSHALA, DISTRICT KANGRA (H.P.) 176215

(NAAC Re-Accredited 'B' Grade)

Tel: 01892-223140 (Off.) | Fax: 01892-223675 | Email: gctedharamshala-hp@nic.in | Web: www.gcte.in



Ref: 173/2023

Date: 13/7/23

Government College of Teacher Education, Dharamshala is affiliated to Sardar Patel University, Mandi, Himachal Pradesh and recognised from National Council for Teacher Education (NCTE), New Delhi. This institution is well reputed and known for its quality teaching and training. It is the only government institution in the field of teacher education in Himachal Pradesh for B.Ed. Course. The National Assessment and Accreditation Council (NAAC) have re-accredited this institution with 'B' Grade in the second cycle (May, 2015) with enhanced CGPA of 2.65. The college caters to Pre-service and In-service Teacher Trainings by conducting Induction Programmes, Teacher Training and Capacity Building Programmes, Seminars and Workshops, for In-service Teachers and Heads of Educational Institutions of six districts (Chamba, Kangra, Hamirpur, Mandi, Kullu and Lahaul & Spiti) of H.P. Extensive theoretical orientation supplemented with five months teaching practice/internship provides a healthy learning environment for the holistic and harmonious development of the prospective teachers.

VISION

INCLUSIVE AND QUALITY TEACHER EDUCATION FOR EXCELLENCE

MISSION

Since the very inception of the college in the year 1956, the insignia of the college reveals the mission of the college, that is, "विद्ययाऽमृतमश्नुते" which means "through Gyan and Yog, we will attain immortality" These words from Isavasyopanishad (XI) sets our mission to higher platform of knowledge and its applications to the benefit of humanity as follows:

- ❖ **Enabling Learning Environment:** To create a teaching learning environment conducive to the pursuit of higher knowledge, relevant skills and experience.
- ❖ **Quality Education:** Achieving knowledge, skills, values and attitudes through teaching learning process to prepare professionals for transforming lives.
- ❖ **Holistic Development:** Developing the personalities of existing and future teachers through physical, intellectual, social, emotional and spiritual development for laying the foundation for life time learning and character building.



Programme Learning Outcomes (PLOs) of B. Ed. Course:

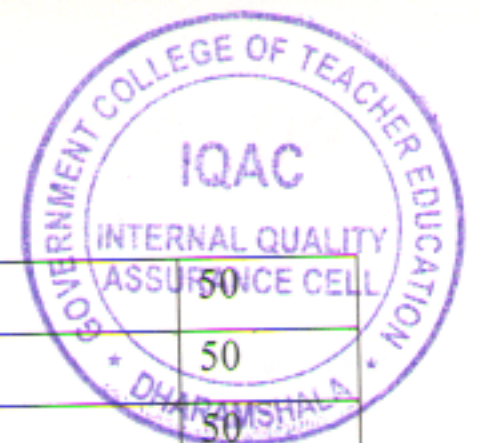
PLOs are the skills and competencies that students should be able to articulate, put into action or utilize either theoretically or practically after the completion of a course in which student is enrolled. Government College of Teacher Education, Dharamshala develops strategic plans annually which are further bifurcated into long term and short term plans and achieved. The college continuously strives to improve the teaching learning processes and engage the students to improve students' satisfaction and students' results. Following Programme Learning Outcomes (PLOs) are achieved through the Course.

1. The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
2. The student teacher understands the process of learning and development among students, different approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts
3. The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of the process of viewing, developing and making sense of subject matter contained in the learning experiences
4. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. The student understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
6. 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.
7. The student teacher acts as an agent of modernization and social change
8. The student teacher promotes capabilities for inculcating national values and goals as mentioned in the Constitution of India.
9. The student teacher promotes social cohesion, international understanding and protection of Human Rights and rights of the child.
10. The student teacher will become adept in the use of ICT in the teaching- learning process.




SCHEME OF STUDIES OF TWO YEAR B.Ed. CURRICULUM OF HIMACHAL PRADESH UNIVERSITY, SHIMLA-5

Sr. No.	Course Code	Name of Course	Theory Marks	Internal Assessment	Total Marks
B. Ed. First Semester					
1.	Paper I	Childhood and Development Years	80	20	100
2.	Paper II	Contemporary India and Education	80	20	100
3.	Paper III	Language Across the Curriculum	40	10	50
4.	Paper IV	Understanding Disciplines and Subjects	40	10	50
5.	Paper V	Text Reading and Reflections	40	10	50
Total Marks in First Semester			280	70	350
B.Ed. Second Semester					
1.	Paper VI	Learning and Teaching	80	20	100
2.	Paper VII	Assessment for Learning	80	20	100
3.	Paper VIII	Drama and Art in Education	40	10	50
Candidates are required to choose any two of the following subjects in Second Semester in accordance with the subjects studied at graduation level.					
4.	Paper IX - A	Pedagogy of School Subjects (Part - 1)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
5.	Paper X	Practice Teaching (4 Weeks Duration)	Grading (on Four Points Letter Grades) will be done on the basis of reports submitted by the students.		
Total Marks in Second Semester			280	70	350
B. Ed. Third Semester					
Candidates will continue with same two Teaching subjects in Third Semester which they have opted in the Second Semester.					
1.	Paper IX - B	Pedagogy of School Subjects (Part - 2)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50



	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
		School Internship/Practice Teaching			
	Paper XI - A	Skill in Teaching (School Subject-I)	125		
	Paper XI -B	Skill in Teaching (School Subject-II)	125		
		Total Marks in B. Ed. Third Semester	80+250	20	350
B. Ed. Fourth Semester					
1.	Paper XII	Knowledge and Curriculum	80	20	100
2.	Paper XIII	Gender, School and Society	40	10	50
3.	Paper XIV	Inclusive School	40	10	50
4.	Paper XV	ICT in Teaching-Learning Process	40	10	50
5.	Paper XVI	Understanding the Self	40	10	50
Candidates are required to choose any one of the following optional subjects in Fourth Semester					
6.	Paper XVII	Health and Physical Education	40	10	50
7.	Paper XVIII	Vocational and Work Education	40	10	50
8.	Paper XIX	Education for Peace	40	10	50
9.	Paper XX	Guidance and Counselling	40	10	50
		Total Marks in B. Ed. Fourth Semester	280	70	350
Grand Total Marks for B. Ed. Course			1170	230	1400


CO-ORDINATOR
IQAC, GCTE D/SHALA


Principal
Govt. College of Teacher Education
Dharamshala, Distt. Kangra
PIN 17625

Government College of Teacher Education, Dharamshala, Kangra, Himachal Pradesh-176215

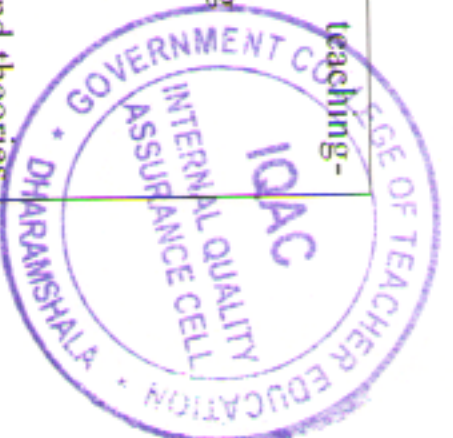
Semester-wise Course Learning Outcomes (CLOs) of different Subjects.



B. Ed. First Semester			
Sr. No.	Course Code	Name of Course	Course Learning Outcomes (CLOs)
1.	Paper I	Childhood and Development Years	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning, nature and scope of educational psychology. • Describe the role of educational psychology in teaching and learning process. • Understand growth and development of the learner and its importance in the learning process (with special reference to childhood and adolescent stage). • Understand the needs, problems and developmental tasks of adolescence. • Describe intra and inter individual differences. • Explain the causes of individual differences. • Identify characteristics and remedial measures for diverse learners. • Identify educational needs of various types of children. • Understand role of teacher in school to minimize individual differences. • Explain the concept of motivation, role of school and teacher to enhance motivation. • Understand concept of intelligence, theories of intelligence and their educational implications. • Describe the concept, characteristics of creativity and educational programmes for developing creativity. • Explain concept, types, theories of personality and ways of assessment of personality. • Identify factors which affect mental health and hygiene and measures used to promote mental health. • Understand factors affecting adjustment and role of teacher.
2.	Paper II	Contemporary India and Education	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the Constitutional Provisions for Education in India. • Understand the Fundamental Rights, Duties and Directive Principles of the State Policy. • Understand the aims of Education as per Constitutional Values.

			<ul style="list-style-type: none"> Develop competencies to understand the various issues related to Education and remedial measures. Understand the Constitutional provisions for inequality, discrimination and marginalization in UEE Realize the importance of Right to Education and the provision made for realizing it. Understand the importance of Education for the marginalized groups. Acquaint with the policy initiatives, educational policies and programme in Contemporary India. Acquaint with the emerging concerns and Educational development in India.
3.	Paper III	Language Across the Curriculum	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> Understand the nature, importance and use of Language. Acquaint with some latest methods and approaches for planning of successful language teaching. Identify and be sensitive to the proficiency, interests and needs of learners. Practice learner centered methods and techniques in the classroom. Use technology to enrich language teaching. Encourage continuous professional development.
4.	Paper IV	Understanding and Subjects	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> Understand the nature of discipline and school subjects Differentiate between school subjects and curriculum. Integrate and apply concepts and theories in real classrooms
5.	Paper V	Text Reading and Reflections	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> Learn to read Newspaper, Follow Radio, TV & Internet media critically and with understanding. Form and exchange viewpoints on political and social Issues. Distinguish fact, fiction and opinion in Newspaper articles. Develop teachers professionally and support their aspirations as teachers.
B.Ed. Second Semester			
Course Learning Outcomes (CLOs)			
Sr. No.	Course Code	Name of Course	
1.	Paper VI	Learning and	The student teachers will be able to:

		Teaching	<ul style="list-style-type: none"> • Understand the nature, characteristics of learner and principles to make teaching-learning effective and productive • Explain the concept, nature of learning as a process and conditions of learning • Describe the Gagne's types of learning • Explain the concept, types and strategies to develop memory • Understand nature, causes, factors and strategies to minimize forgetting • Apply the knowledge and understanding of the learning process, principles and theories of learning with their educational implications. • Describe the concept, importance and level of transfer of learning • Explain higher mental processes like concept formation and mind mapping • Explain the role of teacher in teaching-learning situations as transmitter of knowledge • Understand concept, principles of teaching, levels and phases of teaching • Identify different learning styles of learners and their implications for the teaching • Understand need and types of models of teaching
2.	Paper VII	Assessment for Learning	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the nature of assessment and its role in teaching-learning process. • Understand the different perspectives of learning on assessment. • Realize the need for school based assessment. • Examine the contextual roles of different forms of assessment in schools. • Understand the different dimensions of learning and the related assessment procedures, tools and techniques. • Develop assessment tasks and tools to assess learners' performance. • Analyze, manage and interpret assessment data. • Analyze the reporting procedures of learners' performance in schools. • Develop indicators to assess learners' performance on different types of tasks. • Examine the issues and concerns of assessment and evaluation practices in schools. • Understand the policy perspectives on examinations and assessment and their implementation practices. • Trace the technology-based assessment practices and other trends.
3.	Paper VIII	Drama and Art in	The student teachers will be able to:





		Education	<ul style="list-style-type: none"> • Understand the concept and importance of various arts in human life. • Understand aims, objectives and principles of performing and visual arts. • Appreciate Indian folk and visual and performing arts. • Understand various methods and techniques of teaching creative arts. • Understand the importance of visits in arts exhibitions and cultural festivals.
4.	Paper IX-A (i)	Teaching of Physical Sciences	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Familiarize with nature of physical science. • Formulate instructional objectives in behavioural terms. • Apply various approaches and methods of teaching physical science. • Select and integrate various kinds of instructional media.
	Paper IX-A(ii)	Teaching of Life Sciences	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Understand various objectives of teaching life sciences and to write the same in behavioural terms. • Understand and apply various methods of teaching life sciences. • Understand, analyze and improve present curriculum of life sciences operative at school level. • Understand the importance and appropriate use of different audio visual aids and improvised apparatus in Indian conditions with reference to concepts to be taught.
	Paper IX - A (iii)	Teaching of Mathematics	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the nature and characteristics of Mathematics. • Know the importance and values of teaching mathematics. • Understand the relationship of mathematics with other subjects of school curriculum. • Understand aims and objectives of teaching mathematics at school stage. • State objectives in behavioural terms with reference to concepts and generalizations. • Understand the contribution made by Indian and Western mathematician. • Apply various methods of teaching of mathematics. • Differentiate between methods and techniques of teaching mathematics.
	Paper IX - A (iv)	Teaching of Social Sciences	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Understand meaning, nature and scope of social sciences. • Understand the need and importance of teaching social sciences and relationship of social sciences with other subjects of school curriculum.



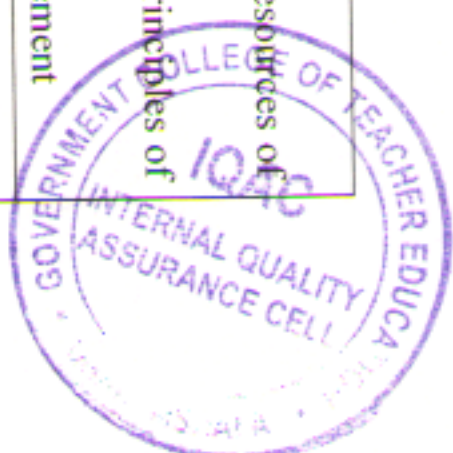
	Paper IX - A (v)	Teaching of Commerce	<ul style="list-style-type: none"> Understand aims and objectives of teaching social sciences at school stage. Acquaint with different approaches of teaching social sciences at school stage. Select and use appropriate methods and approaches of teaching social sciences. <p>The student teachers will be able to:</p> <ul style="list-style-type: none"> Understand Importance and Principles of Commerce. Acquire knowledge of present Commerce Scenario in India Acquire competencies necessary for Commerce teaching. Develop the competencies of Commerce teacher with the present needs of the environment.
	Paper IX - A (vi)	Teaching of English	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> Understand the nature, importance and use of English language. Identify the proficiency, interests and needs of learners. Understand methods and approaches of Teaching English Language. Develop language skills: listening, speaking, writing and reading for Communication purpose.
	Paper IX-A (vii)	Teaching of Hindi	<p>पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा :</p> <ul style="list-style-type: none"> भाषा का अर्थ, प्रकृति और महत्त्व। भाषा की अलग अलग भूमिका को जानना। भाषा के विभिन्न रूपों और अभिव्यक्तियों को जानना। मातृभाषा, क्षेत्रीय भाषा तथा विदेशी भाषा के रूप में हिंदी। हिन्दी शिक्षण में गद्य, पद्य रचना एवं व्याकरण के चरणों एवं उद्देश्यों का जानना।
	Paper IX-A(viii)	Teaching of Sanskrit	<p>पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा :</p> <ul style="list-style-type: none"> संस्कृत भाषा का अर्थ, स्वरूप तथा महत्त्व। संस्कृत शिक्षण में गद्य-पद्य, रचना एवं व्याकरण के चरणों एवं उद्देश्यों का जानना। संस्कृत भाषा शिक्षण में पाई जाने वाली विभिन्न प्रविधियों के विषय में जानकर उनका प्रयोग।
B. Ed. Third Semester			
Course Learning Outcomes (CLOs)			
Sr. No.	Course Code	Name of Course	



I.	Paper IX - B (i)	Teaching of Physical Sciences	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Select and integrate various kinds of instructional media. • Organize various co-curricular activities. • Select appropriate text books. • Explain the concept of evaluation. • Plan lessons in physical science. <p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Relate the knowledge of life sciences with other subjects of school curriculum. • Develop basic teaching skills for improvement of teaching-learning process. • Get familiar with principles and materials for setting an ideal life science laboratory. • Understand the present techniques of evaluation in life sciences.
	Paper IX -B (ii)	Teaching of Life Sciences	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Identify learning difficulties in mathematics and adopt appropriate remedial measures. • Understand the characteristics and strategies for teaching children with special needs in mathematics. • Explain the importance and uses of learning resources in mathematics. • Appreciate the importance of mathematics laboratory in learning mathematics. • Understand the role of text book, exhibitions and fairs in mathematics. • Prepare unit and lesson plans for teaching of mathematics. • Construct assessment tools for evaluating mathematics learning.
	Paper IX - B (iii)	Teaching of Mathematics	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Prepare achievement test in social sciences. • Identify the qualities and responsibilities of a social science teacher. • Prepare unit plans and lesson plans in social sciences. • Select and prepare the appropriate teaching aids for effective teaching. • Acquire skills of analyzing text book in social sciences.
	Paper IX - B (iv)	Teaching of Social Sciences	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Prepare achievement test in social sciences. • Identify the qualities and responsibilities of a social science teacher. • Prepare unit plans and lesson plans in social sciences. • Select and prepare the appropriate teaching aids for effective teaching. • Acquire skills of analyzing text book in social sciences.
	Paper IX - B (v)	Teaching of Commerce	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Introduce student teachers with the methodology of teaching commerce • Make student teachers aware of the values of commerce and the relationship of commerce with other subjects. • Encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.



Sr. No.	Course Code	Name of Course	Course Learning Outcomes (CLOs)
	Paper IX - B (vi)	Teaching of English	The student teachers will be able to: <ul style="list-style-type: none"> Acquaint with the latest methods and techniques for planning of successful English language teaching. Enable the students to use technology to enrich language teaching. Make students familiar in the effective use of learning resources. Prepare lesson plans in English for instructional purposes. Conduct pedagogical analysis of the content in English language and develop Teaching skills. Acquire competence in analyzing and evaluating the performance of the students.
	Paper IX - B (vii)	Teaching of Hindi	पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा : <ul style="list-style-type: none"> हिन्दी शिक्षण में गद्य, पद्य रचना एवं व्याकरण के चरणों एवं उद्देश्यों का ज्ञान । हिन्दी शिक्षण में गद्य पद्य रचना एवं व्याकरण के चरणों एवं उद्देश्य का ज्ञान । हिन्दी भाषा में मूल्यांकन संबंध क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण । विद्यार्थियों की सृजनात्मक क्षमता को पहचानना । हिन्दी शिक्षण में भाषा कौशल से संबंध कौशलों का विकास
	Paper IX - B (viii)	Teaching of Sanskrit	पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा <ul style="list-style-type: none"> निदानात्मक तथा उपचारात्मक शिक्षण विधि का प्रयोग करके छात्रों की आवश्यकताओं की पूर्ति । संस्कृत भाषा में मूल्यांकन सम्बन्धित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण । गृहकार्य तथा संशोधन कार्य की क्षमता ।
B. Ed. Fourth Semester			
			Course Learning Outcomes (CLOs)
1.	Paper XII	Knowledge Curriculum and Curriculum	At the end of this course, students will be able to: <ul style="list-style-type: none"> Understand the meaning and principles of curriculum. Understand and appreciate curriculum as a means of development of the individual. Understand the foundations and evaluation of curriculum. Comprehend the different models of curriculum. Compare the view point given by different commissions. Develop an understanding of the concept, need, scope and functions of school



			<ul style="list-style-type: none"> management Develop an understanding of different components of human and material resources of the school Develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities Develop an understanding of the concept and principles of classroom management
2.	Paper XIII	Gender, School and Society	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> Develop basic understanding and familiarity with key concepts: Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, matriarchy, masculinity and feminism. Understand some important landmarks in connection with gender and education in the historical and contemporary perspective. Learn about gender issues in school curriculum, textual materials across discipline, pedagogical processes and its interaction with class, caste, religion and region. Understand relationship of gender power and sexuality to education (in terms of access, curriculum and pedagogy).
3.	Paper XIV	Inclusive School	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> Understand the concept, nature and types of disabilities Identify the characteristics and need identification of different types of disabled children. Understand the concept, nature and approaches of inclusion in education. Understand and reflect on models of inclusion in education. Acquire knowledge and understanding about the provisions made for disabled children under SSA and RTE Act, 2009. Understand different pedagogical and assessment techniques for inclusion of CWSN. Employ different pedagogical approaches for inclusion of CWSN in regular schools. Develop skills related to creation of disabled-friendly environment and inclusive culture in the schools. Apply various approaches for assessment of knowledge and skills of CWSN. Design & apply remedial instruction procedures for enhancing learning among CWSN.
4.	Paper XV	ICT in Teaching-	<p>The student teachers will be able to:</p>



		Learning Process	<ul style="list-style-type: none"> Understand the concept and role of ICT in construction of Knowledge. Acquire knowledge and understanding about National Policy on ICT in School Education. Identify the challenges in integration of ICT in school education. Understand computer fundamentals. Employ hands-on-experience on computer. Apply different Hardware Technologies in Modern Educational Practices. Familiarize with the new trends in ICT. Apply different e-resources for educational purposes.
5.	Paper XVI	Understanding the Self	<p>To enable the learners to:</p> <ul style="list-style-type: none"> Understand self concept and its importance in human life Understand self confidence and its importance in human life Understand the nature, classification, sources, and methods of inculcation of human values Understand the role of different agencies in promotion of human values Define philosophy of yoga. Explain the psychological and physiological basis of yoga. Understand the scientific basis and therapeutic values of Yoga. Classify yoga and list its instruments.
6.	Paper XVII	Health and Physical Education	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> Understand concept of health, hygiene and health education. Differentiate between communicable and non-communicable diseases. Understand the objectives of school health services. Understand the concept and importance of physical education. Develop skills in marking grounds for different games. Organize sports events in schools in future.
7.	Paper XVIII	Vocational and Work Education	<p>To enable the pupil-teachers to:</p> <ul style="list-style-type: none"> Understand the need and importance of work experience in education. Illustrate the concept of work experience and understand the objectives of introducing work experience as an integral part of education. Compare the views of Indian and philosophers on work experience. Understand the criteria for selecting work experience for school and organizing work

Principal
 Govt College of Teacher Education
 Dharamshata, Distt. Kangra (H.P)
 PIN 176215

8.	Paper XIX	Education for Peace	<p>experience programmes.</p> <p>The learners will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of peace education. • Understand the dynamics of transformation of violence into peace. • Familiarize the nature of conflicts and their resolutions. • Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace and values. • Understand the contributions of different philosophers in Promoting Peace Education • Understand different Strategies and Methods of Teaching Peace Education.
9.	Paper XX	Guidance and Counselling	<p>The student teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning, objectives, need, scope and principles of guidance. • Acquaint with various types of guidance. • Develop skills in administering and interpreting, testing and non-testing tools of data collection. • Develop counseling skills. • Organize guidance programme in the secondary schools. • Develop the skills to prepare case study, to diagnose and identify problems, prepare report and provide guidance accordingly.



CO-ORDINATOR
IQAC, GCTE D/SHALA




Principal
Govt. College of Teacher Education
Dharamshala, Distt. Kangra
PIN 17625