YEARLY STATUS REPORT - 2022-2023

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	Arti Verma
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01892223140
• Mobile No:	9418151502
• 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	**Yugraj Singh**
• Phone No.	**9418111841**
• Alternate phone No.(IQAC)	**01892223140**
• Mobile (IQAC)	**9418111841**
• IQAC e-mail address	**iqac@gctedharamshala.ac.in**
• Alternate e-mail address (IQAC)	**gctedharamshala-hp@nic.in**
3.Website address	https://gctedharamshala.ac.in/
• Web-link of the AQAR: (Previous Academic Year)	https://www.gctedharamshala.ac.in /sites/default/files/2023-04/AQAR _2021-22.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gctedharamshala.ac.in /sites/default/files/2023-10/Annu al%20Calendar%202022-23.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/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
GCTE Dharamshala	Training (School)	State Government	01/04/2022	274557
GCTE Dharamshala	Training (College)	State Government	Nil	108277
GCTE Dharamshala	Travel Expenses	State Government	Nil	14000
GCTE Dharamshala	Office Expenses	State Government	Nil	100000
GCTE Dharamshala	Medical Reimbursement	State Government	Nil	150000
GCTE Dharamshala	Rent, Rates and Taxes	State Government	Nil	12000

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	9	
• 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)		

Upgradation of ICT and Language Lab	
Modification of Toilets for PwD stakeholders	
Annual Academic Audit	
Purchase of Sports Material	
Workshops on TLMs	

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
Upgradation of ICT and Language Lab	Achieved
Modification of Toilets for PwD stakeholders	Achieved
Annual Academic Audit	Achieved
Purchase of Sports Material	Achieved
Workshops on TLMs	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	30/06/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	09/02/2024

15.Multidisciplinary / interdisciplinary

Multidisciplinary/interdisciplinary: In Government College of Teacher Education, Dharamshala, the course curriculum of the Bachelor of Education Course includes a detailed description of the importance of multidisciplinary and interdisciplinary subjects

and how it proves to be beneficial for the better understanding and application of knowledge systems. The Humanities, Commerce and Science disciplines are integrated with each other and also with the other peripheral subjects that lead to the overall development of the students. It is a form of an educational approach and strategy that brings together multiple disciplines to create a comprehensive holistic learning experience under one umbrella of knowledge. It is articulately formulated to foster an understanding of the interconnectedness of various fields and how they can be integrated and for better problem-solving. Multidisciplinary education, if implemented in schools and colleges, allows students to gain a deeper understanding of the subject matter through the lens of different disciplines. This approach encourages creative thinking, critical analysis, collaboration, and communication skills. The traditional approach in education to a greater extent built on the compartmentalization of the knowledge into various disciplines which contributes to a single disciplinary approach and has a lot of limitations in terms of finding effective and potential solutions related to any domain of study. The harmonious combination of the concepts and practices of various disciplines has led to effective solutions that have accelerated the developments in all disciplines. The NEP 2020 emphasizes the need to incorporate this educational approach into the curriculum from an early age. By giving students exposure to multiple disciplines, we can help them understand their chosen field better and also develop an appreciation for diverse knowledge systems. This will enable them to become multi-skilled and versatile citizens and prepare them for a more comprehensive future. The NEP outlines several measures that will help facilitate a multidisciplinary approach to education. In GCTE, the following steps can be taken for the same: • Promoting interdisciplinary studies across different educational institutions. This includes collaboration between universities, colleges, research institutions, and other organizations. • Encouraging the integration of traditional Indian knowledge systems into modern curricula and providing students with a more holistic view of different topics. • the peripheral hobbies and activities like painting, craft, Sports, Cultural and others be merged with the main subjects for better application. • develop courses and programs that cover diverse disciplines like mathematics, science, arts, technology, and humanities. Therefore, our college is a fine example of the interdisciplinary modules that are adopted and implemented for the benefit of the students.

16.Academic bank of credits (ABC):

1. Academic Bank of Credits (ABC): It is a matter of immense

pleasure that Government College of Teacher Education, Dharamshala has initiated the process of ABC in the institute for the students. The students have been asked to make their accounts by filling out Google forms to make their accounts for academic credit. As many as one hundred eightyeight students have been enrolled in the system which would enable them to derive the benefit from this newly introduced system. Process of ABC Allocation: Assigning a number of credits to qualifications, degree programs, or single educational components. Accumulation: Accumulate credits in order to obtain qualifications, as required by the degree-awarding institution. Awarding: Formally granting students and other learners the credits that are assigned to the qualification and/or its components if they achieve the defined learning outcomes. With the help of ABC (Academic Bank of Credits), a student • can take advantage of multiple entry and exit options in higher educational institutions and customize their degree. • the student can choose to study a course in one institute in one year and can switch to another in the next year. The credit bank will be just like a bank deposit account, in which the academic credit of the students prepared on the basis of classwork and tutorials will be credited. Academic Bank of Credit will be formed at the national level, and will work on the principle of multiple entry-multiple exits as well as access to education at anytime, anywhere at any level. • The ABC Regulations intend to give impetus to blended learning Mode, allowing students to earn credits from various HEIs registered under this scheme and through SWAYAM, an online repository of courses. • The student can earn up to 50 percent credits from outside the college/university where she/he is enrolled for the degree/diploma programme. • Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, V-Lab etc., or of any specified university, shall also be considered for credit transfer and credit accumulation. • Credits obtained by students by undergoing Skill-courses from Registered Higher Education Institutions offering vocational Degrees or Diploma or Post Graduate Diploma or Certificate programmes are also eligible for accrual and redemption of credits Features of ABC ? Allows academic institutions to lodge and maintain the integrity of the credits ? Maintains the authenticity and confidentiality of student credits ? Easy credit transfer through digital mode ? Faster credit recognition Benefits of ABC ? Allows multiple entry and multiple exits for students ? Stores student credit for a minimum shelf life of 7 years ? Transfer credit through a single window after approval of source and destination academic institution ? Only verified academic institutions can upload credits ? Improves transparency and helps to build a more flexible approach to curriculum design and development Thus, this system would prove to be very beneficial for the students if our institute as well.

17.Skill development:

3. Skill development Government College of Teacher Education, Dharamshala, Dharamshala is a pioneer institute in instilling knowledge-based and skill-based education in students. The teaching skills practiced in the college are inclusive of all other life skills that help in the overall development of the student's personality. The student teachers who would be future mentors would require these skills for the proper emulation of the teaching methodology. This ensures that vocational education will now be included in the curricula of all schools, colleges, and universities. Educational institutions can offer two types of VETS (Vocational education and Training) qualifications to make skill development an integral part of education, a VET certificate and a VET diploma. Furthermore, for these programs to be successful, a regulated approach is required, as well as dual cooperation between organizations and vocational schools. With the advent of Industry 4.0, many trends are gaining prominence, and NEP 2020 is no exception. The essence of twenty-first Century Skills for Students involves the following concepts: • Soft skills in courses and workplaces • Students are being prepared for teaching jobs that require readiness needs to equip them with teaching skills • They need to have the skills to process and analyze this information by overcoming the challenges occurring while navigating social situations and other circumstances • Theoretical knowledge from textbooks is no more sufficient. Students need to understand their practical application to efficiently solve students' problems. The following skills may be inculcated in the students in order to make them professionally skilled and emotionally intelligent. • Creativity • Problem-solving • Perseverance • Collaboration • Information literacy • Media literacy • Civic literacy • Social responsibility • Innovation skills • Thinking skills • Global Awareness • Selfdirection • Social skills • Literacy skills • Critical thinking • Communication skills • Technology skills and digital literacy Besides learning the key academic subjects, the following twenty-first-century skills need to be inculcated in the students.

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

Appropriate integration of the Indian Knowledge System (teaching in Indian Language, and culture, using online courses): In Government College of Teacher Education, Dharamshala, the mission of the college, which is an excerpt from the Upanishad and hence the college's very basic principle is an inspiration from the ancient knowledge system that focuses on education to be imbibed as a symbol

of civilization and culture. The various constructive recommendations of NEP 2020 need a pragmatic integration into our curriculum which emphasizes not only being technologically endowed but an ethical usage of the latest technologies in our everyday life. We need to identify the various challenges of the educational ecosystem of India, some of which are as follows: • At present our education system is reeling under the ills of Westernization, excessive privatisation, and exclusion from its cultural underpinning. • Being home to one of the youngest populations in the world, we also need to realize the demographic dividend for the growth and development of our country. Indian Education System needs a complete overhauling and revamping. • All curriculum and pedagogy, from the foundational stage onwards, needs to be redesigned which is strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning. A curriculum of this nature would ensure that education is relatable, relevant, interesting, and effective for our students. India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artifacts, heritage sites, its spiritual and transcendental elevation, and its glorious past. Cultural awareness and expression should be developed in children, in order to provide them with a sense of identity, belongingness and appreciation of other cultures and identities. It would also build a positive cultural identity and self-esteem among the children. It's enthralling to see that the NEP 2020 has not only recognized the glorious past of ancient India but has also drawn our attention towards the inclusion of the seminal works of stalwarts like, Charaka, Susruta, Aryabhata, Varahamihira, Maitreyi, Gargi, etc. in the present curriculum at various level from preschool to the university level. Our college is committed to encouraging the merging of the traditional and the ancient system of knowledge and plans to encourage the following in future: • Taking online classes • Motivating the students to opt for online courses from other institutes • Take online yoga classes Thus, we can conclusively say that our college is committed to imparting the traditional system of knowledge with a modern perspective that would ensure a comprehensive and all-encompassing curriculum relevant to the global world.

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

Outcome-based education or outcomes-based education (OBE) is an educational theory where each part of an educational system is based

around goals. By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE, instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted. BE can primarily be distinguished from traditional education methods by the way it incorporates three elements: o theory of education, o a systematic structure for education o a specific approach to instructional practice It organizes the entire educational system towards what is considered essential for the learners to successfully do at the end of their learning experiences. In this model, the term "outcome" is the core concept and is sometimes used interchangeably with the terms "competency, "standards, "benchmarks", and "attainment targets". OBE also uses the same methodology formally and informally adopted in the actual workplace to achieve outcomes. It focuses on the following skills when developing curricula and outcomes: NEP 2020 enforces based on above mentioned educational outcomes. For achieving these targets, there is a need to modify the curriculum at the university level but on college-level short-term courses like yoga, IT, Communication Skills and Professional development may also be introduced. The following components are the pre-requisites of the OBE: - • Brainstorming • Games • Pair work • Group work • Open discussion /Debates • Roleplay • Brainstorming • Games • Pair work • Group work • Open discussion /Debates The thrust is on what a student is able to do after completing a course or programme. Being student-centric, it empowers students to choose why and how they would like to study. For outcome-based learning, a certain framework model has to be developed and followed; o to identify desired outcomes, o design outcomebased curriculum, adopt o use appropriate teachinglearning pedagogical tools o design suitable assessment to measure attainment of the learning outcomes. In this process, the teacher is a co-learner and collaborator and has the role of a mentor and facilitator. • All the members of faculty of institutes of learning like universities and colleges must go through these guidelines, hold deliberations and discussions and come up with suggestions and feedback. • Adopting appropriate pedagogy is essential to ensure an effective teaching-learning process. • A teacher turns into a facilitator, counsellor, mentor, course designer, content creator, ICT expert, evaluator, reflective practitioner and lifelong learner. • Need to design and adopt assessment modes which correspond to higher levels of Taxonomy - application, analysis, synthesis and evaluation. • Assessment design should map to check the attainment of learning outcomes or a criterionbased grading system Thus, the assessment and evaluation system need to be robust, continuous and comprehensive with more

emphasis on formative assessment and in-semester activities.

20.Distance education/online education:

The Open and Distance Learning (ODL) system has been integrating technology to reach students since the inception of technology. The efforts to integrate technology in the education sector have always brought about quality enhancements and education outreach to learners at a distance. The ODL system has benefitted India by contributing to increasing the country's Gross Enrolment Ratio. Open Distance education consists of the following features: • Distance education means learning distantly, without direct contact with the teacher in the regular classroom. • It extensively allows a learner the maximum favours to continue the learning, and dedicated support to match and balance the process of learning with his work and personal life, • It doesn't hinder a learner to acquire knowledge and a degree from anywhere in the world. • The learner gets benefitted from greater educational access and greater flexibility to learn and get qualified without having regular scheduled classes, • It is much easier to complete distance courses while working than more traditional educational programs. Such limitless opportunities for flexibility have been possible due to the technology integration in distance education. students can study from their homes to complete their class assignments provided there's a computer and internet connection at home. Such inclusion of faceto-face with distance education and the simultaneous expansion of ICTs and its integration has blurred all the boundaries giving it a blended format of education. The University Grants Commission (UGC) has directed all Indian higher education institutions to implement enhanced technological interventions in educational transactions. These Online modules are to be guided to be mixed and integrated into the conventional programmes to offer new programmes/courses in Blended Learning format by all the Higher Education Institutions as well as Open & Distance Learning institutions to appropriately amalgamate all the programmes with a multidisciplinary approach to integrate core disruptive technologies in the undergraduate and postGraduate level. Our college GCTE Dharamshala requires the following plan of action for the implementation of the Online and Distance Mode of education by adopting the following measures: • the establishment of digital libraries and virtual labs to enhance access for all learners and to provide them equal opportunities for the hands-practical and to experience the experiment-based learning environment. • spreading awareness of their potential effects • suitable instructional materials will also be prepared for colleges and schools.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**476**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**250**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**106**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**226**

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**226**

File Description	Documents
Data Template	[View File](#)

2.6 Number of students enrolled during the year	**250**

File Description	Documents
Data Template	[View File](#)

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**2010106**
4.2 Total number of computers on campus for academic purposes	**28**
3.Teacher	
5.1 Number of full-time teachers during the year:	**20**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2 Number of sanctioned posts for the year:	**25**

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

Government College of Teacher Education, Dharamshala (GCTE), is presently affiliated to the newly established Sardar Patel University, Mandi w.e.f. 28th January 2023, temporarily. The institution was recognized by UGC in May 1991, under 2(F) & 12 (B) and recognized by NCTE, New Delhi in June 1998. The syllabi of Two-Year B.Ed. The course was designed and developed by the Himachal Pradesh University, Shimla in 2015 and has been followed since. Before the commencement of the new academic session, all the institutional calendars vis-a-vis Academic, Examination, Co-Curricular, Spots, Cultural and Training are strategically planned, prepared and then implemented. Interactive sessions, Classroom Seminars, Class tests and other methods to check the program learning outcomes and continuity of the students with their studies

for effective curriculum implementation. School Internship Program (SIP) is also carried out as per their calendar for phase I and II. Apart from this, the schedule of Govt. of HP for academic session, vacations, and academic calendar of affiliating universities is followed. Staff council meetings, IQAC, Examination committee, SIP Committee, Curriculum Planning Committee contribute towards for regular in-house planning and reviewing as per the institutional needs of the learners.

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	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://gctedharamshala.ac.in/sites/default/files/2024-02/1.1.3%20PLOs%20Clos.xlsx
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	View File

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

247

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

247

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

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

17

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

17

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

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.

Academic • Curriculum of the institution is so designed and formulated that it provides opportunities to students to obtain knowledge and cognizance of various aspects of the Education • Papers and course content is focused on the application of educational psychology in teaching-learning process. • Student-teachers are imparted information and awareness about the nature, importance and use of language. • Other paper syllabi include Understanding Disciplines which enables students to integrate and apply concepts and theories in the Classroom, Text Reading and reflections which encourage analytical and critical thinking in reading and writing skills, Drama and Art which focuses on the importance, aim and objectives of different performing and Visual arts in life. • The various pedagogical papers focus on the teaching of the respective subject. B. Skills through SIP • Various Skills are developed through the school Internship Programme in which experimental learning theory and practice are combined for transfer of learning.. • ICT is taught as a theory paper and hands-on training is given through practical in the lab. C Value and Attitude: ? Different Co-curricular and cultural activities inculcate values of activities teamwork, management and leadership qualities.

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	View File

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

Institution familiarizes the students with the diversities in the school system in India and also provides a comparative international perspective which is authenticated by the following: ? Development of School System Contemporary India and Education provides knowledge about Indian education system and National Education Policy 2020. ? Other aspects are: ? Understanding the Constitutional Provisions for Education in India. ? Delineating the Fundamental Rights, Duties, and Directive Principles of the State Policy. ? Comprehending the aims of Education as per Constitutional Values. ? Develop competencies to evaluate the various issues related to Education and remedial measures. ? Constitutional provisions for inequality, discrimination and marginalization ? Functioning of various Boards of school education through skill in practice and partial knowledge ? Understand the nature of assessment and its role ? Comprehend the different perspectives of learning on assessment ? Examine the contextual roles of different forms of assessment ? Develop assessment tasks and tools to assess learners' performance ? Evaluate the reporting procedures of learners' performance in schools. ? Examine the issues and concerns of assessment and evaluation ? Trace the technology-based assessment practices ? Prepare a curriculum of any subject using Hilda Taba's approach ? International and Comparative perspective

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	No File Uploaded
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 through our designed courses for teacher 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. During SIP they get practical experiences about the management of various activities scheduled in the concerned allotted school. They get the close experience of Conduct of classes, time table preparation, conducting morning assembly, paper setting, conduct of examination, evaluation, conducting the meeting of school management committee and co-curricular activities etc. By theory and practical experiences acquired during designed programmes students exit the institution as a professionally skilled trained teachers. 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.	Three of the above

Structured feedback is obtained from Students Teachers Employers Alumni   Practice Teaching Schools/TEI

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

480

2.1.1.1 - Number of students enrolled during the year

480

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

212

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

212

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	View File
Any other relevant information	**No File Uploaded**

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

119

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

119

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.

The Government College of Teacher Education, Dharamshala is presently affiliated to Himachal Pradesh University, Shimla and recognised by National Council for Teacher Education, New Delhi. This institution is the only Government Institution in the state of Himachal Pradesh running B.Ed. Course. The eligibility conditions for admission to B.Ed. Course are as per NCTE, Norms. The Admission procedure is taken up by the affiliating University through MCQ based entrance Test. The counselling and allotment of seats, as per the Govt. Of Himachal Pradesh roster, for the intake to the institution is conducted by the affiliating University. The institution is first or at the most second preference among students after the HPU Campus which ensures quality intake. The minimum qualifying marks in the Entrance Test are 35% (i.e. 53 out of 150). In case of SC/ST/OBC/Physically Handicapped candidates, the minimum qualifying marks are lowered by 5 % i.e. 30 % (45 out of 150).

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	**Six/Five of the above**

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	

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

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

35

2.2.4.1 - Number of mentors in the Institution

14

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.

GCTE, Dharamshala has established a set of procedures and policies for maintaining and utilizing physical, academic and support facilities i.e. laboratory, library, sports, computers, classrooms etc. Multiple mode approach for teaching-learning is adopted by teachers, which includes lecture cum discussion methods and experiential learning both in theory papers. During School Internship Phases I & II there is focus on participative collaborative learning, problem solving methodologies, brain storming etc. for enhancing student learning as per the demand of the subject. Project work, assignments and activities are also integral part of curriculum transaction in the college. There is regular multimedia use by the teacher educators during instruction in form of presentations and videos. During SIP I & II students teach in non simulated real life school classes where they convert the theoretical learning to practical and experiential learning.

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

14

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

480

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	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

GCTE, Dharamshala continuously monitors the learning, development and progress of its learners as reflective teachers. This attribute is catered throughout the academic and co-academic processes during the B.Ed. program. The theory courses are imbedded with the philosophy and purpose along with reflective level of discussions with reciprocal questioning in the classes. This mentoring takes a typical shape during School Internship I &II (SIP). During SIP I & II learners enhance their capabilities as development of professional teachers. It includes theoretical knowledge and Skill component of the learners as transforming as teacher. As a part of course requirement students are supposed to submit various assignment, at every phase of these activities learners are guided and supported for their development. Scheduling of library periods is done to encourage self study and further reading through reference books. This time is also used to take up self paced courses both in library and ICT laboratory. Our designed teaching and learning program 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	No File Uploaded

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

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

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

The 2 year B.Ed. program is the manifestations of the concerns and vision of NCF 2005, NCF-TE 2009 and the policization as expressed in NEP 2020. This programme lays the foundation for preparing student teachers for teaching in 21st century learning by enhancing their knowledge, skills, attitudes and values. Some of the courses worth highlighting are Childhood and Development years, Understanding Disciplines and Subjects, Language across curriculum, Learning and Teaching, Assessment for Learning and Knowledge and Curriculum which are the foundational subjects in the curriculum of B. Ed. program. These subjects provide a fundamental or coherent understanding of the field of teacher education required for the functioning in the field. Practice Teaching I (4 Weeks Duration) and Practice Teaching II (16 Weeks Duration) provides the students an opportunity to observe and learn as an intern in the schools.

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 Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement** | Eight /Nine of the above |

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

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

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

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

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

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
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. there is proper schedule and mechanism of student orientation before the commencement of micro teaching, simulation and school based internship programmes. SIP committee make all necessary preparation before the starting of training mechanism at

college as well as for school internship. Feedback is also collected from the students. Before going to school, we guide the student teacher regarding procedure of teaching practice and also conduct orientation session as per requirement. 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.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

2.4.9.1 - Number of final year students during the academic year

229

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	Seven/Eight 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 (* 'Schools' to be read as "TEIs" for PG programmes)	**Four of the above**

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

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

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

2.5 - Teacher Profile and Quality

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

14

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

7

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

231

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

231

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, refresher 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

Government College of Teacher Education, Dharamshala is affiliated to Sardar Patel Univesty, Mandiand recognised from National Council for Teacher Education (NCTE), New Delhi. The curriculumframework of Two Year B.Ed. Course of Himachal Pradesh University, Shimla effective from thesession 2015-16 is followed. Internal Evaluation/Continuous Comprehensive Assessment is an integralcomponent of B.Ed. Course. In theory Paper, 20% of the total marks are meant for Internal Assessment. Overall weightage of Internal Assessment in Two Year B.Ed. across Four Semesters is 230 Marks out of 1400 MarksCOMPONENTS OF CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA):Components of continuous comprehensive assessment are mentioned in section 4.1a of Regulations and Syllabus for Two Year B.Ed. Programme effective from session 2015-16. Govt. College of Teacher Education, Dharamshala strictly follows these regulations for B.Ed. Course in general and internal assessment in particular.Classroom Attendance: Each student will have to attend a minimum of 80% Lectures / Tutorials/ Practicals. A student having less than 80% attendance will not be allowed to appear in the End Semester Examination (ESE). However, the exemption from 80% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, Sports etc.) to the extent of 20% (making the necessary attendance as 60% in these cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities. The students having attendance between 79% and 70% attendance will apply for exemption on aprescribed form accompanied by clear reason(s) for absence to the competent authority.

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	No File Uploaded

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

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

Grievance Redressal System is a mechanism commonly used to receive and act on complaints or grievances reported by stakeholders of private or public institutions, enabling prompt actions on anyissue raised by them and to avail services more effectively. Effective and timely redressal or settlement of the grievances makes Grievance Redressal System a mandatory mechanism for higher education institution, according to the Ministry of Human (MHRD), Government of India. No institution can claim to be responsive and user-friendly unless it has an effective grievance redress mechanism. In fact, grievance redressal technology is the gauge to determine efficiency and effectiveness of the institution as it provides

feedback on the organization functioning. Mechanism for Grievances redressal related to examination is operationally effective in Government College of Teacher Education, Dharamshala. Examination committee in this regard has been constituted and this committee resolves the issues related to internal examination/internal assessment. Students are free to raise their issues related to examination in written or orally, before the committee or are free to talk with the examination committee. The said committee resolves the issues amicably. Examination Committee for the session 2022-23 are:

Sr.No. Name Role Assigned 1. Dr. R.S. Gill Covnenor 2. Sh. Yugraj Singh Member 3. Dr. Abyudita Gautam Member 4. Sh. Manoj Kumar (ICT) Member 5. Sh. Nirman Singh (Clerk) Office Assistance 6. Sh. Ravinder Pathania (L.A.)

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.

An Academic Calendar is a planned document for the faculty members, students and other stakeholders. It includes a complete schedule of commencement of classes, internal evaluation schedule, co-curricular activities, tentative examination schedule etc. Preparation of Academic Calendar begins before the commencement of academic session. The Committee members of the College prepare Academic Calendar by considering the prescribed guidelines of the NCTE, New Delhi/HPU Shimla. The Committee members take into consideration the feedback from students, teachers, alumni and other stakeholders while preparing the Academic calendar. Effectiveness of the entire process is maintained by the Office of the Principal with the objective of incorporating inquisitiveness and scientific temper among the students through diverse activities. 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.

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

2.7 - 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.

PROGRAMME LEARNING OUTCOMES (PLOs): Following Programme Learning Outcomes (PLOs) are achieved through the Course.

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.

- 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.
- The student teacher acts as an agent of modernization and social change.
- The student teacher promotes capabilities for inculcating national values and goals as mentioned in the Constitution of India.
- The student teacher will become adept in the use of ICT in the teaching- learning process.

COURSE LEARNING OUTCOMES (CLOs): Few CLOs of B.Ed. Course are given below.

- Understand the meaning, nature and scope of educational psychology.
- Understand the Fundamental Rights, Duties and Directive Principles of the State Policy.
- Use technology to enrich language teaching.
- Understand the nature of assessment and its role in teaching-learning process.
- Appreciate Indian folk and visual and performing arts.
- Understand various methods and techniques of teaching creative

arts.
- **Understand the foundations and evaluation of curriculum.**

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

A brief summary of the monitoring system of Government College of Teacher Education, Dharamshala is given below.

1.Morning Assembly: It is used as a source to inculcate values among students. Students are guided to participate in morning assembly as per the duties assigned by Captain/Vice Captain.

2. Class Tests: Class tests are taken by the teacher educators, evaluated and appropriate immediate feedback is provided to the students for improving their performance.

3. Assignments: Preparation of assignment is the integral component of Internal Assessment in each semester.

4. Cultural and Sports Activities: Different cultural and sports activities are organised in the institutions for the all-round development of students.

5. Co-curricular, Extension and Outreach Activities: Co-curricular, Extension and Outreach Activities are also organised in the College

as well as in Practice Teaching Schools.

**6.Micro Teaching and Simulation: Performance of student-teachers in
different teaching skills is monitored by the teacher educators and
feedback is provided by using feedback proforma .**

**7. Internship Phase-I: Students have to undergo one month internship
(Four Week) in nearby practice teaching schools. In this phase there
is no classroom teaching.**

**8. Internship Phase-II: Students have to undergo four month
internship (Sixteen Week) in nearby practice teaching schools.**

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**

220

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	View File

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.

**GCTE has an effective assessment mechanism to cater the performance
of students on various assessment tasks.**

Morning Assembly: It is used as a source to inculcate values among students. Students are guided to participate in morning assembly as per the duties assigned by Captain/Vice Captain.

2. Class Tests: Class tests are taken by the teacher educators, evaluated and appropriate immediate feedback is provided to the students for improving their performance.

3. Assignments: Preparation of assignment is the integral component of Internal Assessment in each semester.

4. Cultural and Sports Activities: Different cultural and sports activities are organised in the institutions for the all-round development of students.

5. Co-curricular, Extension and Outreach Activities: Co-curricular, Extension and Outreach Activities are also organised in the College as well as in Practice Teaching Schools.

6. Micro Teaching and Simulation: Performance of student-teachers in different teaching skills is monitored by the teacher educators and feedback is provided by using feedback proforma .

7. Internship Phase-I: Students have to undergo one month internship (Four Week) in nearby practice teaching schools. In this phase there is no classroom teaching.

8. Internship Phase-II: Students have to undergo four month internship (Sixteen Week) in nearby practice teaching schools.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://gctedharamshala.ac.in/sites/default/files/2024-02/Doc20240224104935.pdf

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	**Four of the above**

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

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

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
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

11

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	**No File Uploaded**

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

10

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

21

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	No File Uploaded

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

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

460

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

460

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

460

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	No File Uploaded

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

The college has a proper mechanism where different clubs and societies work individually or in harmony to involve the student-teachers in creating awareness towards various topical, societal and other issues that helps in bringing a sense of belongingness and a feeling of empathy and brotherhood in the society. 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, interaction with the senior citizens are carried out every year. Students visit nearby areas, in locality and are involved directly with the society, thereby helping in creating a harmonious relationship.

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

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

0

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

3.4 - Collaboration and Linkages

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

1

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

1

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

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	Five/Six of the above

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

• The college is replete with a sufficient number of lecture halls and classrooms • Multipurpose hall • Conference room • Training Hall for in-service • Science laboratories, • language lab • ICT lab • Social Science lab • Educational psychology lab • A well-stocked library and computers for the students to use the internet and locate the books in the library • Three grounds and a fitness center • A computerized and digitally smart Office. • A common room, Office room Kitchen Dining Room, Visitor room, the classrooms • There is a room for clubs and cells • Two staff rooms for the staff members • Washrooms/restrooms for the students and the staff • Two common rooms for girls and a visitor's room as well • A sick room • A faculty house in the college with twenty rooms with attached bathrooms • A canteen • A small washroomfor girls with special needs. • Rampsfor students with special needs. • An open-air stage • There are solar light panels • There is a Girls hostel in the college with rooms, toilets, bathrooms, a study room, a common room, a visitor room, kitchen, and dining hall.

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

8

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

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

820405

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.

The library is the most important segment of any institute that provides the students with the academic resources to ensure a strong foundation for their scholastic and pedagogical pursuits. Our library is equipped with the latest editions of books based on recent research. The students benefit by using e-resources and the digital dissipation of knowledge and information It is laced with the latest Library automation software, enabling it to perform traditional library housekeeping activities such as acquisition, circulation, cataloguing, reference, and serial control. Library automation is by far the most commonly used term to explain the automation of library activities using computers. In our institution, SOUL3.0 which is the most popular automation software is being used for carrying out the activities related to library administration. Software for University Libraries (SOUL) is a state-

of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on the requirements of college and university libraries. It is user-friendly software developed to work in a client-server environment which makes it even more relevant to be used by the students of our college.

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 a well-stocked library enriched with academic and informative resources that are beneficial for the students and the teachers as well. The library has the provision of dual online remote access for the students and the staff. The institution has an annual membership of INFLIBNET (Information and Library Network Centre, An Autonomous Inter-university Centre of UGC). Any student or faculty member of the Government College of Teacher Education, Dharamshala can access this facility after creating their IDs. This facility is widely used by teachers and students to gain first-hand information on the research conducted and the theses submitted on a particular discipline. It is very beneficial for students as well as for teachers for their various academic pursuits and professional development. The students were sensitized in the beginning regarding this facility earlier and now they have been making use of this website regularly. It gives the staff and the students a glimpse into the research done and the conclusions found. The trends and the shift in exploratory and investigative research help them to streamline their studies effectively for future projects and planning for competitive examinations.

File Description	Documents
Landing page of the remote access webpage	**No File Uploaded**
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)

184393

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

579

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

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

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

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. In compliance with and adhering to the demands of the digital world, the institution updates its ICT facilities including Wi-Fi as per the requirement of the institute. Teachers can make use of different ICT tools like computers, laptops etc, to make conceptual

comprehension easier for students to improve learning outcomes and to effectively present ideas to the students using ICT and leave a long-lasting impact on them... It is an integral part of the functioning of the GCTE Dharamshala. Many ICT equipments were installed in the institution for the smooth conduct of different academic and administrative works. The college has a separate ICT lab for students, having the capacity of 20-22 independent workstations. Office, Principal Office, Library, Staff Room, Training Room, and IQAC are provided with different ICT-enabled facilities. ICT Lab was established in 2005. Currently, the college has 5 Wi-Fi access points at different locations with internet connection FTTH with speeds 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

16.68

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) Opt any one:	C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Three of the above**

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	View File
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)

187959

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

Govt. College of Teacher Education has appropriate and accountable systems and procedures for maintaining and utilizing physical, academic and support facilities i.e., laboratory, library, sports complex, computers, classrooms, etc. The maintenance of physical,

academic, and support facilities is carried out by the respective departments with the help of in-house staff daily and periodically. Each laboratory has one teacher as the lab in charge and a Lab Assistant. The lab-in-charge is responsible to maintain and upgrade the laboratory. 1. Maintenance of Library: For the maintenance of library infrastructure and facilities the library advisory committee and administration have been authorized to make the purchases. 2. Maintenance of the Laboratory: The laboratory equipment, specimens, and other necessary items are purchased by the office of the Principal and purchase committee as per the requirements of the Institution. 3. Maintenance of the Sports facilities: The teacher in charge of Physical Education assumes the responsibility for the maintenance of the sports 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.

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

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	**B. Any 3 of the above**

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
14	232

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

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

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

4

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	View File
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)

24

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 currrent session onward IQAC and college advisory has decided to constitute the Student council. The students council comprisesexecutive boby withmembers fron various field on the bases oftheir marit. Aconstitution 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 imoortant 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	View File
Any other relevant information	**No File Uploaded**

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

6

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

The OSA of GCTE still functional in institution. Before registration under HP Society Act no. 25 of 2006 the voluntary membership of Old Students Association was 779 ex-students. The OSA/ Alumni meeting held in once in a year in academic session The enrolment fee for the membership will be 100/- (hundred Rupees) per annual for outgoing students only for one year and Rs. 500/- (Rs. Five Hundred) for becoming life member of OSA, GCTE Dharamshala w.e.f 2023-25 session. The services of general body/executive body members are purely honorary basis and OSA of GCTE, Dharamshala.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

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

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

1

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

The Government College of Teacher Education (GCTE) Dharamshala was established in September 1956 by the Government to meet the ever-growing demand of trained teachers. The college is since then catering to the educational needs of Pre-service and In-service teachers. The OSA, GCTE, Dharamshala is Dharamshala is non-political organization and registered under HP Society Act no. 25 of 2006 on dated Ist May, 2023. The OSA organizes re-union meets, interactive lectures with the student teachers and gives suggestions for the improvement of infrastructural and academic improvement in GCTE Dharamshala.

The objective of OSA, Dharamshala: To encourage friendly relations among all members of the Association and College both existing & retired. To promote and encourage the members to take an active interest in the objectives and progress of the Alma Mater To generate a 'Brain Bank' of professionals from amongst its members and provide its servies for the benefit of the Alma Mater and society, in general. To institute running shields, trophies, and to award medals to promote the academic, sports and cultural life at the Alma Mater. To honour its distinguished members.To keep local chapters informed about the activities of the Association and seek their assistance in promoting its objectives.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION INCLUSIVE AND QUALITY TEACHER EDUCATION FOR EXCELLENCE The is no better way to serve than to mould tender minds and channelise their energies towards nation-building and impart quality education and training young minds to become the mentors for the next generation of pupils. The college has the vision to provide a blended mode of education with theoretical discourses and a rigorous practical teaching capsule that should harness the potential and tap the talents of the student educators to prepare them in order to take on the responsibility of a teacher. An integrated and holistic approach applied to the modus operandi of the college accentuates the vision of this institute.

MISSION "Vidyamritmashnute" means "through Gyan and Yog, we will attain immortality" The insignia of GCTE Dharamshala, symbolises the mission of the institute. These excerpts from Lsavasyopanishad (XI) sets our goal to reach the horizons of sublimity in education also assuring that the endeavour to achieve its practical implementation is accomplished through meticulous planning and methodological execution. The mission of the college is a noble attempt to sanctify the principles of education beyond the general comprehension of its connotations.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

words

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 are organised from time to time to consider the perspective of the parents for the 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 timeat 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

The college is administered through various committees and clubs comprising members of staff. The students are divided into four houses with a house in charge and two more teachers have been assigned the duties of the houses. The houses are also the sections of the college. Various committees have been formed in the college for the proper functioning of the college and the implementation of administrative decisions. The staff is divided into these committees according to their interests and availability to perform the various tasks. The various clubs of the college also have been formed to ensure the students' participation to prepare them to carry out their social responsibilities and commitments and further develop the skills to facilitate the enrolment of the students in these clubs at the school level. The relevance of these clubs lies in creating awareness and encouraging their engagement and involvement in these clubs and societies that promote community-based organizations. The CSCA members are included in the college's decision-making and activities.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.gctedharamshala.ac.in/sites/default/files/2023-10/Annual%20Calendar%202022-23.pdf
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The whole institutional setup is bound by the service rules of the government. The institution religiously follows and abides by the norms and policies of the Department of Education(government)and instructions given by HPU, Shimla, affiliating 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 Selection Commission, Hamirpur, As per the administrative setup of the government, the institution is headed by the Principal. The management of the institution is done democratically and

collaboratively 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 In charges. The parents' guidance and support is realized 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	**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 whole institutional setup is bound by the service rules of the government. The institution religiously follows and abides by the norms and policies of the Department of Education(government)and

instructions given by HPU, Shimla, affiliating 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 Selection Commission, Hamirpur, As per the administrative setup of the government, the institution is headed by the Principal. The management of the institution is done democratically and collaboratively 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 in charge. The parents' guidance and support is realized 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
Minutes of the meeting with seal and signature of the Principal	<u>View File</u>
Action taken report with seal and signature of the Principal	<u>View File</u>
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 benefit by different entitlements without any delay, like holidays, leaves; maternity/ paternity leave, study leave, leave encashment, and medical reimbursement. Pension: retirement pension, family pension, gratuity etc. are given are to employees who have joined the service before 31/0 3/ 2004. The employees who joined their service on and after 01/0 4 /2004 are given pension benefits under NPS. As the college is under 2F/12B ,the staff is fa 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	View File
Institutional Policy document on providing financial support to teachers	**No File Uploaded**
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	**No File Uploaded**
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

3

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

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

28

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
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 i.e. Principal, teaching and nonteaching 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

The College has a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Two types of Audits ensure financial transparency: 1. External Audit 2. Internal Audit External Audit is conducted by the following agency: (i) Team deputed from the Govt. Of H.P. visits the college. This team of auditors comes periodically to audit. Internal Audit is conducted in the college by the committee constituted by the Principal. Every year the Principal constitutes this team and internal audit is carried out. The institution has a mechanism of internal audit, which audits annually all the vouchers and bills of the expenditure of various committees constituted in the college. After checking the bills and vouchers, and auditing the expenditures, the committee generates a certificate for the college, regarding the verification, along with suggestions and discrepancies, if any. Both these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels.

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

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

0

File Description	Documents
Data as per Data Template	View File
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 of the college is done as per the procedures mentioned in HP Financial Rules 2009. Fee from the students is the major source of funds along with funds like Identity Card Fund, Campus Development Fund, Building Fund, etc. The college maintains separate budget heads for school and college training and utilizes those funds with total transparency for the smooth conduct of these trainings. Every expenditure is approved by the Principal and all possible precautions are undertaken to use the fund rationally and with optimum utilisation. The college has developed a mechanism in which a proper committee follows the rules and regulations in which there is a convenor of a committee who is assisted by at least three members. The sanction is duly put forward to the bursar who processes it after due checks and then it is further tabled to the Principal and finally the process of the mobilization of funds is completed. The purchase is thereafter made either through the Government portal (GeM) or through other defined procedures as stated in the HP Financial Rules.

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.

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, Dharamsala follows the B. Ed. Curriculum in principle, prescribed by the Himachal Pradesh University Shimla-5. Every year, with the beginning of a new session, different Committees are constituted in the college for the smooth functioning of the institution in decentralised manner. All these committees ensure that the student-teachers are provided with all kind of knowledge and are involved in the functioning of various committees and clubs, directly and indirectly. The activities are carried out periodically by the members of the committees by

involving the students and the report is forwarded to IQAC, as per the rules. 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. The changes are effected to bring in more effectiveness that will help in providing a holistic growth to the students of the college. Reports are submitted to the IQAC for syllabus completion at the end of every semester. The committee reviews it. Th reports submitted by other different activities are also periodically assessed by IQAC and measures are taken to strengthen the overall process of the working of the various committees in the college.

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

27

File Description	Documents
Data as per Data Template	No File Uploaded
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	**Four of the above**

**initiatives with other institution(s)
Participation in NIRF**

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.gctedharamshala.ac.in/iqac_updates
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gctedharamshala.ac.in/iqac_updates
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 was developed by the college for the School Internship Programme that caters to the needs of the: a. Student-Teachers b. Teacher-Educators c. Mentor-Teachers The Manual incorporates detailed information about the Microteaching Skills, Simulation Teaching, Preparation of Lesson Plans, process of Internal evaluation for the 1st phase of the Internship Programme. As such, it provides a holistic understanding of the framework of the programme to all the stake holders. 2. Every year, the college admits students belonging to the PH category, as per the norms laid by the HPU and the Govt. Of H.P. The college decided to construct ramps at different points of the college where the smooth movement of the Divyangjan students was possibly restricted/ hindered, previously. The students belonging to this category have benefited immensely from these ramps, and as such, access to all corners of the college campus is available to them.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements though all renewable energy sources. Solar energy is being harnessed using solar panels Solar Water Heater Facility has been Installed in the Girl's Hostel Use of Light Emitting Diode (LED)/ Power Efficient Equipment Installed and working fifteen solar lights in the college campus. Rainwater Harvesting Tank for watering plants Rooms with a sufficient number of windows for sunlight and natural heating. Sunny sitting site for the students during the winter season Rallies and Awareness programs organised by the Eco Club of the college Awareness through rallies and Poster making competitions in the SIP in schools by celebrating Environment Day Introducing the energy saving practices like switching off lights when not in use Our institution has two sets of solar panels installed on the rooftop of the college building. These solar panels ensure that some parts of the college run partially on solar power thereby saving electricity. Over the past few years, our college has taken a conscious decision to replace existing lights and lighting equipment with LED bulbs that are more energy efficient.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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

Our college has an environmental policy that lays down the

directives and steps taken for various environmental concerns. The waste management component is also mentioned in the policy which is followed in our institution, which is situated in the jurisdiction of the Municipal Corporation, Dharamshala. We at GCTE have an efficient system of waste collection and disposal and adoption of waste reduction which is evident from the steps given below: We have made an agreement with MC for daily Segregated garbage collection. Pipes linked to MC's Sewerage System Dry leaves compost bins are installed at various locations in the campus Use of manure from the decomposers for flower beds Paperless dissemination of information amongst the students and staff WhatsApp groups for receiving Assignments to reduce paper waste Segregation of waste at the source E-waste management according to the H.P. Govt Norms Weeding out old and obsolete records that have no legal or official relevance from the office Selling of scrap paper and junk objects to generate income for the institute and also to contribute towards recycling Cleanliness drives are organised in the college from time to time for the students to sensitize them regarding segregation and disposal of waste

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 | Two 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 | All of the above |

usage/ reduced wastage

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
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

Disposal of waste is done through the municipal corporation waste collectors and pipes that are linked to the main sewage system. The washrooms are cleaned regularly and availability of water is ensured. Bio-degradable and nonbiodegradable dustbins are kept at convenient places in different parts of the college and cleanliness in and around the dustbins is also maintained. The following steps are taken in this direction to strengthen our commitment to the same. Hand sanitizers are placed at important spots in the campus to ensure hand hygiene The administration and Eco club ensure that greenery is maintained by well-maintained sprawling lawns, ornamental and local herbs and different varieties of potted plants and flowers. The waste management of our college ensures methodological disposal of waste Students are encouraged to use steel lunch boxes and water bottles as a step to reduce the use of plastic as much as they can. Campus cleaning is a part of the time table and students contribute significantly in keeping the campus beautified and also learning and applying the technique of waste segregation in this process Use of non-biodegradable disposable items is restricted Plantation Drive is organised in the college during important days and during vanmahotsav also

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	**Four of the above**

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

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

2.36

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 ecoclub

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	[View File](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View File](#)
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

Best Practice I Context Healthy Rapport between students and teachers. Because of a friendly and harmonious environment resulting in mutual understanding the communication between teachers and students becomes possible. The concern of the faculty for the students helps the students get through rough times. It enhances the intellectual commitment of the students. OBJECTIVES Providing a congenial atmosphere to the students from far flung areas. Helping and guiding the students to sail through gently in tough situations Practice The contact numbers of the members of the cell have been displayed on various boards in the campus and are also mentioned in the college prospectus. They are encouraged to seek clarification regarding any confusion.

Best Practice II Context There is a dire need to sensitize the students about unbiased behavior. The woman need to be sensitized about their rights, and assertion and exercise of the same in the institution and in society, as the percentage of girl students varies from 60 to 70% so In order to bring a behavioral change among the student-teachers regarding women and their empowerment, the institute leaves no stone unturned

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

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Response: College came into existence in 1956 to meet the overgrowing demand of trainee teachers. It caters to the educational needs of pre- service and in-service teachers. This is the only govt. teacher training college in the state. The institution is totally devoted to the progression and growth of education in Himachal Pradesh. Along with imparting training to in-service teachers the institution also gives training to college teachers and ministerial staff of six districts of the

state.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File]()
Any other relevant information	**No File Uploaded**