Yearly Status Report - 2019-2020

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	**Anita Chambial**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**01892223140**
Mobile no.	**9816023305**
Registered Email	**gctedharamshala-hp@nic.in**
Alternate Email	**dharamshalagcte@gmail.com**
Address	**Dharamshala, District Kangra, Himachal Pradesh**
City/Town	**Dharamshala**
State/UT	**Himachal pradesh**
Pincode	**176215**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**state**
Name of the IQAC co-ordinator/Director	**Sh. Vivek Sood**
Phone no/Alternate Phone no.	**01892223140**
Mobile no.	**9418477931**
Registered Email	**gctedharamshala-hp@nic.in**
Alternate Email	**dharamshalagcte@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://gctedharamshala.ac.in/sites/default/files/2021-12/aqar_report_2018_19.pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://gctedharamshala.ac.in/sites/default/files/2021-12/Academic_Calendar_0.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity Period From	Validity Period To
1	**B**	**2.09**	**2008**	**28-Mar-2008**	**27-Mar-2013**
2	**B**	**2.65**	**2015**	**25-Jun-2015**	**24-Jun-2020**

6. Date of Establishment of IQAC	**02-Aug-2008**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Preparation and Submission of AQAR to NAAC	01-Jul-2019 365	500
Preparation of Different calendars (Academic, Sports/Cultural) and their execution	01-Jul-2019 365	500
Collection of Feedback from different stakeholders	01-Jul-2019 365	500
Capacity enhancement of the human resource of the institution through different programmes.	01-Jul-2019 365	500
Focus on use of latest technology, participatory approach and innovation in teaching.	01-Jul-2019 365	500
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
GCTE Dharamshala	Salary	State Govt.	2019 365	24731000
GCTE Dharamshala	Maintenance	State Govt.	2019 365	150000
GCTE Dharamshala	Wages	State Govt.	2019 365	3750
GCTE Dharamshala	School Training	State Govt.	2019 365	642300
GCTE Dharamshala	College Training	State Govt.	2019 365	305300
GCTE Dharamshala	Travel Expenses	State Govt.	2019 365	22000
GCTE Dharamshala	Office Expenses	State Govt.	2019 365	110000
GCTE Dharamshala	M. R.	State Govt.	2019 365	342000
GCTE Dharamshala	R. R. T.	State Govt.	2019 365	11000
GCTE Dharamshala	Transfer Expenses	State Govt.	2019 365	2000
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	[View Link](#)
10. Number of IQAC meetings held during the year :	**3**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View Uploaded File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

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

Preparation and Submission of AQAR to NAAC

Preparation of Different calendars (Academic, Sports/Cultural) and their execution

Collection of Feedback from different stakeholders

Capacity enhancement of the human resource of the institution through different programmes.

Focus on use of latest technology, participatory approach and innovation in teaching.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Preparation and Submission of AQAR to NAAC	**Achieved**
Preparation of Different calendars (Academic, Sports/Cultural) and their execution	**Achieved**
Collection of Feedback from different stakeholders	**Achieved**
Capacity enhancement of the human	**Achieved**

resource of the institution through different programmes.	
Focus on use of latest technology, participatory approach and innovation in teaching.	Achieved

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14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
Principal	30-Jun-2020

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**No**
16. Whether institutional data submitted to AISHE:	**Yes**
Year of Submission	**2020**
Date of Submission	**14-Feb-2020**
17. Does the Institution have Management Information System ?	**Yes**
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**We have an online PMIS being provided by Government of Himachal Pradesh. Link for the same is: https://genpmis.hp.nic.in/**

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Part B

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CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Govt. College of Teacher Education (GCTE) Dharamshala, is permanently affiliated to Himachal Pradesh University Shimla, and recognized by UGC in May 1991 under 2(F) & 12 (B) and also recognized by NCTE in June, 1998. GCTE follows curriculum and other regulations of the affiliating University. GCTE is the only State Govt. run Teacher Education Institution functioning in the State of Himachal Pradesh with the vision "Inclusive and Quality Teacher Education for Excellence". It is a premier institution in the field of Teacher Education providing quality education in the field of teacher education for the state since 1956. The Institute caters to the need of two components i.e. Pre-Service teacher trainees (all twelve districts) and In-Service Teachers for Six Districts of the State. The majority of the students (Pre-service) are from rural, semi-urban localities and from the remotest areas of the state. This

provides the most vibrant and diverse group of learners unique to this college. In GCTE Dharamshala, the main emphasis of curriculum transaction refers to effective planning for providing enriched teaching learning experiences for its student-teachers by strategic planning, smooth administration, effective implementation and proper evaluation. Before the commencement of the new academic session different calendars viz. Academic, Co-Curricular, Spots, Cultural and Training (pre-service and in-service) are strategically planned and prepared and implemented. Curriculum transaction is managed through different teaching strategies and modes i.e. Lecture cum Discussions, Assignments, Guest Lectures, Seminars, Workshops, Class-Test, House Examination, Practical Work through different Laboratories, Resource Centers, and hands on training through internship in nearby Government Schools. While transacting the curriculum, focus of the process is to enrich the learning experiences of teacher trainees coming from diverse backgrounds is to bring them to the mainstream. Different committees and clubs are constituted for integration of the curriculum with human and Cultural values, Life Skills, ICT Competencies and Social Service for the National Development. In GCTE the teacher education program is envisioned as a programme that is related to the effective and efficient development of teachers' proficiencies, competencies that would enable and empower the student-teachers to meet the requirements of the profession both in Private and Government sector. There is proper documentation of Events and Activities through GCTE office, IQAC and different committees. There is a proper filing system for the same, both in hard and soft format in the Institution. The institution follows the revised curriculum prescribed by Himachal Pradesh University. Shimla and the end term examinations and other criteria related to internal assessment are decided by the affiliating body. There is proper mechanism for curriculum transaction and its effective implementation as well as evaluation. Decentralization strategy through different committees is adopted by the institution for smooth functioning. Documentation of different procedures/ practices is as per the guidelines of the state Govt. as well as regulatory/affiliating bodies.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
Nill	Nill	01/07/2019	0	0	0

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	Nill	01/07/2019
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Medical, Non-Medical, Arts/Commerce (8 optional for pedagogy and 4 optional papers in 4th semester)	01/07/2019

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Nill	01/07/2019	0
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Academic (School Internship Phase- I, School Internship Phase -II))	228
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

Feedback on curriculum is obtained by getting pen-paper Questionnaires filled by the pupil teachers after their Teaching Practice. Informal feedback is correspondingly obtained by direct interaction with Students, Alumni, Parents and Academic Peers. The feedback is discussed by the Principal with the staff members and suggestions are incorporated while preparing the next year's academic plan. The Principal also briefs the staff council about the necessary steps to be taken and reinforcements to be provided. There is also a provision for the students to give their feedback in the suggestion box kept in the college. There is a mechanism for analysis and use of outcome from the feedback to review and identify areas for improvement. The feedback is analyzed by members of the IQAC and the result is conveyed to the Head of Institution (Principal). The suggestions for improvement are studied and strategies are made for quality sustenance and quality improvement. The feedback is conveyed to the University through the teacher representatives of the college, who are members of the Board of Studies, Himachal Pradesh University, Shimla.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled

BEd	Medical, NonMedical, Arts/Commerce	250	0	250

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	500	0	13	0	13

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
13	5	36	3	0	4

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

For the effective mentoring arrangement, pupil teachers are divided in small groups (12-15 groups) and these groups are allotted to mentors (Faculty members). There is one period per week for tutorials, in which a rapport is established between the mentor teacher and the students. The teacher provides a free and comfortable environment, so that the students can discuss their academic and personal problems with their mentors. The mentors provide counselling and all needed help to the pupil teachers to effectively complete their course and become strong, aware and enabled citizens of the nation. The Women Cell of the college provides counselling and needed help to the girls students of the college the warden Girls' hostel acts as a mentor to the hostelers and watches their academic progress provide guidance , counselling in any kind of support needed by them. An additional mentoring arrangement has been made through which teacher educators impart soft skills to pupil teachers, provide training in time and stress arrangement and also provide individual counselling pertaining to personal, family and academic life.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
500	13	1:38

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
24	13	11	0	5

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from	Designation	Name of the award, fellowship, received from

	state level, national level, international level		Government or recognized bodies
2019	NIL	Nill	NIL
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	BEd	4	26/10/2020	05/04/2021
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The college follows the guidelines of Himachal Pradesh University, Shimla issued from July, 2015 onwards for Continuous Internal Evaluation. 20 marks are allotted for internal assessment for major paper (80 marks) and 10 for minor paper (40 marks).

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Yes, academic calendar is prepared and adhere to for the conduct of examination and other related activities.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://gctedharamshala.ac.in/sites/default/files/2021-08/Programme%20Outcomes.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
BEd	BEd	Medical, Non-Medical, Arts/Commerce	221	221	100
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://gctedharamshala.ac.in/sites/default/files/2021-12/SSS2020-final.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	0	NIL	0	0

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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Nil	Nil	01/07/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	01/07/2019	NIL

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	01/07/2019

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Not Applicable	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Higher Education	1	1
National	Higher Education	1	0

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
NIl	0

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the	Name of	Title of journal	Year of	Citation Index	Institutional	Number of

Paper	Author		publication		affiliation as mentioned in the publication	citations excluding self citation
Livelihood Promotion by Non-Governmental Organizations: A case study of a forest based initiative in the ChangarRegion of Himachal Pradesh	Kumar, S. and Marh, B.S	The Geographer	2019	0	Assistant Professor, Government College of Teacher Education, Dharamshala, Himachal Pradesh, India	0
Families Left Behind at the Source of Migration: Implications for Career Guidance Practitioners	Kumar, S.	British Journal of Guidance and Counselling	2019	1	Government College of Teacher Education, Dharamshala, Himachal Pradesh, India	1
[View Uploaded File]()						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Families Left Behind at the Source of Migration: Implications for Career Guidance Practitioners	Kumar, S.	British Journal of Guidance and Counselling	2019	1	1	Government College of Teacher Education, Dharamshala, Himachal Pradesh, India
[View Uploaded File]()						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local

Presented papers	2	2	0	0

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Distributed the face masks during Covid-19 lockdown	Rover and Ranger Unit, GCTE Dharamshala	2	48
Cleanliness campaign	Rover and Ranger Unit, GCTE Dharamshala	2	48
In-service Training programmes	GCTE Dharamshala	13	0

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
AIDS Awareness	Red Ribbon Club, GCTE Dharamshala	Poster making competition on "AIDS Awareness"	2	250
Swachh Bharat	GCTE Dharamshala	Cleanliness Drive	13	250

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Nil	NIL	NIL	0

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/	Duration From	Duration To	Participant

Academic	School Internship Programme	Government Middle / High/ Secondary/ Sr. Secondary Schools	01/07/2019	30/06/2020	500

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Nil	01/07/2019	Nil	0

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
150000	150250

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Others	Existing

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
SOUL	Partially	2.0	2018

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	17544	89646	0	0	17544	89646

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content

| Manoj Kumar | ICT in Teaching Learning Process | MOODLE, YOUTUBE | 03/04/2020 |

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	33	1	2	2	0	1	1	24	0
Added	0	0	0	0	0	0	0	0	0
Total	33	1	2	2	0	1	1	24	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

0 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	https://gctedharamshala.ac.in/

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
947600	347951	150000	150250

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

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

facilities are maintained by computer skilled personnel (Lab attendant, ICT Lab) of the college and they also take the responsibilities of periodic upgradations of the ICT resources. ICT in-charge (Assistant Professor in Computer Applications) of the college looks after the maintenance of ICT facilities. Technical guidance and other facilitation are provided by ICT Incharge (Assistant Professor in Computer Applications). Classroom facilities: The maintenance of classrooms is a regular exercise. The cleanliness of classrooms is ensured by peons and sweepers. After the admission process in every semester it is ensured that all the classrooms have adequate desks/chairs. The fans and electrical appliances are checked wherever requirements are found by the purchase committee. The purchase committee makes the purchases after approval from the Principal. Projectors are installed in three classrooms, training room and multi-purpose hall. Teachers make frequent use of these support services. Student support and welfare: In the college campus, there is a healthy and academic environment for the welfare of the students. Various committees have been formed in the college to provide support services, student welfare and to meet their needs. Optimum facilities are provided to the students to interact with the teacher educators, to clarify their doubts and to discuss their academic problems/ problems related to competitive examinations. In few committees, there is student representation. College follows class representative system. There is scholarship facility, hostel facility, transport facility (bus pass) etc. available to the students. Girls Hostel: The hostel advisory committee looks after the hostel facilities for the boarders in the college campus. The girls' hostel in the college campus with 59(fifty-nine) girls has a warden, and a night chowkidar. The hostel advisory committee ascertains smooth administrative functioning of the hostels as well as tries to maintain a homely environment for its boarders.

https://gctedharamshala.ac.in/sites/default/files/2021-08/4.4.2.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NIL	0	0
Financial Support from Other Sources			
a) National	Centrally Sponsered Post Matric for scholarship for SC students Centrally Sponsered Post matric scholarship for ST students Integrated Rural Development Programme IRDP - HP Centrally Sponsered Post Matric Scholarship for OBC Students Dr Ambedkar P	56	0
b)International	NIL	0	0

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Poster making competition on "AIDS Awareness	30/11/2019	250	Red Ribbon Club, GCTE Dharamshala
Speech competition and Poetry recitation competition	19/11/2019	250	Red Ribbon Club, GCTE Dharamshala
cleanliness campaign at War memorial, Dharamshala	20/02/2020	48	Rover and Ranger Unit, GCTE Dharamshala
Poster making and Slogan writing competition on drug de-addiction	21/11/2019	250	GCTE Dharamshala
Declamation and Poetry recitation competitions on drug de-addiction	15/11/2019	250	GCTE Dharamshala
Rakhi Making Competition	10/08/2019	50	GCTE Dharamshala
Open Debate Competition on One Nation, One Election	03/08/2019	2	Amar Ujala

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2020	Career, Guidance and Counselling Cell	250	250	0	0

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
00	0	0	Nill	0	0

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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2020	74	B. Ed.	GCTE Dharamshala	Various universities	Masters and research degrees

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	82

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Nil	NA	Nill

No file uploaded.

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	NIL	National	Nill	Nill	Nill	NIL

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

College functions through captains and vice captains of various houses. They conduct almost every activity of the institution under supervision of teachers. However their is not any elected body of student council.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

779

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

1

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The college decentralizes the management functions through formation of various committees. Each committee is formed on the basis of commonality in functionality and objectives of the committee. The committees are encouraged to take decisions after going through discussions and consultations with competent personnel. The overall functioning of committees is governed by the Principal of the college. Some of the management functions are decentralized by the formation of houses among students. Each house is allocated students from different fields. Each house has a house captain and vice captain. They represent students of their houses. House captains also participate in management decisions related to students and act as a student representative body of the college. However, no formal election process is followed by the institution.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Teaching and Learning	IQAC advised and encouraged teachers to use ICT tools available in the campus to the best of their ability. It also advised School Internship Programme Committee to encourage students to prepare lesson plans using power point presentation in order to use smart classrooms during internship in schools.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Finance and Accounts	The college makes payments of salaries, arrears, allowances through centralised online treasury of Govt. of Himachal Pradesh, named himkosh.
Administration	The college maintains personnel data on centralized online PMIS provided by Govt. of Himachal Pradesh, named Manav Sampda.

Student Admission and Support	The college receive students admissions through centralised counselling conducted by Himachal Pradesh University, Shimla. University uses online management system for conduct of entrance examination.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Nil	NIL	NIL	0

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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Nil	Nil	01/07/2019	01/06/2020	Nill	Nill

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Orientation Programme (OP-134) from UGC-HRDC at HP University Summerhill, Shimla	1	15/10/2019	05/11/2019	21
Refresher Course - 314 at UGC-HRDC at HP University, Summerhill, Shimla	1	22/07/2019	03/08/2019	14
Orientation Programme (OP-116) at UGC-HRDC at Jawaharlal	1	06/01/2020	25/01/2020	21

| Nehru University, New Delhi | | | | |
| Induction training programme at GCTE Dharamshala | 2 | 22/07/2019 | 03/08/2019 | 14 |

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
GPF, CPF, GIS, Residential Accommodation, Medical Reimbursement	GPF, CPF, GIS, Residential Accommodation, Medical Reimbursement	Scholarship schemes, Tution Fee Concession for Female students, Girls hostel facilty, Bus pass facility at concessional rates, Book Bank

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

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

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nil	0	NIL

No file uploaded.

6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	No	Nill
Administrative	No	Nill	Yes	Bursar

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Civil works (Repair of Bathrooms and Toilets, Leveling of Ground, Paint/Putty/ Whitewash works, Repair of borewell)

6.5.3 – Development programmes for support staff (at least three)

Different inservice training programmes available for support staff as per the training schedule of the institution.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Regular submission of the AQAR to the NAAC as per the guidelines. 2. Capacity enhancement of the human resource of the institution through different programmes. 3. Focus on use of latest technology, participatory approach and innovation in teaching.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Comments and Suggestions on the draft of the national education policy	12/07/2019	12/07/2019	12/07/2019	14
2019	Installation of Bio metric attendance machines	23/07/2019	23/07/2019	30/06/2020	525
2019	Practical Work (TLM/ICT/Educational Psychology /Other)	01/07/2019	01/07/2019	30/06/2020	500
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Declamation and Poetry recitation competitions on drug de-addiction	15/11/2019	15/11/2019	175	75

Poster making competition on "AIDS Awareness	30/11/2019	30/11/2019	170	80

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
10-12

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	5
Rest Rooms	Yes	5

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	2	4	03/08/2019	1	Open Debate Competition One Nation, One Election	National Integration	2
2019	2	4	15/11/2019	1	Declamation and Poetry recitation competitions on drug de-addiction	Drug De-Addiction	250
2020	2	4	20/02/2020	1	Cleanliness campaign at War memorial, Dharamshala	Swachh Bharat	48
2019	2	4	30/11/2019	1	Poster making competition on "AIDS Awareness	AIDS Awareness	250
2019	2	4	01/07/2019	365	Girls Hostel Facility	Boarding and Lodging	68

| 2019 | 2 | 4 | 01/07/2019 | 365 | Concessional Bus Passes through HRTC | Travel | 400 |

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Nil	01/07/2019	Nil

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Open Debate Competition on One Nation, One Election	03/08/2019	03/08/2019	2
Declamation and Poetry recitation competitions on drug de-addiction	15/11/2019	15/11/2019	250
Cleanliness campaign at War memorial, Dharamshala	20/02/2020	20/02/2020	48
Poster making competition on "AIDS Awareness	30/11/2019	30/11/2019	250

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Plantation of seasonal plants and perennial plants
Watering of plant with use of rain harvesting water
Pruning of old trees
Campus Beatification
Maximum utilization of natural light
Different cleanliness campaigns

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICES Best Practice 1 Feedback from various stakeholders for Quality improvement in Institutional Practices Context: Teacher training is an area which is related to school education and society in one way or another. Hence, it is of utmost importance that training imparted in the teacher training institution must address the needs of schools, teacher trainees as well as of the society. Feedback is the regular feature of the Institution. So, in order to meet the needs and requirements of schools, teacher trainees and faculty members, the college collects the feedback from faculty members, teacher trainees, school heads/teachers regarding different aspects of teacher training and instruction imparted by the college. Objectives: • To improve the quality of different aspects of teacher training imparted in the college. • To identify

and address the needs of faculty members, teacher trainees and schools for building a conducive learning environment. • To find out poorly performing areas in various institutional affairs and initiate remedial steps to remove them. The Practice: Feedback from teacher trainees regarding academics and their campus experience is obtained at the end of the academic session through a Proforma, developed by the college. The Proforma used to collect feedback from different stake holders contain different number of items keeping into consideration the nature and type of feedback. The Proforma used for overall appraisal of the college includes areas like: Usefulness of Teaching Learning Material used Training methodologies used by Teachers Facilities for Intellectual Enrichment Institutional Discipline and Dealing of Administrative staff with students etc. Besides this, Teachers' evaluation is also obtained. Feedback from school heads/teachers is also obtained at the end of practice teaching to know their perception regarding different aspects of practice teaching. In addition, feedback is also obtained from faculty members, students and teachers through informal discussions and personal contacts. The information is collected and analyzed through IQAC and results are discussed in staff meetings. The loopholes and weak areas are identified and necessary decisions are taken for quality improvement in institutional affairs in future. Impact: This practice has been proved to be very effective in many ways in improving the institutional quality aspects. This practice contributed in gaining acceptance and recognition of the college among schools and community. Best Practice 2 Title: Celebration of Cultural Diversity Context Cultural diversity is an integral part of our society and hence its preservation, enrichment as well as transmission are the main responsibility of any institution. To promote cultural values, through participation and active involvement is a regular feature for the management of different co-curricular activities. Objective • To promote cultural values • To promote peace, harmony and cultural integration among students The Practice Annual Cultural Day is organized every year in the Institution. It includes performance of different folk dance, group dance, solo dance, short plays, drama etc. It is important because our country, workplaces, and schools increasingly consist of various cultural, linguistic, and religious groups. We can learn from one another, but first, we must have a level of understanding about each other. Learning about other cultures helps us to understand different perspectives within the society in which we live. It helps to dispel negative stereotypes and personal biases about different groups of student teachers. In addition, as we interact with others we can build bridges to trust, respect, and understanding across cultures. Furthermore, this diversity makes our society a more interesting place to live in. As student teachers from diverse cultures, contribute language skills, new ways of thinking, new knowledge, and different experiences.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
https://gctedharamshala.ac.in/sites/default/files/2021-08/Best%20Practices%202020 19.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Institutional Distinctiveness Govt. College of Teacher Education (GCTE) Dharamshala is recognised by UGC in May 1991 under 2(F) 12 (B) and also recognised by NCTE in June, 1998 and is the only Government sector Teacher Training Institute permanently affiliated to Himachal Pradesh University Shimla-5. Government college of Teacher Education, Dharamshala has been re-accredited by NNAC with grade B (CGPA 2.65). It is a premier institution in the

field of Teacher Education providing quality education in the state of Himachal Pradesh since, 1956. The Institute caters to the need of two components i.e. Pre-Service teacher trainees (all twelve districts) and In-Service Teachers for Six Districts of the State. The majority of the students (Pre-service) are from rural, semi-urban localities and from the remotest areas of the state. This provides the most vibrant and diverse group of learners unique to this college. The curricular, co-curricular and extra-curricular activities are organized to enrich the learning experiences of teacher trainees coming from diverse backgrounds and to bring them to the mainstream of society. Different committees and clubs are constituted for integration of the curriculum with human and cultural values, life skills, ICT competencies and social service for the national development. • Contribution to National Development: The various activities which contribute to the National development are morning assembly, emphasis on gender equality, celebration of national days, career guidance, involvement of teachers in research and different awareness campaigns undertaken by the college. • Fostering global competencies among students: The activities reflecting fostering of global competencies among students are comprehensive micro-teaching exercise, effective mentoring arrangement, personality development through morning assembly and participation of teachers in national/international seminars, conferences, workshops etc. • Inculcation of values: The inculcation of values is reflected by celebration of national days, extension and outreach activities, peer teaching, campus beautification, dress code, and value based curriculum. • Promoting the use of technology: The promotion of use of technology is reflected by access to internet facilities, installation of digital projectors in classrooms, use of audio-visual aids, exposure to modern technologies like interactive boards, motivation of students to access open sources of information and use of technology in the preparation of lesson plans. • Quest for excellence: The quest for excellence is reflected through concerted efforts to achieve objectives, adherence to college calendar, establishment of IQAC, feedback from various stakeholders and deep involvement of pupil teachers in cultural and social activities

Provide the weblink of the institution
https://gctedharamshala.ac.in/sites/default/files/2022-02/Institutional_Distinctiveness.pdf

8.Future Plans of Actions for Next Academic Year

Submission of AQAR and Preparation of Next NAAC Cycle. Compliance of observations of NAAC Peer Team Feedback. To develop online feedback mechanism. Development of student handbook for pre-service training. Initiation of required developmental works. Constitution of student representative body.