



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

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

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

176215

<https://gctedharamshala.ac.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Situated at the foothills of the majestic Dhauladhars, Govt. College of Teacher Education, Dharamshala is the oldest training institution of the state and enjoys a magnificent history of achievements. It was established in September 1956, by the Government to meet the ever-increasing demand of trained teachers. It remained the only college of education in the state till 2002, when private entrepreneurs were allowed to open education colleges in the state. To explore the maximum potential in the field of education, it was upgraded from Govt. College of Education to Govt. College of Teacher Education on 24 thFeb. 1993, by the Ministry of Human Resource Development, Govt. of India. Since then the college has been catering to the demands and needs of in-service teachers. The college is not only the first choice for new entrants to the pre-service Bachelor of Education course in the State but is also progressing as a centre of excellence for the In-service Teachers Training Programmes which came into existence in 2012, after the new Training Policy was announced by the State Government. The college organizes Induction Training for new entrants and Capacity Building Training for In-service teachers, Heads of schools, Ministerial staff, Librarians, Assistant Librarians and Laboratory staff of six districts of Himachal Pradesh, namely Chamba, Hamirpur, Kangra, Kullu, Lahaul Spiti and Mandi.

### **Vision**

INCLUSIVE AND QUALITY TEACHER EDUCATION FOR EXCELLENCE

### **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 Lsavyopanishad (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. Broadly, the following principles are inculcated to outline and formulate a progressive design module for the academic session of the college.

- **Enabling Learning:** Environment to create a learning environment conducive to the pursuit of higher knowledge, relevant skills and experience in teaching.
- **Quality Education:** Achieving knowledge, skills, values and attitudes through learning and preparing professionals for transforming lives.
- **Encapsulating Holistic Development:** Developing the personalities of the presently enrolled and prospective teachers by enhancing physical astuteness, ensuring intellectual churning, encouraging social interactions, evolving emotional strengths and initiating spiritual blossoming that would lay the foundation for lifetime learning and character building.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Government College of Teacher Education Dharamshala, Himachal Pradesh was established in September, 1956 by the Government to meet the ever-growing demand of trained teachers. The college since then, is catering to the educational needs of Pre-service and In-service teachers. It was upgraded from Government College of Education to **Government College of Teacher Education** by the Ministry of Human Resource Development, Government of India on 24th February, 1993. The Government College of Teacher Education, Dharamshala is affiliated to Sardar Patel University, Mandi and recognised from National Council for Teacher Education (NCTE), New Delhi. This institution is well reputed and is known for its quality teaching and training. It is the only government institution in the field of teacher education in Himachal Pradesh for the B.Ed. Course exclusively. Institution provides Inclusive Education for all sections of society (ensured by following Roaster Based centralised admission by the affiliating university in a transparent manner). As per the Admission/reservation roster of Dept. of Higher Education, Himachal Pradesh Government, 85% of the total seats are reserved for Himachali bonafide students and remaining 15% from all India quota. Students from ST/SCs, OBCs, PWDs, Ex-servicemen, Economic Weaker Section are admitted in the institution as per the roster. Adequate academic environment along with different extension/outreach activities are also the strength of the institution. Students are provided proper representation in various clubs and committees, along with roles and shared responsibilities in institutional functioning. Girls Hostel is functioning with cooperative mess on No-profit-No-Loss Basis by the students themselves. No fee is charged from students with special Needs. No tuition fee is charged from bonafide female students belonging to Himachal Pradesh. Decentralized administration is ensured in the Institution through various Committees with effective co-ordination and management. Furthermore, institution is coming out with 100 percent results from last five consecutive years in final end semester university examinations. The progressive performance of students in different curricular and co-curricular areas is in line with PLOs and CLOs. The total fee structure of the institution is approximately one fifth to that of the fee structure of privately managed institutions in Himachal Pradesh.

### Institutional Weakness

As facets of a coin, every institution has its own strengths and weaknesses. Although Government College of Teacher Education, Dharamshala (GCTE) is providing quality teacher education since its inception, there are some systemic weaknesses of the institution, as discussed ahead. The Institution is deficient in in-house file classification and storage retrieval system. As per the changing digital emphasis and data transfer filing, electronic Data Base Management System needs to be established and orientation of the concerned staff needs to be standardized. As per the directions of Government of Himachal Pradesh, the recently constructed Multi Story Building is being used on sharing basis with Central University of Himachal Pradesh. This sharing leads to constraints in number of classrooms, laboratories and micro-teaching rooms available to GCTE for its efficient functioning. The majority of students are female and compared to that the number of seats in Girls hostel is less. Furthermore, the institution lacks Hostel for Boys. Discontinuation of NAAC accreditation for Teacher Education Institutions from 2017 to 2018 shifted the institution to the parameters of “Teach R” for quality enhancement and assessment. Reverting back to the revised NAAC parameters lead to non-alignment of these quality aspects of the institution to the new mechanism. As per the establishment of the college, the posts of the Laboratory Attendant is not specified as per the nature of the Teacher Education Institution. Moreover, even the sanctioned posts of Lab Attendants are also not filled completely. Government College of Teacher Education, Dharamshala functions as hub for both in-service training under HP Govt. for six districts of the

state, but this is not given any credit under NAAC which reduces half of the efforts on the institution, un-credited, and thus reduces the overall rating.

### **Institutional Opportunity**

Research is an important component of institutional functioning and improvement. There is need to develop institutional research culture in terms of research publications, UGC sponsored research projects etc. Although, faculty members attend different orientation and refresher courses but still there is need to strengthen this component. Student/faculty exchange programmes may be conducted with nearby institutions in order to enrich academic environment of the institution. Enhancement of ICT Skills for teaching/non teaching staff of the institution is the other area for improvement of institution. There is need to motivate the students to undertake Short term online courses along with their regular B.Ed. Programme. Institution also needs to strengthen its eLMS by training the staff and students and promoting the teachers to create the courses on LMS. Student tracking mechanism and data management needs to be strengthened.

### **Institutional Challenge**

Presently, the newly constructed building of Government College of Teacher Education, Dharamshala is with the Central University of Himachal Pradesh. There is lack of infrastructural space for different activities as per the student strength of the institution. The employability of the graduated students from the institution is also a challenge.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Government College of Teacher Education, Dharamshala, is presently affiliated with the newly established Sardar Patel University, Mandi w.e.f. 28th January 2023, temporarily. Prior to 28th January 2023, GCTE Dharamshala was permanently affiliated to Himachal Pradesh University, Shimla. The institution was recognized by the UGC in May 1991, under 2(F) & 12 (B) and recognized by NCTE, New Delhi in June 1998.

- For the B.Ed. Course, GCTE, Dharamshala follows the curriculum and regulations of the HP University, Shimla/ SPU, Mandi
- Syllabi of a Two-Year B.Ed. Course is designed and developed by the Himachal Pradesh University
- Academic Curriculum of the institution is so designed and formulated that it provides opportunities for

students to obtain knowledge and cognizance of various aspects of the Education system in India including policy initiatives,

- Physical, cognitive, moral, social and emotional development to understand the concept of growth and neat ratio
- The bi-lingual method is promoted and technology is used to enrich language teaching

The teaching Subjects are:

- Understanding Disciplines
- Text Reading and Reflections
- Drama and Art
- Understanding the Self
- Concept of Self, Health and Physical Education
- Gender Studies
- Inclusive School Paper
- Inclusive culture and Remedial Instructions
- B. Voc. Skills through SIP
  
- Different skills like Micro-Teaching classes like
  
- Blackboard writing
- Explaining
- Reinforcement
- Questioning

- Theory and practice are combined for the transfer of learning
- ICT is taught as a theory paper and hands-on training is given
  - Different awareness rallies sensitize the students on various relevant issues and social concerns like Road Safety, Tourism, Water Conservation, Environment and National Issues
  - Activities like debates, declamations, quizzes and workshops
  - Films and motivational lectures by eminent speakers
  - Various games and house-wise competition
  - Group songs, dances, choreography, one-act plays and other cultural events
  - Contemporary India and Education is a compulsory paper for students under B.Ed. course
  - Our college is professionally provides quality education with a meticulous training capsule
  - Before going to school for teaching practice, students are well-oriented through micro-teaching sessions and orientation programmes.

### **Teaching-learning and Evaluation**

GCTE, Dharamshala is well-reputed and known for its quality teaching and training. It is the only government institution in the field of teacher education in Himachal Pradesh for the B.Ed. Course exclusively.

- The eligibility conditions for admission to B.Ed. Course is as per NCTE, Norms and beside an objective type (MCQ) Test conducted by the H. P. University, Shimla.
- Multiple mode approach for teaching-learning is adopted by teachers, which includes lecture cum discussion methods, experiential and situational analysis learning both in theory papers and through the use of different laboratories as well as providing real-life experiences to the students prior to and during School Internship Phases I & II
- The theory courses are embedded with philosophy and purpose along with a reflective level of discussions with reciprocal questioning in the classes. This mentoring takes a typical shape during School Internship I &II (SIP).
- The internship Programme is planned strategically to instill teaching skills in the students by enabling them to get a first-hand and real-situation classroom teaching experience.

- For an effective monitoring mechanism, Teacher Educators are deputed to the schools along with students to guide and supervise the student teachers
- Teaching profession requires the upgradation of knowledge to enhance the theories with the latest research findings and for a paradigm shift in educational practices
- 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
- Mechanism for Grievances redressal related to examination is operationally effective
  
- PLOs are the skills and competencies that students should be able to articulate, put into action or utilize either theoretically or practically after the completion of a course in which student is enrolled. Following Programme Learning Outcomes (PLOs) are achieved through the Course
- Course Learning Outcomes of B.Ed. Courses of GCTE, Dharamshala are in accordance with the Curriculum Framework of B.Ed. Course of Himachal Pradesh University, Shimla.

### **Infrastructure and Learning Resources**

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.

A spacious campus is the most important component for an educational institute. For the students to bloom completely, the building and open spaces play an important role in the overall development of future tutors.

### **Student Support and Progression**

Students' participation in the administrative setup proves to be fruitful as they provide the necessary feedback and suggestions for the welfare of the students and the betterment of the institute as a whole

- From the current session onward IQAC and the college advisory has decided to constitute the student council
- The student's council comprises an executive body with members from various fields on the bases of their merit
- A constitution has been framed for the Student Council as per the guidelines of the Lyngdoh committee and UGC
- The students also participate and are members of various other committees and have played an important role in decision-making for the welfare of students.

- They are also members of the college's Electoral Literacy Club

## **Governance, Leadership and Management**

### 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.

### MISSION

“Vidyamritmashnute” means “through Gyan and Yog, we will attain immortality”

The insignia of GCTE Dharamshala symbolises the institute's mission, assuring that the endeavour to achieve its practical implementation is accomplished through meticulous planning and methodological execution.

- Various committees comprising teaching staff/non-teaching staff and students
- An advisory board is constituted for the principal
- Meetings are conducted from time to time for inviting suggestions from all stakeholders for the betterment of the institution
- College Students Central Association (CSCA) is formed to ensure active participation from the students and their representation
- PTA is constituted and meetings are organized
- The Principal is the DDO
- The Audit of the accounts of the institution is done by the Government Audit
- Audit objections, in case any, are duly clarified and tended to be removed
- Audit of accounts is done at local level
- The Institutional setup is bound by the service rules and instructions given by HPU, Shimla and SPU Mandi, the affiliating universities
- The appointments of the principal and teaching staff of the college are done by the HPPSC, Shimla and non-teaching staff by the Staff Selection Commission, Hamirpur
- Appraisal of the work done by the faculty is done through their ACRs



- All staff members benefit from holidays, maternity/ paternity leave, study leave, leave encashment, and medical reimbursement, Pension etc.
- Expenditure is done as per the procedures mentioned in HP Financial Rules 2009
- IQAC makes consistent efforts for holistic development and implementation of its best practices
- IQAC endeavours smooth functioning of the administration of the institution
- The record of these activities is maintained systematically
- Pre-Service Training Manual was developed by the college for the School Internship Programme
- The college decided to construct ramps for students with special needs

## **Institutional Values and Best Practices**

### 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 grievance cell addresses the issues of all the students patiently.
- Orientation programmes are held to apprise the students about conduct rules
- TLM (Teaching learning material) are held from time to time
- During the SIP each teacher mentor has 15 student teachers to guide and mentor
- The seminars, inductions and cultural activities, orientation programmes establish an early connection between students and faculty
- Regular feedback is also taken from students

## Best Practice II

### Context

The woman needs to be sensitized about their rights, and assertion and exercise 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 behavioural change among the student-teachers.

### OBJECTIVE

- To encourage the participation of women in decision-making and management
- To create an unbiased and conducive environment.
- To make the women aware of measures for their safety.
- To make them improve their standard of life.

### PRACTICE

- The college has a girl's hostel which encourages maximum participation of girls in various matters thereby making them an experience in administration and management
- Emotional strength, social adaptability, self-sufficiency, time management and utilization of resources, girls' counselling cell also exists
- The Rangers unit volunteers comprising of girls, in the management of events like the cultural Festival annual day and sports day to name a few

## Research and Outreach Activities

Outreach activities help the students to build a sense of responsibility and sensitivity towards society in the context of local, National, global, and multi-cultural societies. Various outreach activities contribute towards this cause of sensitizing the students and inspiring them to contribute to society by creating awareness and educating the public on various issues. The following activities justify our devotion to the cause of community development

- Cleanliness drive by NSS
- Anti-drug and AIDS awareness programs
- Interaction with the senior citizens
- Rallies on Road Safety

- Electoral Literacy in schools
- Tutoring the spastic children in schools

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. COLLEGE OF TEACHER EDUCATION, DHARAMSHALA, DISTRICT KANGRA, HP
Address	Govt. College of Teacher Education, Dharamshala District Kangra, HP
City	Dharamshala
State	Himachal pradesh
Pin	176215
Website	<a href="https://gctedharamshala.ac.in">https://gctedharamshala.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arti Verma	01892-223140	9816023305	-	gctedharamshala- hp@nic.in
IQAC / CIQA coordinator	Ravinder Singh Gill	-	8629084405	-	iqac@gctedharams hala.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Himachal pradesh	Sardar Patel University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	27-11-1988	<a href="#">View Document</a>
12B of UGC	30-05-1991	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	31-05-2015	9999	Revised recognition granted by NCTE NRC dated thirty first may two thousand fifteen

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Govt. College of Teacher Education, Dharamshala District Kangra, HP	Urban	4.604	4674

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education	24	Graduation	English,Hindi	250	0

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				9				15			
Recruited	0	0	0	0	5	4	0	9	5	5	0	10
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				15
Recruited	4	4	0	8
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	2	0	0	2
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	2	0	3	2	0	10
M.Phil.	0	0	0	1	1	0	1	3	0	6
PG	0	0	0	1	1	0	1	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	121	4	0	0	125
	Female	111	8	0	0	119
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	52	50	50	50
	Female	52	55	58	53
	Others	0	0	0	0
ST	Male	14	16	15	13
	Female	16	20	19	18
	Others	0	0	0	0
OBC	Male	26	30	27	28
	Female	52	49	46	58
	Others	0	0	0	0
General	Male	97	102	96	96
	Female	172	168	162	161
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		481	490	473	477

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	1. Multidisciplinary/interdisciplinary: In Government College of Teacher Education, Dharamshala, the course curriculum of the Bachelor of Education Course includes a detailed description of the
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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,

	<p>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.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>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 eighty-eight 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,</p>

	<p>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</p> <p>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</p> <p>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</p> <p>Thus, this system would prove to be very beneficial for the students if our institute as well.</p>
<p>3. Skill development:</p>	<p>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 •</p>

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 • Self-direction • 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. All the above skills are classified into the following categories:

4. 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,

	<p>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.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>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</p>

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 outcome-based curriculum,
- o adopt o use appropriate teaching-learning 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 life-long 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 criterion-based grading system Thus, the assessment and evaluation system need to be robust, continuous and

	<p>comprehensive with more emphasis on formative assessment and in-semester activities.</p>
<p>6. Distance education/online education:</p>	<p>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 face-to-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 &amp; Distance Learning institutions to appropriately amalgamate all the programmes with a multidisciplinary approach to integrate core disruptive technologies in the undergraduate and post-Graduate level. Our college GCTE Dharamshala requires the following plan of action for the implementation of the Online and Distance Mode of</p>



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

### **Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club has been set up and is functional in the college.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC members are appointed in the college by the principal. Dr. Abhyudita Gautam and Asst. Prof. Reeta are coordinators of ELC in the college, from the teaching fraternity. The CSCA members, girls hostel captains and house captains are made the members of this club to coordinate the various programmes.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Lectures on electoral literacy had been conducted by the coordinators to sensitize the future tutors as to how to create awareness among the school students regarding the election process participation and how to be responsible future citizens. A Voter Awareness programme was organised on 21st Sept 2017 in the College. 25th January is celebrated as voters' day along with Himachal Day celebrations.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Dummy forms were given to the students to guide the school students of senior secondary schools to enable them to fill it up conveniently. Future activities, like, conducting mock elections and demonstration of using EVMs in the college are being planned for the next session so that, the student-teachers are trained to organise them at the school level for sensitisation and awareness.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible</p>	<p>Our college students in the B.Ed course are all registered voters and have their voter ID cards made. The club is relevant for the B.Ed trainees who further sensitize the school students regarding this.</p>

students as voters.

## Extended Profile

### 1 Students

#### 1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
467	466	458	461	474
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
250	250	250	250	250
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
103	94	105	111	102
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
220	216	219	222	231
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5****Number of graduating students year-wise during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
220	216	219	222	231
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6****Number of students enrolled(admitted) year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
247	250	239	239	243
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
15	14	14	13	15

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

### Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	19

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

### Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
27.85928	20.83522	17.85626	19.89358	20.93147

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 28

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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.**

**Response:**

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. Before 28th January 2023 GCTE was permanently affiliated to Himachal Pradesh University, Shimla. The institution was recognized by UGC in May 1991, under 2(F) & 12 (B) and recognized by NCTE, New Delhi in June, 1998. For the B.Ed. Course, GCTE, Dharamshala follows the curriculum and regulations of the HP University, Shimla/ SPU, Mandi. The syllabi of Two Year B.Ed. Course has been designed and developed by the Himachal Pradesh University, Shimla in 2015 and has been followed since. The main emphasis of curriculum transaction in the institution is governed by the principle of effective planning for enriched teaching learning experiences of student-teachers by strategic planning, smooth administration, effective implementation and proper evaluation. Before the commencement of the new academic session, all the institutional calendars vis-a-vis Academic, Examination, Co-Curricular, Spots, Cultural and Training (Pre-service and In-service) are strategically planned, prepared and then implemented. The task of B.Ed. curriculum review and revision is under the jurisdiction of the HPU, Shimla/ SPU, Mandi. The institution ensures effective curriculum transaction. The faculties Members have a well-planned mechanism of implementing the curriculum for the duration of the course. 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. Documentation of different procedures/ practices is as per the guidelines of the state Govt. as well as regulatory/affiliating bodies. There is a proper provision for providing practical and theoretical experiences to student teachers. Every activity of the institution (academic or co-academic) is well planned, properly executed, recorded and analyzed prior to the commencement of academic session with their schedules as approved by the Principal. 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 university is followed. Staff council meetings, IQAC, Examination committee, SIP Committee, Curriculum Planning Committee (Time Table Committee) contribute towards for regular in-house planning and reviewing as per the institutional needs of the learners.

File Description	Document
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.1.2**

**At the institution level, the curriculum planning and adoption are a collaborative effort;**

**Indicate the persons involved in the curriculum planning process during the last completed academic year**

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

**Response:** A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### 1.1.3

**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through**

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

**Response:** B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1



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

**Response:** 100

**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

**1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

**1.2.2**

**Average Number of Value-added courses offered during the last five years**

**Response:** 2

**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>

**1.2.3**

**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

**Response:** 47.64

**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
220	216	219	222	231

<b>File Description</b>	<b>Document</b>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>

**1.2.4**

**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through**

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

**Response:** A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.5

**Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years**

**Response:** 0.56

**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	01	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>

## 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**

**Response:**

## 1. Academic

1. 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 system in India including policy initiatives, Right to Education, Educational opportunities and the emerging concerns for which the learners need to prepare reports of Govt. sponsored schemes, conduct surveys and present reports on various national educational policies.
2. Papers and course content is focused on the application of educational psychology in teaching-learning process. Physical, cognitive, moral, social and emotional development in childhood and adolescent stage are pertinent for holistic growth of individual and to understand this concept of growth and neat ratio, student-learners are exposed to the concepts of personality Development, theoretically (teaching method) as well as practically (visit to schools and individual tests).
3. Student-teachers are imparted information and awareness about the nature, importance and use of language. The bi-lingual method is promoted; technology is used to enrich language teaching.
4. Other paper syllabi include Understanding Disciplines which enables students to integrate and apply concepts and theories in 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. Understanding the self which discusses human values, Scientific and therapeutic values of Yoga and the concept of self, Health. and Physical Education which deals with health hygiene, games, diseases and Personal Environment, Gender Issues and Gender Studies are dealt with in Gender Education and Empowerment Paper; the Inclusive School paper sensitizes on specially-abled children, inclusive culture and remedial instructions for enhancing learning among CWSN.
5. The various pedagogical papers focus on the teaching of the respective subject.

### 6. B. Skills through SIP

7. Various Skills are developed through the school Internship Programme. It is not just teaching a subject that is promoted in SIP, but varied Teaching-Learning Methods are also encouraged. Different skills are taught during Micro-Teaching classes which include Blackboard writing, skills of explaining; Skill of Reinforcement; Skill of questioning and skill of stimulus the student-teacher experiences the reality of the scenario and is a strategy that fits well with the principles of constructivism. In this experimental learning theory and practice are combined for transfer of learning. Teaching aids are used to enhance classroom instructions.
8. ICT is taught as a theory paper and hands-on training is given through practicals in the lab. New trends in ICT, Online Learning Recourses, hardware technology and preparing Power-Point Presentations are part of the academic curriculum.

### C Value and Attitude:

Different Co-curricular and cultural activities inculcate values of activities teamwork, management and leadership qualities. These also promote cultural diversity and unity, National Integration, and harmonious working and living. Different awareness rallies sensitize the students are different issues and social concerns like Road safety, Tourism, Water Conservation, Environment, National Issues, etc. This enables them to extend their work as extension activities in society also. Activities like debates, declamations, quizzes, workshops develop speaking and memorizing skills. Students are sensitized through films and motivational lectures by eminent speakers. Various games and house-wise competition uplifts the competitive spirit amongst students to excel and also to have a sportsman spirit to participate irrespective of awards and prizes. The joint efforts of the team can be witnessed in group songs, dances, choreography, one-act plays and other cultural events.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.2

**Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.**

**Response:**

Institution familiarizes the students with the diversities in 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 is a compulsory paper for the students under B.Ed. course and provides knowledge about Indian education system, historical basis, constitutional provisions and recent development in education like National Education Policy 2020. Other aspects that are emphasized 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 in UEE
- Perceive the importance of Right to Education and the provision made for realizing it.
- Highlight the importance of Education for the marginalized groups.

**Functioning of various Boards of school education through skill in practice and partial knowledge**

**through the Paper II: Contemporary India and Education.**

**Paper VII ASSESSMENT FOR LEARNING prepares the student teachers to:**

- Understand the nature of assessment and its role in teaching-learning process.
- Comprehend the different perspectives of learning on assessment.
- Realize the need for school-based assessment.
- Examine the contextual roles of different forms of assessment in schools.
- Develop into the different dimensions of learning and the related assessment procedures, tools and techniques.
- Develop assessment tasks and tools to assess learners' performance.
- Analyse, manage and interpret assessment data.
- Evaluate the reporting procedures of learners' performance in schools.
- Develop indicators to assess learners' performance on different types of tasks.
- Examine the issues and concerns of assessment and evaluation practices in schools.
- Understand the policy perspectives on examinations and assessment and their implementation practices.
- Trace the technology-based assessment practices and other trends.
- Evaluation of textbook of secondary level class and prepare a report.
- Prepare a curriculum of any subject using Hilda Taba approach
  
- Norms and standards through various education policies are taught.
- State Wise variations is studied.
- International and Comparative perspective is provided in addition to above mentioned points students have excess to on line library to enrich their knowledge and are able to get the information about various components of Indian educational system as well as international.

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

### 1.3.3

**Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

**Response:**

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 the 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 teacher. Before going to school for teaching practice, students are well oriented through micro teaching sessions and orientation programmes.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

- 1. Students**
- 2. Teachers**
- 3. Employers**

**4.Alumni****5.Practice teaching schools/TEI****Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.4.2**

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

**Response:** B. Feedback collected, analysed and action has been taken

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Average Enrollment percentage of students during the last five years..**

**Response:** 97.44

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>

#### 2.1.2

**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

**Response:** 106.47

**2.1.2.1 Number of students enrolled from the reserved categories during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
117	102	111	103	114

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View Document</a>

### 2.1.3

#### Percentage of students enrolled from EWS and Divyangjan categories during last five years

**Response:** 20.53

#### 2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
57	62	49	39	43

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

## 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..**

**Response:**

Government College of Teacher Education, Dharamshala was established in September, 1956 by the Government to meet the ever-growing demand of trained teachers. The college since then is catering to

the educational needs of Pre-service and In-service teachers. It was upgraded from Government College of Education to **Government College of Teacher Education** by the Ministry of Human Resource Development, Government of India on 24th February, 1993. The Government College of Teacher Education, Dharamshala is affiliated to Sardar Patel University, Mandi and recognised from National Council for Teacher Education, New Delhi. This institution is well reputed and is known for its quality teaching and training. It is the only government institution in the field of teacher education in Himachal Pradesh for the B.Ed. Course exclusively. The eligibility conditions for admission to B.Ed. Course is as per NCTE, Norms and beside an objective type (MCQ) Test conducted by the H. P. University, Shimla. Every year thousands of students appear in this entrance test for admission to B.Ed. Course. The admission process to the said course in Government College of Teacher Education, Dharamshala is carried out on the basis of the top merit list in the Entrance Test. The merit determines the level of readiness to undergo a professional educational programme. The minimum qualifying marks in the Entrance Test is 35% (i.e. 53 out of 150). In case of SC/ST/OBC/PHYSICALLY HANDICAPPED candidates, the minimum qualifying marks shall be lowered by 5 % i.e. 30 % (45 out of 150). The B.Ed. Entrance Test consists of 150 MCQ type questions of one mark each and having following sections.

Sr. No.	Sections	Number of Questions	Total Marks
1.	General Awareness (Mainly HP & India)	30	30
2.	Language & Comprehension(Hindi & English)	40	40
3.	Logical Reasoning	20	20
4.	Knowledge of National Commission & Committees of Education	20	20
5.	Teaching Aptitude & Attitude	40	40
<b>Total (Five Sections)</b>		150	150

Students are admitted in GCTE, Dharamshala as per the merit of B.Ed. Entrance Test by following 200 point admission/reservation roster notified by the Govt. of Himachal Pradesh. Orientation session is conducted by the college to motivate and sensitize the students with different aspects of Two Year B.Ed. Programme. Academic facilities are available in the institution as per NCTE, New Delhi/Affiliating University Norms. Different committees are constituted for the smooth functioning of the institution. Institutional calendars of different activities (academic or co-academic) are prepared and communicated to students through different modes. There is a proper schedule of different activities like teaching, training, examination, internship, sports and culture. There is no communication gap between students and the institution. Different strategies are adopted by the teacher educators to facilitate learning among students. Students are motivated to ask questions and clarify their doubts. Enriched academic culture is

developed in the institution for all round development of the students. Students are motivated to participate in different activities organised in the college. Inter-house competitions are organised under the guidance of teacher-educators. Guest lectures from eminent personalities are also organised.

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

### 2.2.2

**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.2.3

**There are institutional provisions for catering to differential student needs; Appropriate learning**

**exposures are provided to students****Response:** As an institutionalized activity in accordance with learner needs

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.4****Student-Mentor ratio for the last completed academic year****Response:** 31.13**2.2.4.1 Number of mentors in the Institution**

Response: 15

<b>File Description</b>	<b>Document</b>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.3 Teaching- Learning Process****2.3.1**

**Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

Govt. College of Teacher Education, Dharamshala has established a set of intricate procedures and policies for maintaining and utilizing physical, academic and support facilities i.e. laboratory, library, sports complex, computers, classrooms etc. Multiple mode approach for teaching-learning is adopted by teachers, which includes lecture cum discussion methods, experiential and situational analysis learning both in theory papers and through the use of different laboratories as well as providing real life experiences to the students prior to and during School Internship Phases I & II. There is focus on participative collaborative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning as per the demand of the subject and

program of studies. Students are encouraged to discuss, put forward questions and doubts and participate in teaching-learning process in theory and laboratory work. 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. Hybrid mode is used by the teacher educators for teaching and training. While students work on real-life examples, learning especially in the applied field of teacher education and training becomes easier. When presenting new material or concepts in theory across various semesters, teachers use real-life examples to make the points more clear. Furthermore, such examples motivate learners because they realize that what they learn is necessary and useful in everyday life. These learning is further strengthened both in SIP I & II. Further, activities under laboratory work are undertaken using group projects and collaborative works. Group projects are useful for teaching, student teachers to work collaboratively. They learn how to complete a project by utilizing the strengths of individual team members. These characteristics make this strategy an excellent method for multimodal learning and team building. Every student receives proper opportunity to learn and grow in their own way by these strategies. Apart from these a variety of Latest technology is used by the students and teachers in the institution. Different attempts are made to use latest methods and technologies in the college.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>

**2.3.2**

**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**

**Response:** 92.96

**2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2021-22	2020-21	2019-20	2018-19	2017-18
14	13	13	12	14

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

**2.3.3**

**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**

**Response:** 100

**2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 467

<b>File Description</b>	<b>Document</b>
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.3.4**

**ICT support is used by students in various learning situations such as**

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

**2.3.5****Continual mentoring is provided by teachers for developing professional attributes in students****Response:**

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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

**2.3.6****Institution provides exposure to students about recent developments in the field of education through**

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** B. Any 4 of the above



File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.7

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

#### Response:

Most of the course under 2 year B.Ed. program take their roots from NCF 2005, which further became a policy matter in NEP 2020. These courses are the foundation for the 21st century learning and outcomes of education process. Some of the courses worth highlighting are Childhood and Development years, Understanding Disciplines and Subjects, Language across curriculum, Learning and Teaching, and Knowledge and Curriculum are the foundation 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 creativity in the field. Thus nurtures creativity. Practice Teaching (4 Weeks Duration), Practice Teaching (16 Weeks Duration) provides students an opportunity to work as an intern in another school, which nurtures life skills in students. Text Reading and Reflections, Language Across the Curriculum, Childhood and Development Years, Drama and Art in Education, Gender, School and Society, Understanding the Self, and Inclusive School are compulsory subjects in the curriculum of B. Ed. program. These subjects nurture innovativeness, intellectual thinking skills, and empathy.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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**

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**

- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **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**

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.3

**Competency of effective communication is developed in students through several activities such as**

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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**

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.5

**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.6

**Students develop competence to organize academic, cultural, sports and community related events through**

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**

- 4. Involvement in preparatory arrangements**
- 5. Executing/conducting the event**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.7**

**A variety of assignments given and assessed for theory courses through**

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.8**

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

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 comancement 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. The allotted schools provide all type of exposure to students regarding teaching skills, assessment, evaluation organizing and school management etc.

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

#### 2.4.9

**Average number of students attached to each school for internship during the last completed academic year**

**Response:** 14.67

**2.4.9.1 Number of schools selected for internship during the last completed academic year**

Response: 15

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>

#### 2.4.10

**Nature of internee engagement during internship consists of**

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**

- 5.PTA meetings
- 6.Assessment of student learning – home assignments & tests
- 7.Organizing academic and cultural events
- 8.Maintaining documents
- 9.Administrative responsibilities- experience/exposure
- 10.Preparation of progress reports

**Response:** B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

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	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.12

**Performance of students during internship is assessed by the institution in terms of observations of different persons such as**

1. Self
2. Peers (fellow interns)
3. Teachers / School\* Teachers
4. Principal / School\* Principal
5. B.Ed Students / School\* Students

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

**Response:** B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

### 2.4.13

**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

**Response:** B. Any 4 of the above

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

## 2.5 Teacher Profile and Quality

### 2.5.1

**Percentage of fulltime teachers against sanctioned posts during the last five years**

**Response:** 59.66



<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.5.2****Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 84.51**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 12

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:** 14.33**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year****Response:** 215

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.4****Teachers put-forth efforts to keep themselves updated professionally through**

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

**Response:**

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	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.6 Evaluation Process****2.6.1****Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:**

Government College of Teacher Education, Dharamshala is affiliated to Sardar Patel University, Mandi and recognised from National Council for Teacher Education (NCTE), New Delhi. The curriculum framework of Two Year B.Ed. Course of Himachal Pradesh University, Shimla effective from the session 2015-16 is followed. Internal Evaluation/Continuous Comprehensive Assessment is an integral component 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 Marks

**COMPONENTS 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.

**1. 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 a prescribed form accompanied by clear reason(s) for absence to the competent authority. Those students getting the exemptions, except for those getting exemptions for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.

**2. Classroom Attendance Incentive:** Those having greater than 80% attendance (for those participating in Co-curricular activities, 20% will be added to percent attendance) will be awarded CCA marks (in case of courses with a total of 100 marks) as follows:

<b>Sr. No.</b>	<b>Attendance Percentage Range</b>	<b>Marks</b>
<b>1.</b>	<b>&gt;80% but ? 83%</b>	<b>1</b>
<b>2.</b>	<b>&gt; 84% but ? 87%</b>	<b>2</b>
<b>3.</b>	<b>&gt;88% but ? 91%</b>	<b>3</b>
<b>4.</b>	<b>&gt; 92% but ? 95%</b>	<b>4</b>
<b>5.</b>	<b>&gt; 96%</b>	<b>5</b>

The marks on the basis of attendance (in case of courses with a total of 50 marks) will be awarded as follows:

<b>Sr. No.</b>	<b>Attendance Percentage Range</b>	<b>Marks</b>
<b>1.</b>	<b>&gt;80% but ? 86%</b>	<b>1</b>
<b>2.</b>	<b>&gt; 87% but ? 93%</b>	<b>2</b>
<b>3.</b>	<b>&gt;94%</b>	<b>3</b>

**3. The Continuous Comprehensive Assessment (CCA) has the following components:**

<b>Sr. No.</b>	<b>Components</b>	<b>Courses with 100 Marks</b>	<b>Courses with 50 Marks</b>
A	Classroom Attendance	05	03

B	MidTermTest/Theory Assignments	15	07
<b>Total Marks (CCA)</b>		<b>20</b>	<b>10</b>

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

**2.6.2**

**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

- 1.Display of internal assessment marks before the term end examination**
- 2.Timely feedback on individual/group performance**
- 3.Provision of improvement opportunities**
- 4.Access to tutorial/remedial support**
- 5.Provision of answering bilingually**

**Response:** A. Any 4 or more of the above

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

**2.6.3**

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

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 any issue 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.)	Office Assistance

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.6.4****The Institution adheres to academic calendar for the conduct of Internal Evaluation****Response:**

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 criteria are also clearly described in the syllabus. Our institution conducts the house examination as per schedule given in the academic calendar. The micro teaching with feedback is a continuous process in our institution and we adhere and comply as per institution calendar. Assignments are another important part of student teacher's evaluation in this regard the schedule of assignments submission is mentioned in the syllabus.

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

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

**The teaching learning process of the institution are aligned with the stated PLOs and CLOs.**

**Response:**

#### **PROGRAMME LEARNING OUTCOMES (PLOs):**

PLOs are the skills and competencies that students should be able to articulate, put into action or utilize either theoretically or practically after the completion of a course in which student is enrolled. 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 plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of the process of viewing, developing and making sense of subject matter contained in the learning experiences
- The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- 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):**

Course Learning Outcomes of **B.Ed. Course of Government College of Teacher Education, Dharamshala** are in accordance with the Curriculum Framework of B.Ed. Course of Himachal Pradesh University, Shimla. The CLOs are effective in enhancing different skills of the students in the field of modern education. Few CLOs of B.Ed. Course are given below.

- Understand the meaning, nature and scope of educational psychology.
- Understand growth and development of the learner and its importance in the learning process (with special reference to childhood and adolescent stage).
- Understand the Constitutional Provisions for Education in India.
- Understand the Fundamental Rights, Duties and Directive Principles of the State Policy.
- Use technology to enrich language teaching.
- Understand the nature, characteristics of learner and principles to make teaching-learning effective and productive.
- 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.
- Understand some important landmarks in connection with gender and education in the historical

and contemporary perspective.

- Understand different pedagogical and assessment techniques for inclusion of CWSN.
- Familiarize with the new trends in ICT.
- Apply different e-resources for educational purposes. Explain the psychological and physiological basis of yoga.
- Understand the scientific basis and therapeutic values of Yoga.
- Understand concept of health, hygiene and health education.

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

## 2.7.2

### Average pass percentage of students during the last five years

**Response:** 100

#### 2.7.2.1 Total number of students who passed the university examination during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
220	216	219	222	231

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>



### 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**

##### **Response:**

The progressive performance of students in different curricular and co-curricular areas in line with PLOs and CLOs is monitored through different mechanisms adopted by the institution. 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. Students are guided to prepare assignments by taking into consideration different dimensions viz. organization, presentation style, updated information, coverage of different parts etc.

**4. Mid Term Tests:** Mid Term Tests are conducted by the Examination Committee after completion of nearly fifty percent of the syllabus in each semester. Medium of examination is both Hindi and English. Evaluation of mid term tests are also carried out as per the evaluation scheme of Himachal Pradesh University, Shimla.

**5. Cultural and Sports Activities:** Different cultural and sports activities are organised in the institutions for the all-round development of students. Students are guided by teacher educators and the concerned committee for planning, management and execution of these activities. Competitions are organised, performance of students is assessed and prizes are also awarded to motivate the students.

**6. 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. There are different clubs and committees in the institutions for management of such activities. Students are motivated to provide feedback after completion of activities and reports are also prepared.

**7. 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 developed by the SIP Committee and approved by IQAC.

**8. 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. Different reports are prepared by students after consultation with school teachers, teacher educator and school principal. Performance of students in one month internship is evaluated jointly by school mentors and teacher educators through a proforma developed by the institution.

**9. Internship Phase-II:** Students have to undergo four month internship (Sixteen Week) in nearby practice teaching schools. They have to complete different records and deliver minimum fifty lessons in

each teaching subject. Feedback is provided by the concerned subject-teacher and teacher educator. They are also involved in the management of different activities in the school. Feedback is provided to students to improve their pedagogical skills.

**10. College Magazine:** The institute has a mechanism in place to publish College Magazine annually. Articles for different sections are invited from students and feedback is provided to improve the quality of different articles.

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

#### 2.7.4

##### Performance of outgoing students in internal assessment

**Response:** 100

##### 2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 220

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

#### 2.7.5

##### Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

**Response:**

Government College of Teacher Education has an effective assessment mechanism to cater the performance of students on various assessment tasks. Due importance is given to revision, design and effective delivery of curriculum in most effective manner. Class tests and Mid term tests are conducted on a regular basis and the performance of students of different levels is evaluated and appropriate feedback is provided for improvement. The Institute followed evaluation pattern of marks for internal

evaluation and for final university examination. The Program outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics. Definite measurable program and course outcomes are set up. At the same time, suitable teaching methods and materials and other curricular activities are planned. Assessment system is designed to evaluate student's performance at each stage of the program. Performances of students are catered to know how to prepare themselves for assessment. Following Procedures are adopted.

**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. Students are guided to prepare assignments by taking into consideration different dimensions viz. organility, presentation style, updated information, coverage of different parts etc.

**4. Mid Term Tests:** Mid Term Tests are conducted by the Examination Committee after completion of nearly fifty percent of the syllabus in each semester. Medium of examination is both Hindi and English. Evaluation of mid term tests are also carried out as per the evaluation scheme of Himachal Pradesh University, Shimla.

**5. Culture, Sports, Co-urricular, Extension and Outreach Activities:** Culture, Sports, Co-curricular, Extension and Outreach Activities are also organised in the College as well as in Practice Teaching Schools. There are different clubs and committees in the institutions for management of such activities.

**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 developed by the SIP Committee and approved by IQAC.

**7. Internship Phase (I and II)** Students have to undergo five month internship in nearby practice teaching schools. In this phase there is no classroom teaching. Different reports are prepared by students after consultation with school teachers, teacher educator and school principal. They have to complete different records and deliver minimum fifty lessons in each teaching subject. Feedback is provided by the concerned subject-teacher and teacher educator. They are also involved in the management of different activities in the school. Feedback is provided to students to improve their pedagogical skills.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **2.8 Student Satisfaction Survey**

### **2.8.1**

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

**Response: 3.49**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

**Average number of research projects funded by government and/ or non-government agencies during the last five years**

**Response:** 0.2

**3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

#### 3.1.2

**Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

**Response:** 0.3

**3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1.50000

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

**3.1.3**

**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.4**

**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>

## 3.2 Research Publications

### 3.2.1

**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

**Response:** 0.42

**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	2

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

### 3.2.2

**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

**Response:** 0.21

**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3 Outreach Activities

#### 3.3.1

**Average number of outreach activities organized by the institution during the last five years..**

**Response:** 20.6

**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
52	9	23	8	11

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

#### 3.3.2

**Percentage of students participating in outreach activities organized by the institution during the last five years**



**Response:** 100**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
467	466	458	461	474

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

**3.3.3****Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years****Response:** 49.14**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
354	00	258	256	275

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

**3.3.4****Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development****Response:**

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.

<b>File Description</b>	<b>Document</b>
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.5****Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

**Response:** 0

**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Collaboration and Linkages

#### 3.4.1

**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

**Response:** 0.2

**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 3.4.2

**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

**Response:** 0

**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 3.4.3

**Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

**Response:** B. Any 5 or 6 of the above

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

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### 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**

**Response:**

The college is replete with sufficient number of lecture halls and class-rooms with adequate seating capacity to cater to the needs of the students in each batch sectionwise according to the time table allotted to run parallel batches simultaneously. The multipurpose hall is present that serves the purpose of an auditorium and also seminar hall which is adequately stocked with chairs and is adaptable to holding virtual classes and IT presentations with the projector and screens for the whole college. There is a conference room which is also adaptable for all kinds of presentations and lectures. The Training Hall for in-service teachers boasts of a white board and a high tech touch screen Interactive panel, a xerox machine, wi-fi router, computer and lecture stands. The science laboratories, language lab, ICT lab, Social Science lab and educational psychology lab are well endowed with the required instruments, apparatuses and computers for the students that exposes them appropriately to the relevant subject knowledge and practical implementation. There is a well-stocked library and computers for the students to use the internet and locate the books in the library. The college campus has three grounds and a fitness center which is adorned with physical training machines and equipments and also recreational facilities for the students. The office too is completely computerised and digitally smart that uses the online mode for information and communication. Besides common room, Office room, Kitchen, Dining Room, Visitor room, the class rooms, there is a room for clubs and cells related to the various welfare and co-curricular activities. There are two staff rooms for the staff members which has enough space and tables and chairs for the staff to perform the academic activities. There are enough washrooms/restrooms for the students and the staff. There are two common rooms for girls and visitor's room as well. A sick room is also present in the college for any ward who falls sick during the day. There is a faculty house in the college with twenty rooms with attached bathrooms and is laced with modern facilities. The canteen too is in-built in the faculty house which is used for the refreshments and meals for the college students, staff and also the in-service teachers who reside here during training programs. There is a small washroom constructed in a joint venture with the dharamshala municipal corporation under the smart city project for girls with special needs. Ramps are provided for students with special needs in the college. An open air stage is constructed for the students to promote cultural activities. There are solar lights panels in the campus to utilize the solar energy. 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	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.1.2**

**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**

**Response:** 100

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

Response: 8

**4.1.2.2 Number of Classrooms and seminar hall(s) in the institution**

Response: 8

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

**4.1.3**

**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

**Response:** 51.04

**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
21.103	13.834	7.400	6.547	5.916

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

## 4.2 Library as a Learning Resource

### 4.2.1

#### **Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**

#### **Response:**

The library is the most important segment of any institute that provides the students with the academic resources to assure a strong foundation for their scholastic and pedagogical pursuits. An institution's conceptual and theoretical progress can be mapped with the availability of the resources and its optimum utilisation of the library resources. The library is a storehouse of knowledge and a center of relevant information for students wishing to enhance their educational skills and broaden their subjective horizons. Our library is equipped with the latest editions of books based on recent research. Our college library is always swarmed with students who use it throughout the day for reading and searching for more referential books for their analytical work. 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.

<b>File Description</b>	<b>Document</b>
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.2.2****Institution has remote access to library resources which students and teachers use frequently****Response:**

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. Nevertheless, it is flocked with the students and faculty members who often visit the library to refer to the relevant and latest edition of books on their subjects to impart quality education. 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 individual 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.

<b>File Description</b>	<b>Document</b>
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

**4.2.3****Institution has subscription for e-resources and has membership/ registration for the following**

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

**Response:** D. Any 1 of the above



File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

**Response:** 0.41

**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.21751	0.57252	0	0.72339	0.51297

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

#### 4.2.5

**Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 4.97

**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 579

**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 925

**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 510

**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 89

**4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 294

**File Description**

**Document**

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 last completed academic year with seal and signature of both the librarian and principal

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)

**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**

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

**Response:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

#### Institution updates its ICT facilities including Wi-Fi

##### Response:

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. When teachers are digitally literate and trained to use ICT, these approaches can lead to higher-order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.

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. Even in online learning scenarios, there are different tools that different online software provider for the students to actively participate in the learning process. It provides students with the opportunity to exhibit their thoughts and opinions in the most effective manner.

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. Initially, the lab was connected with broadband, but after 2016, Wi-Fi services were made available for better connectivity. 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	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.2

**Student – Computer ratio for last completed academic year****Response:** 16.68

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**4.3.3****Internet bandwidth available in the institution****Response:** 320**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 320

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3.4****Facilities for e-content development are available in the institution such as**

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

**Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus and Infrastructure

##### 4.4.1

**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

**Response:** 68.31

**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
25.43746	16.12797	12.66203	10.04341	9.08254

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

##### 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**

**Response:**

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 on a daily basis 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. The regular cleaning staff cleaned & maintained the classrooms and the laboratories every day. Electrical and plumbing related maintenance is done with the help of institute-appointed skilled persons and the expenditure is incurred and approved by the competent authorities.

1. **Maintenance of Library:** For the maintenance of library infrastructure and facilities the library advisory committee and administration have been authorised to make the purchases. The college has a good stock of texts and references in the library and is loaded with the latest library software.

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. The office of the Principal decides and directs about purchases of necessary ICT equipment as per recommendations or requests received from the students, staff, and administrative office of the college.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

**Response:** B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

**9.Canteen**  
**10.Toilets for girls**

**Response:** A. Any 8 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>

**5.1.3**

**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

- 1.Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2.Details of members of grievance redressal committees are available on the institutional website**
- 3.Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4.Provision for students to submit grievances online/offline**
- 5.Grievance redressal committee meets on a regular basis**
- 6.Students' grievances are addressed within 7 days of receiving the complaint**

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.1.4**

**Institution provides additional support to needy students in several ways such as:**



1. Monetary help from external sources such as banks
2. Outside accommodation on reasonable rent on shared or individual basis
3. Dean student welfare is appointed and takes care of student welfare
4. Placement Officer is appointed and takes care of the Placement Cell
5. Concession in tuition fees/hostel fees
6. Group insurance (Health/Accident)

**Response:** B. Any 3 or 4 of the above

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

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 1.71

**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	6	09

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 2.27**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 3

**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.****5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 2

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 8.21**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
39	26	08	10	08

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

#### Student council is active and plays a proactive role in the institutional functioning

##### Response:

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

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.3.2

#### Average number of sports and cultural events organized at the institution during the last five years

Response: 13.6

##### 5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	21	19	3	8

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.**

**Response:**

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 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.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.2**

**Alumni has an active role in the regular institutional functioning such as**

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

**Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

**5.4.3**

**Number of meetings of Alumni Association held during the last five years**

**Response:** 5

**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

**5.4.4**

**Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.**

**Response:**

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 services 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	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 6 - 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**

**Response:**

#### **VISION**

**INCLUSIVE AND QUALITY TEACHER EDUCATION FOR EXCELLENCE**

There 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. The college also offers ample opportunities for students providing them a platform to showcase their virtuosity and multifaceted skills from time to time. Physical fitness and astuteness may also come to the fore when the students are actively involved in the sports events that should take place annually. The college's reputation as one of the oldest and best institutes relies on the fact that the student's academic performances in examinations and implementation practices have culminated in the highest scores. This can be possible only when the teachers in the college represent all faculties and should be the most accomplished professionals with many years of experience and expertise, and work relentlessly for the betterment of the students and the college. 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 Lsavyopanishad (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. Broadly, the following principles are inculcated to outline and formulate a progressive design module for the academic session of the college.

- **Enabling Learning:** Environment to create a learning environment conducive to the pursuit of higher knowledge, relevant skills and experience in teaching.
- **Quality Education:** Achieving knowledge, skills, values and attitudes through learning and preparing professionals for transforming lives.



- Encapsulating Holistic Development: Developing the personalities of the presently enrolled and prospective teachers by enhancing physical astuteness, ensuring intellectual churning, encouraging social interactions, evolving emotional strengths and initiating spiritual blossoming that would lay the foundation for lifetime learning and character building.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

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	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.1.3

#### **The institution maintains transparency in its financial, academic, administrative and other functions**

##### **Response:**

Different committees are formed in the beginning of every session to ensure effective management in all activities of the institution.

Intra Financial Management: The Principal is the DDO (Drawing and Disbursing Officer).

Bursar is appointed to ensure proper management of funds and their proper disbursement with the permission of head of the institution.

External Audit: The Audit of accounts of the institution is done by the Government Audit Department from time to time. Audit objections, in case any, are duly clarified and tended to be removed. Internal Audit: Audit of accounts is done from time to time at the local level by a trained C.A. for the PTA Fund and Faculty House.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

### 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.**

#### Response:

The whole institutional setup is bound by the service rules of government. The institution religiously follows and abides by the norms and policies of the Department of Education(government)and instructions given by HPU,Shimla,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 Seleccion Commission,Hamirpur, As per the administrative setup of the government, the institution is headed by the Principal. The management of the institution is done in a democratic and collaborative manner by the head through different committees comprising of teaching and non-teaching members. These committees are notified in the very beginning of every new session.Student participation in management is also ensured via means of CSCA and group incharges. The parents' guidance and support is 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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

### 6.2.3

**Implementation of e-governance are in the following areas of operation**

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**

**7. Biometric / digital attendance for students****Response:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>

**6.2.4**

**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.**

**Response:**

The whole institutional setup is bound by the service rules of government. The institution religiously follows and abides by the norms and policies of the Department of Education(government)and instructions given by HPU,Shimla,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 Seleccion Commission,Hamirpur, As per the administrative setup of the government, the institution is headed by the Principal. The management of the institution is done in a democratic and collaborative manner by the head through different committees comprising of teaching and non-teaching members. These committees are notified in the very beginning of every new session. Student participation in management is also ensured via means of CSCA and group incharges. The parents' guidance and support is realised through PTA. The appraisal of the work done by the faculty is done through their ACRs which are verified by the Principal annually. The ACR of the Principal is verified their higher authorities at the Directorate,thus to maintain and promote efficiency.

<b>File Description</b>	<b>Document</b>
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1**

**Effective implementation of welfare measures for teaching and non-teaching staff is in place**

**Response:**

Being a government institution, the staff is bestowed upon many welfare measures initiated by the government. All the staff members are benefited by different entitlements without any delay, like holidays, leaves;maternity/ paternity leave, study leave, leave encashment ,medical reimbursement .Pension:retirement pension, family pension, gratuity etc. are given 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.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>

**6.3.2**

**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

**Response: 0**

**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**6.3.3**

**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response: 87**

**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
23	12	21	19	12

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.4**

**Percentage 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**

**Response:** 23.94

**6.3.4.1 Total 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 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	5	3	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>

**6.3.5**

**The institution has a performance appraisal system for teaching and non-teaching staff**

**Response:**

To ensure the effective performance of all employees of the college i.e. Principal, teaching and non-teaching staff, the Department of Higher Education has designed comprehensive formats for different employees as per their area of work-teaching, ministerial, lab staff and librarian. The teaching staff fill their annual performance in the API and ACR, in accordance to UGC guidelines and rules and directions given by the government. These are then sent to the Directorate for appraisal and necessary action. The entire staff is motivated and encouraged for their best performance time to time by the guidance of the Principal informally as well.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

#### **Response:**

The College has a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance.

There are two types of Audits that 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, 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. The audited statement is duly signed by the authorities of the management. This mechanism of internal audit helps the team of external auditor, as and when the team visits for the Audit.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>

#### 6.4.2

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

**Response:** 0

**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 6.4.3

**Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**

**Response:**

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 trainings and utilises 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 atleast 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 mobilisation 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	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>

## 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**

**Response:**

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	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>

### 6.5.2

**The institution reviews its teaching-learning process periodically through IQAC or any other mechanism**

**Response:**

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 a decentralized 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. The 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.

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

### 6.5.3

**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

**Response:** 1.8

**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	3	1	2

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

### 6.5.4

**Institution engages in several quality initiatives such as**

**1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**

**2. Timely submission of AQARs (only after 1st cycle)****3. Academic Administrative Audit (AAA) and initiation of follow up action****4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

**6.5.5**

**Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**

**Response:**

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.

<b>File Description</b>	<b>Document</b>
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>

## Criterion 7 - 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**

**Response:**

Energy is a term that broadly refers to either electricity, gas or water consumption; energy conservation and energy efficiency are often interchangeable terms as improved energy efficiency also means reduced energy consumption. An Energy Conservation Measure or ECM for short, is a single initiative undertaken to reduce the energy consumption of a particular piece of equipment or a certain aspect of essential building services; energy conservation measures or ECMs are pluralistic and therefore imply a combination of several ECM initiatives to reduce energy consumption across an entire facility or building. GCTE intends to increase and improve the environmental content of curricula at its constituent institutes by developing curriculum for undergraduate and postgraduate students focusing on emerging issues around environmental sustainability, improving awareness amongst students and faculty members around the environmental content of courses, and inviting guests and lectures from eminent researchers/ industrialists/sustainability experts at campuses.

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 fall under the category of alternative energy sources but renewable energy sources are derived from naturally replenished sources of Earth, such as the sun, wind, and water. Our college has initiated the following measures to conserve energy:

- 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. More importantly, the college administration has strictly directed the Teachers, Students, and especially office Assistants and all other Stakeholders to see that all lights, fans, and motors are switched off after college hours or after the class.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

#### **Institution has a stated policy and procedure for implementation of waste management**

##### **Response:**

Waste management is an attempt to reduce the adverse impact of waste on human life and the environment by polluting the surroundings and posing dangers to natural resources like rivers and streams that are clogged with garbage and contaminated with household wastes. 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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.3

#### **Institution waste management practices include**

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

**Response:** C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.4

**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

**Response:** A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 7.1.5

**Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment**

**Response:**

The institution takes utmost care and takes all efforts to maintain cleanliness in the toilets by ensuring a regular water supply and using all the required toiletries to keep them disinfected. The students, teachers



and ministerial staff, and non-ministerial staff ensure that no hindrance is caused in the smooth functioning of the institution due to lack of water or any other cause. 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 non-biodegradable 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.
- As per air pollution data information from the pollution control board the quality of air is also more than satisfactory
- The campus is environment-friendly with well-ventilated open spaces around the classrooms.
- The concreted built-up area is comparatively less than the green area of the college campus.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.6

**Institution is committed to encourage green practices that include:**

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

**Response:** B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.7**

**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

**Response:** 7.2

**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
3.67	0.195	1.637	1.90	0.332

<b>File Description</b>	<b>Document</b>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.8**

**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**

**Response:**

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.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.9**

**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**

**4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

**Response:** A. All of the above

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

## 7.2 Best Practices

### 7.2.1

**Describe at least two institutional best practices (as per NAAC format given on its website)**

**Response:**

#### **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 grievance cell addresses the issues of all the students very patiently. 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.**

- In the beginning of the session orientation programmes are held to apprise the students about conduct rules, curriculum and the methodology. They are encouraged to seek clarification regarding any confusion.
- TLM (Teaching learning material) which is an important teaching aid are held from time to time. A group of 10 to 15 students workshops with one teacher to make models, charts and other teaching aids
- During the SIP School Internship Programme each teacher mentor has 15 student teachers to guide and mentor. The ratio of 1:15 helps in giving individual attention and instructions to the students. Knowing the faculty members individually enhances students' capabilities and encourages them to think about their own values and future.
- The seminars, inductions and cultural activities, orientation programmes establish an early connection between students and faculty.
- Regular feedback is also taken from students from time to time.

## **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.

### **OBJECTIVE**

- To encourage the participation of women in decision making and management
- To create an unbiased and conducive environment.
- To make the women aware of measures for their safety.
- To make them improve their standard of life.

### **PRACTICE**

- The college has a girl's hostel which encourages maximum participation of girls in various matters thereby making them have an experience of administration and management. As they learn about emotional strength, social adaptability, self sufficiency, time management and utilization of resources. Girls counseling cell also exists.
- The rangers unit volunteers in the management of events like the cultural Festival annual

day and sports day to name a few.

- **Women’s day is celebrated every year which reinforces the understanding of the concept again and again.**
- **Girls students are very enthusiastic and energetic throughout the year, in their participation in the cultural, Sports and various other events held in the college and other colleges of the state from time to time**

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**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.**

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

- Our college a co-educational all-inclusive and comprehensive institute with a Girls Hostel. The students are always in uniform and follow the academic schedule sincerely.
- The in-service teacher training programmes are conducted throughout the year for the Asst/Assoc Professors of College Cadre, Head Masters, School teachers, Clerical staff. Librarians and Lab Attendant staff.
- According to Training and Development Policy,2012, Department of Higher Education, Govt. Of Himachal Pradesh and trainings of Disaster Management under School Safety Project, Department of Revenue and Department of Education are organised from time to time.
- The Resource Persons for the training programmes are highly qualified and experienced people who are proficiently adept in their fields
- GCTE, Dharamshala provides accommodation facility through its Faculty House and Canteen for all the stake holders of this institute such as Trainees, Students, Resource-persons, Office Bearers of OSA and PTA of the college and Central and State Govt. Employees.
- The faculty members of the college have academically linked to various organisations like NCERT, Delhi, SCERT Solan, H.P. Board of School Education, Central University of Himachal Pradesh Dharamshala, Himachal Pradesh University, Shimla and Sardar Patel University, Mandi.
- End-Semester Evaluation Centre for the B.Ed. Examinations by S.P.U. Mandi

### Concluding Remarks :

Government College of Teacher Education Dharamshala, Himachal Pradesh was established in September, 1956 by the Government to meet the ever-growing demand of trained teachers. The college since then, is catering to the educational needs of Pre-service and In-service teachers. It was upgraded from Government College of Education to **Government College of Teacher Education** by the Ministry of Human Resource Development, Government of India on 24th February, 1993. This institution is well reputed and committed to provide quality teaching and training. It is continuously upgrading its standards as per the requirements of different agencies. It is the only government institution in the field of teacher education in Himachal Pradesh for the B.Ed. Course exclusively. Institution provides Inclusive Education for all sections of society (ensured by following Roaster Based centralised admission by the affiliating university in a transparent manner). Adequate academic environment along with different extension/outreach activities are also the strength of the institution. As per the directions of Government of Himachal Pradesh, the recently constructed Multi Story Building is being used on sharing basis with Central University of Himachal Pradesh. This sharing leads to constraints in number of classrooms, laboratories and micro-teaching rooms available to GCTE for its efficient functioning. Government College of Teacher Education, Dharamshala functions as hub for both in-service training under HP Govt. for six districts of the state, but this is not given any credit under NAAC which reduces half of the efforts



on the institution, un-credited, and thus reduces the overall rating. Institution also needs to strengthen its eLMS by training the staff and students and promoting the teachers to create the courses on LMS. Student tracking mechanism and data management needs to be strengthened. Presently, the newly constructed building of Government College of Teacher Education, Dharamshala is with the Central University of Himachal Pradesh. There is lack of infrastructural space for different activities as per the student strength of the institution.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Website of the Institution</b></li> <li><b>2. Prospectus</b></li> <li><b>3. Student induction programme</b></li> <li><b>4. Orientation programme for teachers</b></li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: B. Any 3 of the above            Remark : Input edited as per the given clarification documents by HEI . HEI has provided supporting documents for the first three responses , so Any 3 of the above can be considered .</p>																				
1.2.3	<p><b>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>223</td> <td>217</td> <td>225</td> <td>242</td> <td>248</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>220</td> <td>216</td> <td>219</td> <td>222</td> <td>231</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given clarification documents by HEI , Number of students enrolled in the Value – added courses mentioned at 1.2.2 for last five years .</p>	2021-22	2020-21	2019-20	2018-19	2017-18	223	217	225	242	248	2021-22	2020-21	2019-20	2018-19	2017-18	220	216	219	222	231
2021-22	2020-21	2019-20	2018-19	2017-18																	
223	217	225	242	248																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
220	216	219	222	231																	
1.2.5	<p><b>Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years</b></p> <p>1.2.5.1. <b>Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</b></p> <p>Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
17	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	01	0	0	0

Remark : Certificates provided by HEI for the year 2023 will not be considered because it comes out of the Assessment period , input edited as per it .

1.4.1 **Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Input edited as per the given clarification documents by HEI . HEI has provided supporting documents for the metric are beyond the Assessment Period & feedback provided by Students can be considered , so Any 3 of the above can be considered .

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : Input edited as per the given clarification documents by HEI . HEI has provided documents for option ( B ) so it can be considered .

2.2.4 **Student-Mentor ratio for the last completed academic year**

2.2.4.1. **Number of mentors in the Institution**

Answer before DVV Verification : 20

Answer after DVV Verification: 15

2.3.2 **Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**

**2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	16	14	13	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	13	13	12	14

Remark : Input edited as per the given clarification documents by HEI .

**2.4.10 Nature of internee engagement during internship consists of**

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : Input is edited after the verification of all documents provided by HEI , Any 7 of the above can be considered .

**2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as**

1. Self
2. Peers (fellow interns)
3. Teachers / School\* Teachers
4. Principal / School\* Principal
5. B.Ed Students / School\* Students

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : Input edited as per the given clarification documents by HEI , HEI has provided supporting documents for the responses 1 , 3 , 4 &amp; 5. so Any 4 of the above can be considered .

2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p><b>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</b>          Answer before DVV Verification : 319          Answer after DVV Verification: 215</p> <p>Remark : Input edited as per the given documents by HEI , Total number of years of teaching experience of full-time teachers for the last completed academic year .</p>																				
3.1.2	<p><b>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</b></p> <p><b>3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="308 790 1046 925"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>150000</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1003 1046 1137"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1.50000</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	150000	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	1.50000
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	150000																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	1.50000																	
3.2.1	<p><b>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</b></p> <p><b>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="308 1417 1046 1552"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>2</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1630 1046 1765"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given clarification documents by HEI .</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4	1	2	2	3	2021-22	2020-21	2019-20	2018-19	2017-18	4	0	0	0	2
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	1	2	2	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	0	0	0	2																	
3.2.2	<p><b>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</b></p> <p><b>3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years</b></p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	0	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	1

Remark : Input edited as per the given clarification documents by HEI .

**3.3.1 Average number of outreach activities organized by the institution during the last five years..**

**3.3.1.1. Total number of outreach activities organized by the institution during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
53	9	23	12	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
52	9	23	8	11

Remark : Input edited as per the given clarification documents by HEI , Activities on the same day will be considered as one .

**3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

**3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
467	466	458	461	474

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
354	00	258	256	275

Remark : Input edited as per the given clarification documents by HEI .As 2020-21 was the

pandemic year so there will be no outreach activities as well as repeated students participating all outreach activities will be counted as one .

**3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

**3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	6	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Awards to the Institution will be considered not for individual so Input edited as per the clarification documents by HEI .

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

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

Answer before DVV Verification : 9

Answer after DVV Verification: 8

**4.1.2.2. Number of Classrooms and seminar hall(s) in the institution**

Answer before DVV Verification : 11

Answer after DVV Verification: 8

Remark : Input is edited after the verification of all documents provided by HEI , The value is 8 can be considered .

**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

**4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2110359.63	1383470	740013	654782	591637

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

21.103	13.834	7.400	6.547	5.916
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4.2.3	<p><b>Institution has subscription for e-resources and has membership/ registration for the following</b></p> <ol style="list-style-type: none"> <li>1. <b>e-journals</b></li> <li>2. <b>e-Shodh Sindhu</b></li> <li>3. <b>Shodhganga</b></li> <li>4. <b>e-books</b></li> <li>5. <b>Databases</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : Input edited as per the given clarification documents by HEI , Any 1 of the above can be considered .</p>																				
4.2.6	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Relevant educational documents are obtained on a regular basis</b></li> <li>2. <b>Documents are made available from other libraries on loan</b></li> <li>3. <b>Documents are obtained as and when teachers recommend</b></li> <li>4. <b>Documents are obtained as gifts to College</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : Input edited as per the given clarification by HEI . HEI has given supporting documents for option 3 so Any 1 of the above can be considered .</p>																				
4.4.1	<p><b>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</b></p> <p>4.4.1.1. <b>Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 1612 1040 1792"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>2543746.63</td> <td>1612797</td> <td>1266203</td> <td>1004341</td> <td>908254</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 1859 1040 2004"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>25.43746</td> <td>16.12797</td> <td>12.66203</td> <td>10.04341</td> <td>9.08254</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2543746.63	1612797	1266203	1004341	908254	2021-22	2020-21	2019-20	2018-19	2017-18	25.43746	16.12797	12.66203	10.04341	9.08254
2021-22	2020-21	2019-20	2018-19	2017-18																	
2543746.63	1612797	1266203	1004341	908254																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
25.43746	16.12797	12.66203	10.04341	9.08254																	
5.2.1	<p><b>Percentage of placement of students as teachers/teacher educators</b></p>																				



**5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	5	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	6	09

Remark : Input edited as per the given clarification documents by HEI .

**5.2.2 Percentage of student progression to higher education during the last completed academic year****5.2.2.1. Number of outgoing students progressing from Bachelor to PG.**

Answer before DVV Verification : 5

Answer after DVV Verification: 3

**5.2.2.2. Number of outgoing students progressing from PG to M.Phil.**

Answer before DVV Verification : 0

Answer after DVV Verification: 0

**5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Answer before DVV Verification : 2

Answer after DVV Verification: 2

Remark : Input edited as per the given clarification documents by HEI .

**5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63	95	46	26	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	26	08	10	08

Remark : Input edited as per the given clarification documents by HEI .

**5.3.2 Average number of sports and cultural events organized at the institution during the last five years**

**5.3.2.1. Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	13	4	3	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	21	19	3	8

Remark : Input edited as per the given clarification documents by HEI .

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

**6.3.3.1. Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	13	18	22	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	12	21	19	12

Remark : Input edited as per the given clarification documents by HEI .

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

**6.3.4.1. Total 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 during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	5	3	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

4	4	5	3	1
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Remark : Input edited as per the given clarification documents by HEI , Repeated participant will be counted as one for the same year .

**6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

**6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	7	3	5	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	3	1	2

Remark : Input edited as per the given clarification documents by HEI , quality initiatives taken by IQAC on same date will be considered one .

**7.1.3 Institution waste management practices include**

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as per the given clarification documents by HEI , HEI has selected responses for option 1 & 2 so Any 2 of the above can be considered .

**7.1.6 Institution is committed to encourage green practices that include:**

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : Input edited as per the given clarification documents by HEI , except option 4 HEI has provided supporting documents for the metric , So Any 4 of the above can be considered .

**7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

**7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
502350.63	90716	207475	274112	142867

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.67	0.195	1.637	1.90	0.332

Remark : Input edited as per the given observation .

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.4	<p><b>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>220</td> <td>216</td> <td>219</td> <td>222</td> <td>231</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>220</td> <td>216</td> <td>219</td> <td>222</td> <td>231</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	220	216	219	222	231	2021-22	2020-21	2019-20	2018-19	2017-18	220	216	219	222	231
2021-22	2020-21	2019-20	2018-19	2017-18																	
220	216	219	222	231																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
220	216	219	222	231																	
1.5	<p><b>Number of graduating students year-wise during last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>220</td> <td>216</td> <td>219</td> <td>222</td> <td>231</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	220	216	219	222	231										
2021-22	2020-21	2019-20	2018-19	2017-18																	
220	216	219	222	231																	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
220	216	219	222	231

1.6 **Number of students enrolled(admitted) year-wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
247	250	239	239	243

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
247	250	239	239	243

2.1 **Number of full time teachers year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	16	14	13	16

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	14	14	13	15

2.2 **Number of Sanctioned posts year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	19

3.1 **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2785928.63	2083522	1785626	1989358	2093147

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27.85928	20.83522	17.85626	19.89358	20.93147