



## Yearly Status Report - 2014-2015

### Part A

#### Data of the Institution

Part A	
<b>Data of the Institution</b>	
<b>1. Name of the Institution</b>	GOVT. COLLEGE OF TEACHER EDUCATION
Name of the head of the Institution	Sh. Suresh Kumar Pathak
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	01892223140
Mobile no.	9418465360
Registered Email	gctedharamshala-hp@nic.in
Alternate Email	dharamshalagcte@gmail.com
Address	Dharamshala, District Kangra, Himachal Pradesh
City/Town	Dharamshala
State/UT	Himachal pradesh
Pincode	176215

<b>2. Institutional Status</b>	
Affiliated / Constituent	<b>Affiliated</b>
Type of Institution	<b>Co-education</b>
Location	<b>Urban</b>
Financial Status	<b>state</b>
Name of the IQAC co-ordinator/Director	<b>Dr. Rashmi Ramoul</b>
Phone no/Alternate Phone no.	<b>01892223140</b>
Mobile no.	<b>9816358981</b>
Registered Email	<b>gctedharamshala-hp@nic.in</b>
Alternate Email	<b>iqacgctedsala@gmail.com</b>

<b>3. Website Address</b>	
Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.gctedharamshala.ac.in/files/NAAC/HPCOTE13516-GCTE-AQAR-2013-14.pdf">https://www.gctedharamshala.ac.in/files/NAAC/HPCOTE13516-GCTE-AQAR-2013-14.pdf</a>
<b>4. Whether Academic Calendar prepared during the year</b>	<b>Yes</b>
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="https://www.gctedharamshala.ac.in/files/2015/Academic%20Calendar%202014-15.pdf">https://www.gctedharamshala.ac.in/files/2015/Academic Calendar 2014-15.pdf</a>

<b>5. Accrediation Details</b>					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.09	2008	28-Mar-2008	27-Mar-2013
2	B	2.65	2015	25-Jun-2015	24-Jun-2020

<b>6. Date of Establishment of IQAC</b>	<b>02-Aug-2008</b>
---	--------------------

<b>7. Internal Quality Assurance System</b>
---

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries

IQAC		
Feedback collection section	30-Jun-2015 1	224
Faculty meet to develop research culture	31-Dec-2014 1	17
Session on extension and outreach activity	31-Oct-2014 1	21
Motivation session for contributing in in-service training	30-Sep-2014 1	17
IT Skill training for non-Teaching Staff	30-Aug-2014 3	5
Qualitative improvement in classroom teaching	31-Jul-2014 1	19
<a href="#">View File</a>		

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
<b>No Data Entered/Not Applicable!!!</b>				
<a href="#">View File</a>				

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View File](#)

**10. Number of IQAC meetings held during the year :**

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

No

Upload the minutes of meeting and action taken report

No Files Uploaded !!!

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

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

- Transfer of Science Block and expediting n of construction of Multistory Building and Faculty House -cumCanteen
- ICT lab equipped with new systems and 3 classrooms got equipped with projector room.
- Contribution for proper distribution of funds received under Equity Initiative
- Motivation to teachers

for engaging in events of National/Social importance

[View File](#)

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

Plan of Action	Achivements/Outcomes
Shifting of Teaching aid lab to new science block	shifted
Proposal to start M. Ed. Classes	Proposal withdrawn due to administrative reasons
Completion of new academic block	Work expedited
Completion of faculty guest house -cum-canteen	Work expedited
Completion of Science block	Handed over to the college
<a href="#">View File</a>	

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

Yes

Name of Statutory Body	Meeting Date
Principal	29-Jun-2015

**15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?**

No

**16. Whether institutional data submitted to AISHE:**

Yes

Year of Submission

2015

Date of Submission

28-Feb-2015

**17. Does the Institution have Management Information System ?**

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

We have a online PMIS being provided by Government of Himachal Pradesh. Link for the same is:  
<https://genpmis.hp.nic.in/> List of currently operational modules: Employee Search Employee personal and address information Transfer/Promotion orders Annual Property Return

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Planning and Implementation

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

Govt. College of Teacher Education (GCTE) Dharamshala, is permanently affiliated to Himachal Pradesh University Shimla, and recognised by UGC in May 1991 under 2(F) & 12 (B) and also recognised by NCTE in June, 1998. GCTE follows curriculum and other regulations of the affiliating University. GCTE is the only State Govt. run Teacher Education Institution functioning in the State of Himachal Pradesh with the vision "Inclusive and Quality Teacher Education for Excellence". It is a premier institution in the field of Teacher Education providing quality education in the field of teacher education for the state since 1956. The Institute caters to the need of two components i.e. Pre-Service teacher trainees (all twelve districts) and In-Service Teachers for Six Districts of the State. The majority of the students (Pre-service) are from rural, semi-urban localities and from the remotest areas of the state. This provides the most vibrant and diverse group of learners unique to this college. Before the commencement of the new academic session different calendars viz. Academic, Co-Curricular, Sports, Cultural and Training (pre-service and in-service) are strategically planned and prepared. The proposed activities are accordingly implemented and spread across the entire session. Curriculum is managed through different teaching strategies and modes i.e. Lecture cum Discussions, Assignments, Guest Lectures, Seminars, Workshops, Class-Test, House-Examination, Practical Work through different Laboratories, Resource Centres, and hands on training through internship in nearby Government Schools. While transacting the curriculum, focus of the process is to enrich the learning experiences of teacher trainees coming from diverse backgrounds is to bring them to the mainstream. Different committees and clubs are constituted for integration of the curriculum with human and Cultural values, Life Skills, ICT Competencies and Social Service for the National Development. There is proper documentation of Events and Activities through GCTE office, IQAC and different committees. There is a proper filing system for the same, both in hard and soft format in the Institution. The data is collected using on-line forms and pen-paper forms as per the requirement.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
<b>No Data Entered/Not Applicable !!!</b>					

#### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
<b>No Data Entered/Not Applicable !!!</b>		
No file uploaded.		

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

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System

BEd	Non- Medical, Arts/Commerce	01/07/2014
-----	--------------------------------	------------

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

Certificate	Diploma Course
<b>No Data Entered/Not Applicable !!!</b>	

### 1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
<b>No Data Entered/Not Applicable !!!</b>		
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Non-Medical, Arts/Commerce	225
<a href="#">View File</a>		

### 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	Yes
Parents	Yes

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

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

## CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Non-Medical, Arts/Commerce	245	0	232
<a href="#">View File</a>				

## 2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2014	245	0	18	0	18

## 2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
18	5	30	3	0	4

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

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

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

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

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
245	18	13.61

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
19	18	1	0	7

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

Year of Award	Name of full time teachers	Designation	Name of the award,
---------------	----------------------------	-------------	--------------------

	receiving awards from state level, national level, international level		fellowship, received from Government or recognized bodies
2014	Dr. Sanjeevan Katoch	Associate Professor	Nationa Builder Award, Rotary Club, Dharamshala
2014	Dr. Rashmi Ramoul	Associate Professor	Nationa Builder Award, Rotary Club, Dharamshala
<a href="#">View File</a>			

## 2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	BEd	Year	01/05/2015	01/10/2015
<a href="#">View File</a>				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The college follows the guidelines of Himachal Pradesh university, Shimla for continuous Internal Evaluation. 20 marks are allotted for internal assessment and 80 for theory examination.

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

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

## 2.6 – Student Performance and Learning Outcomes

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

[http://gctedharamshala.ac.in/files/2015/Result\\_2014-2015.pdf](http://gctedharamshala.ac.in/files/2015/Result_2014-2015.pdf)

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
B Ed	BEd	Non-Medical, Arts/Commerce	219	219	100
<a href="#">View File</a>					

## 2.7 – Student Satisfaction Survey

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

[http://gctedharamshala.ac.in/files/2015/Student\\_Feedback\\_Questionnaire.pdf](http://gctedharamshala.ac.in/files/2015/Student_Feedback_Questionnaire.pdf)

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION



### 3.1 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

### 3.2 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
<b>No Data Entered/Not Applicable !!!</b>		

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
<b>No Data Entered/Not Applicable !!!</b>					
No file uploaded.					

### 3.3 – Research Publications and Awards

#### 3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
<b>No Data Entered/Not Applicable !!!</b>		

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

Name of the Department	Number of PhD's Awarded
<b>No Data Entered/Not Applicable !!!</b>	

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

Type	Department	Number of Publication	Average Impact Factor (if any)
National	GCTE Dharamshala	2	0
International	GCTE Dharamshala	3	0
<a href="#">View File</a>			

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

Department	Number of Publication
GCTE Dharamshala	2
<a href="#">View File</a>	

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
<b>No Data Entered/Not Applicable !!!</b>						
<b>No file uploaded.</b>						

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

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
<b>No Data Entered/Not Applicable !!!</b>						
<b>No file uploaded.</b>						

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

Number of Faculty	International	National	State	Local
<b>Presented papers</b>	3	6	1	0
<a href="#">View File</a>				

## 3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
<b>AIDS awareness week</b>	<b>GCTE Dharamshala with Gunjan NGO</b>	2	220
<a href="#">View File</a>			

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
<b>No Data Entered/Not Applicable !!!</b>			
<b>No file uploaded.</b>			

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

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
<b>Aids Awareness Week</b>	<b>Red Ribbon Club</b>	<b>Jagrookta</b>	2	220
<b>Swachh Bharat Abhiyan</b>	<b>GCTE Dharamshala</b>	<b>Swachhta</b>	16	220
<a href="#">View File</a>				

## 3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	Block Teaching	GHS Kotwali Bazar ,GHS Kand ,GHS Sidhbari,GBSSS Dharamshala, GNMS Dharamshala,GGSSS Dharamshala,GSSSS Dharamshala,GSSS Sakoh,GSSS Bagli ,GSSS Khaniara ,GSSS Ghaniara ,GSSS Forsetgang, GSSS Tang Narwana	14/05/2015	12/06/2015	225
<a href="#">View File</a>					

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

**CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 – Physical Facilities**

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
8542514	8542514

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Class rooms	Newly Added

Laboratories	Newly Added
Others	Newly Added
<a href="#">View File</a>	

#### 4.2 – Library as a Learning Resource

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

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
SOUL	Partially	2.0	2014

##### 4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	7180	7180	0	0	7180	7180
Reference Books	300	300	0	0	300	300
Journals	14	14	0	0	14	14
<a href="#">View File</a>						

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

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	21	1	2	2	0	1	1	2	0
Added	0	0	0	0	0	0	0	0	0
Total	21	1	2	2	0	1	1	2	0

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

0 MBPS/ GBPS
--------------

##### 4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
<b>No Data Entered/Not Applicable !!!</b>	

#### 4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
314836	314836	8227678	8227678

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

Physical, academic and support facilities like laboratory, library, computers, classrooms are maintained as per government norms.

<http://gctedharamshala.ac.in/>

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

Name/Title of the scheme	Number of students	Amount in Rupees
<b>No Data Entered/Not Applicable !!!</b>		
<a href="#">View File</a>		

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

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Yoga Sessions	28/02/2015	220	Yoga Club
Gender sensitization programme	31/03/2015	220	Equity Initiative
Personality development	28/02/2015	220	Guidance and Counselling Cell
Lecture on role of a teacher	31/10/2014	220	Guidance and Counselling Cell
Communication skill	30/09/2014	220	Literary Club
<a href="#">View File</a>			

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
<b>No Data Entered/Not Applicable !!!</b>					
No file uploaded.					

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

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
12	12	7

## 5.2 – Student Progression

### 5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
<b>No Data Entered/Not Applicable !!!</b>					
No file uploaded.					

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

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2015	122	Bachelors in Education	Education	Various universities	Masters and research degrees
2014	72	Bachelors in Education	Education	Various universities	Masters and research degrees
<a href="#">View File</a>					

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

Items	Number of students selected/ qualifying
NET	3
Any Other	11
Any Other	72
<a href="#">View File</a>	

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

Activity	Level	Number of Participants
Cultural	Intra-College	84
Cultural	Inter-college	22
Sports	Intra college	200
<a href="#">View File</a>		

## 5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
<b>No Data Entered/Not Applicable !!!</b>						
No file uploaded.						

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

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

#### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

779

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

5156

5.4.4 – Meetings/activities organized by Alumni Association :

1

### CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 – Institutional Vision and Leadership

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

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

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

Partial

#### 6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Examination and Evaluation	<ul style="list-style-type: none"> <li>At the very end of the session feedback from students was obtained on a prescribed format and inputs received were used for improvement especially of block teaching.</li> </ul>
Human Resource Management	<ul style="list-style-type: none"> <li>As per the feedback received from the NAAC peer team during first cycle, a session of on developing research culture was discussed with the faculty. The faculty was promoted to attend conferences/symposia/seminars and</li> </ul>

	publish their research work.
Human Resource Management	<ul style="list-style-type: none"> <li>A motivational session was conducted for the faculty to deliver lectures during in -service teacher training programme on topics of their expertise under Training Policy and Guidelines of the government of Himachal Pradesh.</li> </ul>
Human Resource Management	<ul style="list-style-type: none"> <li>Non-teaching staff was trained in basic IT skills in order to facilitate smooth and efficient functioning of the college.</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>A discussion on quality initiative in classroom was conducted in which importance of regular class tests and appropriate feedback to students were discussed.</li> </ul>

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

E-governance area	Details
Finance and Accounts	The college makes payments of salaries, arrears, allowances through centralised online treasury of Govt. of Himachal Pradesh, named himkosh.
Administration	The college maintains personnel data on centralized online PMIS provided by Govt. of Himachal Pradesh, named Manav Sampda.
Student Admission and Support	The college receive students admissions through centralised counselling conducted by Himachal Pradesh University, Shimla. University uses online management system for conduct of entrance examination.

### 6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

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

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
------	--	---	-----------	---------	---	---



2014	Training and Development Policy, 2012	Training and Development Policy, 2012	01/04/2014	31/03/2015	2	0
<a href="#">View File</a>						

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

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
<b>No Data Entered/Not Applicable !!!</b>			

6.3.5 – Welfare schemes for

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

## 6.4 – Financial Management and Resource Mobilization

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

Yes
-----

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
<b>No Data Entered/Not Applicable !!!</b>		
No file uploaded.		

6.4.3 – Total corpus fund generated

<b>No Data Entered/Not Applicable !!!</b>
---

## 6.5 – Internal Quality Assurance System

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

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

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

Infrastructural development in Campus Financial Support to college for conducting NAAC Inspection Minor Repair work in college

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

No Data Entered/Not Applicable !!!

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

No Data Entered/Not Applicable !!!

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2015	Feedback Collection Section	30/06/2015	01/07/2014	30/06/2015	224
2014	Faculty Meet to Development Research	31/12/2014	01/07/2014	31/12/2014	17
2014	Session on Extension and outreach	31/10/2014	01/07/2014	31/10/2014	21
2014	Motivation session for contributing in in-service training	30/09/2014	01/07/2014	30/09/2014	17
2014	IT Skill training for non-Teaching Staff	30/08/2014	28/08/2014	30/08/2014	5
2014	Qualitative improvement in classroom teaching	31/07/2014	01/07/2014	30/06/2015	19

[View File](#)

**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

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

Title of the	Period from	Period To	Number of Participants
--------------	-------------	-----------	------------------------

programme				
			Female	Male
<b>Gender Sensitization</b>	<b>09/03/2015</b>	<b>31/03/2015</b>	<b>150</b>	<b>70</b>

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

Percentage of power requirement of the University met by the renewable energy sources
<b>Nil</b>

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
<b>Ramp/Rails</b>	<b>Yes</b>	<b>0</b>
<b>Rest Rooms</b>	<b>Yes</b>	<b>0</b>

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2014	2	3	02/10/2014	1	Swachhta Abhiyan	Swachhta	235
2014	2	3	01/12/2014	7	AIDS Awareness Programme	AIDS Awareness	235
2014	2	3	27/11/2014	1	Blood Donation Camp	Blood Donation Camp	24
2014	2	3	01/07/2014	365	Girls Hostel Facility	Boarding and Lodging	54
2014	2	3	01/07/2014	365	Concessional Bus Passes through HRTC	Concessional Bus Passes through HRTC	220
<a href="#">View File</a>							

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

Title	Date of publication	Follow up(max 100 words)
<b>No Data Entered/Not Applicable !!!</b>		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
<b>Universal Values based discussion and lectures during Morning Assembly</b>	<b>01/07/2014</b>	<b>30/06/2015</b>	<b>220</b>

[View File](#)

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

Installation of dustbins Plantation of seasonal plants, perennial plants  
Swachhta Abhiyan Campus Beatification Maximum utilisation of natural light

## 7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

**MICRO /SIMULATED TEACHING PRACTICE** Micro teaching and simulated teaching are initiated for strengthening the teaching- learning process and to develop confidence in the pupil teachers. This is an effective pre-teaching practice which lays the foundation for active delivery in the classrooms. Although Micro Teaching is a part of the B.Ed.Curriculum and is being practiced in the colleges of education throughout the state, but very little time is being spent by these institutions for this exercise. Keeping in view the importance of Micro/Simulated Teaching Practice before the commencement of Block Teaching in practicing schools and also, the impact of this practice on the performance of pupil teachers' in real classroom situation, compelled this institution to make it a part of curriculum delivery and practice every day. Micro/Simulated Teaching Practice enriches the pupil teachers and sharpens their teaching skills effectively. To make the practice more effective, some other dimensions have been added in a gradual manner over the years like conducting orientation programme on micro teaching, simulated teaching, increasing the number of skills from 5 to 10, increase in the time of Micro Teaching from 40 minutes to 60 minutes per day, declaration of every Saturday as mentoring day during MicroTeaching hours, introduction of observation lessons of the peers, simulated teaching competition and presentation of two discussion lessons during Block Teaching practice. Feedback received from the outgoing students also shows that this practice improves the holistic personality of the pupil teachers and enhances their confidence to discuss any subjective knowledge and general topic given at any platform. In this practice the pupil teachers of different streams get an opportunity to interact with the peer group, while delivering their lesson plans in their respective teaching subjects. Consequently, pupil teachers gain more knowledge in different disciplines which prepares them for interdisciplinary approach which is much in vogue these days. Every year as the session commences, a programme is chalked out for a week in which a team of teachers deliver lectures to all the students regarding Micro Teaching. In these lectures the students are explained thoroughly about the concept of Micro Teaching, Cycle of Micro Teaching, different skills and there components, and about the format of Micro lesson plans. This general briefing makes the pupil teachers ready for preparing and delivering Micro Teaching lessons in the forthcoming Micro Teaching Practice classes. Teachers facilitate participative teaching- learning in the classrooms. After the general briefing, the pupil teachers are divided into peer groups with 10-15 students in each group under the supervision of a teacher- in -charge. Each peer group nominates a group leader to co-ordinate the activities of the group. A booklet containing the 10 skills and the teaching lesson plan format is given to the students for use in micro- teaching and in simulated teaching. **SIMULATED TEACHING (INTEGRATION OF SKILLS)** Simulation classes are organized prior to teaching practice and after the completion of microteaching. The pupil teachers have to teach 5 lessons in each teaching subject during simulated teaching and they are given 15 to 20 minutes to complete their lesson. The lessons are prepared by integrating the skills learnt in micro- teaching and by the use of proper teaching aids. Pupil teachers are encouraged to make use of ICT in preparing the teaching aids. The lessons are observed by the peer group and the teacher in -charge and suggestions for improvement are given. Detailed observations are given by the teachers on the lesson plan files. Students are

to Re-teach or Re-plan the lessons till perfection is attained. The real impact of this healthy practice is clearly visible in Block Teaching and final examination of skill in teaching.

#### IMPACT OF THE PRACTICE

The pre-practice training which is conducted in the campus is very effective in chiselling the teaching skills of the pupil teachers. The various skills, techniques and methodologies used by the pupil teachers help them to become effective and efficient teachers. Preparation of teaching aids and power point presentations enhance their efficiency in teaching process. This practice makes the pupil teachers confident, expressive, creative, and innovative and there is a change in their attitude and behavior. The variety of learning experiences provided to the pupil teachers helps them to understand the different types of learners, their development process and problems faced by the peer team and ways to eradicate this team.

#### Practice II MORNING ASSEMBLY

A high quality morning assembly has the potential to nurture a positive college ethos that stresses care for the self, others and the pursuit of all forms of excellence. The practice of conducting the assembly was initiated by the college to inculcate and promote integrated value system among the pupil teachers. Teaching is the art of effective communication and it was observed that the students who joined the institution lacked the skills and confidence to speak on an open platform, in front of an audience. Morning assembly is an essential component of the curriculum in all the schools as such, it was essential to educate the pupil teachers on the components, methods and the skills required to conduct an effective assembly in the schools.

#### THE PRACTICE Morning assembly in GCTE

is a thought provoking session where students reflect upon various topics international, social, environmental, cultural, education, ethical, current etc. It is ensured that all the students participate by expressing their views and feelings logically. This session is a platform for sharing knowledge and authority among teachers and students. Teachers act as mediators. The morning assembly is held for 50 minutes and starts with the 'National Song' "VandeMatram", a salute to their nation. After the National song the morning prayer sung to express full faith in the Supreme power and His omnipresence and omniscience. Prayers give us the joy of having intuitively experienced love of our creator. The faith in the unseen subtle power and our love for him is an undoubtedly rich source of all values, virtues and strengths. Silent sitting for two minutes is concerned with the inner personal world of thoughts, feelings and emotions. National pledge by the students is followed by attendance and "Thought for The Day". The pupil teacher who presents the thought, puts forward his/her views on the thought followed by a few other students adding their own views to it. General knowledge questions are asked each day. A talk on some topic of international, national, environmental or ethical issues is presented by different students each day. Addition to the topic and diverse views on the topic are presented by the pupil teachers. Poems on specified themes are also recited on certain days. Panel discussions and debates also form a part of the assembly. Various important days like Education day, Women's day, Communal Harmony week etc. are also celebrated. During the Communal Harmony week in November various activities are conducted like sensitization of the students, skits, debates, poetic symposium etc. Sometimes lectures and talks by some eminent people are organized during the morning assembly. The assembly ends with the singing of the National Anthem. A web of ideas, observations and intentions is woven to make the assembly one of excellence.

#### OBSTACLES FACED

Students come from diverse socio-cultural and ethnic background to this institution. The dialect in the state changes after every few kilometres and some students retain a touch of their local language, as such these trainees are hesitant to come forward and speak in the morning assembly. Trainees are shy and have stage fear and don't want to add their views or participate in any activity of the morning assembly. These are obstacles are overcome by motivating and encouraging the students to come forward and do additions on the thoughts. Topics to be presented the next day

are sometimes told by the House Captains to the members of their respective Houses so that they come prepared for value addition. Themes for poetry are told beforehand to the pupil teachers and they write and bring the poems to recite. Boys are reluctant to sing the prayers but encouragement and practice helps them to overcome their inhibitions and soon the boys become an integral part of the college choir. **IMPACT OF THE PRACTICE** The benefits of such an assembly of excellence are enormous to both individuals and the college in general. The assembly demonstrates a reiteration of the values of each individual pupil teacher, including their individual thoughts and abilities. Till the students pass out they develop social sensitivity, consciousness and finer human sensibilities through self-reflection.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

[http://gctedharamshala.ac.in/files/NAAC/GCTE\\_NAAC\\_2014\\_SAR.pdf](http://gctedharamshala.ac.in/files/NAAC/GCTE_NAAC_2014_SAR.pdf)

### 7.3 – Institutional Distinctiveness

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

**Institutional Distinctiveness:** Govt. College of Teacher Education (GCTE) Dharamshala is recognised by UGC in May 1991 under 2(F) 12 (B) and also recognised by NCTE in June, 1998 and is the only Teacher Training Institute permanently affiliated to Himachal Pradesh University Shimla. It is a premier institution in the field of Teacher Education providing quality education in the field of teacher education for the state since 1956. The Institute caters to the need of two components i.e. Pre-Service teacher trainees (all twelve districts) and In-Service Teachers for Six Districts of the State. The majority of the students (Pre-service) are from rural, semi-urban localities and from the remotest areas of the state. This provides the most vibrant and diverse group of learners unique to this college. The curricular, co-curricular and extra-curricular activities are to enrich the learning experiences of teacher trainees coming from diverse backgrounds is to bring them to the mainstream. Different committees and clubs are constituted for integration of the curriculum with human and Cultural values, Life Skills, ICT Competencies and Social Service for the National Development. **Contribution to National Development:** The various activities which contribute to the National development are Morning Assembly, emphasis on quality, celebration of national days, career guidance, involvement of teachers in research and different awareness campaigns undertaken by the college. **Fostering global competencies among students:** The activities reflecting fostering of global competencies among students are comprehensive micro-teaching exercise, effective mentoring arrangement, personality development through morning assembly and participation of teachers in national/international seminars, conferences, workshops etc. **Inculcation of values:** The inculcation of values is reflected by celebration of national days, extension and outreach activities, peer teaching thought for the day in morning assembly, campus beautification, dress code, and value based curriculum. **Promoting the use of technology:** The promotion of use of technology is reflected by access to internet facilities, installation of digital projectors in classrooms, use of audio-visual aids, exposure to modern technologies like interactive boards, motivation of students to access open sources of information and use of technology in the preparation of lesson plans. **Quest for excellence:** The quest for excellence is reflected through concerted efforts to achieve objectives, adherence to college calendar, establishment of IQAC, feedback from various stakeholders and deep involvement of pupil teachers in cultural and social activities

Provide the weblink of the institution

### **8.Future Plans of Actions for Next Academic Year**

- To conduct sensitization programme about 2 year B Ed programme operational from 2015.
- To ensure availability of books as per new curriculum
- To restructure pre-service teacher training programme especially five months school internship programme as per recommendations/guidelines.
- To make a quality assurance strategy as per the observations made by peer evaluators during 2nd cycle of NAAC accreditation and intimation of the same to the relevant stakeholders.
- To ensure handing over of newly constructed multi-storeyed building and Faculty House cum Canteen