YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Gautam Buddha Teachers' Training College Hazaribag
• Name of the Head of the institution	Dr. Arvind Kumar Yadav
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9458234455
• Mobile No:	7050554448
• Registered e-mail ID (Principal)	gbttchazaribag@gmail.com
• Alternate Email ID	arvindgbttc2017@gmail.com
• Address	Mukundganj, Behind Mahendra Nexgen Showroom, NH-33, Babhanway, Hazaribag
• City/Town	Hazaribag
• State/UT	Jharkhand
• Pin Code	825302
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Rural**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**Vinoba Bhave University, Hazaribag**
• Name of the IQAC Co-ordinator/Director	**Dr. Basundhara Kumari**
• Phone No.	**06546210529**
• Alternate phone No.(IQAC)	**9458234455**
• Mobile (IQAC)	**9304731326**
• IQAC e-mail address	**vashu.rani6@gmail.com**
• Alternate e-mail address (IQAC)	**vashu.rani6@gmail.com**
3.Website address	http://gbttc.org/
• Web-link of the AQAR: (Previous Academic Year)	http://gbttc.org/assets/naac/aqar-21-22.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://gbttc.org/notice.php

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.16**	**2022**	**12/04/2022**	**11/04/2027**

6.Date of Establishment of IQAC	**05/04/2021**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**Nil**	**NIL**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	[View File](#)	
9.No. of IQAC meetings held during the year	**08**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	[View File](#)	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

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

i) Feedback system extended to learners teacher's, Alumni, employers, Parents, Internship School, Invited Guest as a resource person, TEI. ii) Resing index for academic excellence. iii) Extension of infrastructural facilities. iv) Providing students to acquire sociability through the means of NSS and such other portals. v) Composition and its periodical change of membership.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Determination of paradigm for AQAR.	Paradigm achieved
Co-curricular activities for the fresher.	All the year sound these co-curricular activities
Student support envisaged in Alumni-meet	The support extended by Alumni is achieved
Awareness of code of conduct adhered by teachers and students a like.	The fact and figure of code of conduct have been provided to the students.

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Management Committee (CMC)	28/12/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	13/01/2023

15.Multidisciplinary / interdisciplinary

Gautam Buddha Teachers' Training College Hazaribag has a well-defined vision, mission, and
plan to transform itself into a multidisciplinary and interdisciplinary institution. The institution plans to introduce broad-based multi-disciplinary holistic education with Certificate, and
value-added courses. The institution is progressing to exposure to multi-disciplinary and interdisciplinary holistic education, including professional fields, with innovative and flexible curricular structures, creating an integration of vocational education. The hallmarks of the New Education Policy 2020 for providing holistic, flexible, multidisciplinary Teachers' Training education
suited to the 21st century needs and aimed at bringing out the

unique capabilities of each student are the hallmarks of the policy and are the directives to all higher education institutions.

16.Academic bank of credits (ABC):

The institution is able to implement student-centered learning and emphasize student-friendly teaching strategies.

It uses an interdisciplinary strategy, permits students. to take the most interesting courses possThe institution intends to carry out the credits earned and stored in the Academic Bank of Credit.

Gautam Buddha Teachers' Training College Hazaribag has no there own sylabus, the sylabus of course provided by the university so ABC (Academic Bank of Credits) System is not applied within the institution. The chosen program is not registered under the ABC.

17.Skill development:

The institution has taken initiatives to implement skill development for students. The IQAC has organised institutional in-house curriculum planning meetings with all stakeholders for Academic Year 2022-23 and has given special attention to the skill development of students. The house decided on the skill development of students, i.e., communication skills, leadership skills, time management skills, and computer skills. These skill development-plan were implemented in Academic
Year 2022-23 and it is implied that the institution is aware of skill development as per National Education Policy 2020. The institution promises to achieve the target plan of humanistic, ethical, constitutional, and universal values of truth, righteousness, conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills through organising various programmes. Also in view of NEP 2020, the institution implements best practices in the development of multilingual skills, outreach programmes and national mission schemes.

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

The institution is affiliated to Vinoba Bhave University and follows the university's prescribed curriculum, institution organize the in-house curriculum planning and includes various Indian knowledge systems, i.e., culture, language and local tradition which are activity-based programme to promote Indian culture. The faculties are using Regional Language for trible students in the

classroom. **The fine art teacher teaches Indian Art and Music teacher teaches Indian Classical Music to the students. Various Cultural Activites are organized time to time each reflect the indian culture and tradition.**

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

The institution follows the university's prescribed curriculum. The institution organizes the in-house curriculum planning and includes some activity-based programmes, including co-curricular and extra-curricular activities, which are being followed by the institution. This programmes are based on outcome-based education and are also student-centric. The emphasis of the outcome-based education (OBE) system is on quantifying that students are capable of doing and the learning outcomes of the students are one of the key components. Course outcomes are statements that indicate the knowledge and skills that a student should have at the end of a course. Program outcomes represent the knowledge, skills, and attitudes the students should have at the end of programme. Program outcomes can be directly measured through course outcomes. The outcome-based education model is based on defining various parameters.

20.Distance education/online education:

The institution has been offered a distance and online education programme but plans to transform it into a multidisciplinary and interdisciplinary institution. The institution has the possibility of offering various courses through ODL mode. The institute uses ICT, Smart Class, Computer Lab, Webinar, Online Class, and Mobile Learning in the teaching-learning process. The institution adopts blended learning for the holistic development of students to achieve the objectives. Students are encouraged to enroll in the distance, online, and open education modes, and it is convenient for them that they can do two subsequent courses, i.e., offline and online. It is the best practice of institutions to promote distance and online education.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**100**

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

2.2 Number of seats sanctioned during the year	100

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	60

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	100

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	100

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	100

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	79.5

4.2 Total number of computers on campus for academic purposes	31

3.Teacher	
5.1 Number of full-time teachers during the year:	**16**

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

| 5.2

Number of sanctioned posts for the year: | **16** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institution strictly goes by a regular in-house practice of planning and framing curriculum in strict adherence of adaptation to the local context. Attention is devised to the sense of periodicity and kinds of activities to be taken. The decisions which finally come out are to be communicated to all stakeholders. A well-developed plan is drawn for the academic Year along with mid-Course Correction wherever necessary during the whole stretch of academic year. Other relevant information has to be communicated to the persons concerned in order that the preparedness on their parts could be determined with great alacrity and a fund of interest ensuring the advancement and inculcation in the objective to be observed.

In the local Context/Situation college regularly conduct a special class in local language e.g Khortha and other regional language in the cultural significance the college every year arrange many programmes like Karma Puja, Sarhul, Sohrai etc.

Critical thinking about the said issues are promoted through debates, Role-Playing and Class Discussions also Assignment, field tripes and co-curricular activities provided inside and outside or beyond the syllabus.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	**No File Uploaded**

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	**C. Any 2 of the Above**

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://gbttc.org/naac.php
Prospectus for the academic year	[View File](#)
Report and photographs with caption and date of student induction programmes	[View File](#)
Report and photographs with caption and date of teacher orientation programmes	[View File](#)
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

02

File Description	Documents
Data as per Data Template	[View File](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View File](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View File](#)
Any other relevant information	http://gbttc.org/notice.php

1.2.2 - Number of value-added courses offered during the year

05

1.2.2.1 - Number of value-added courses offered during the year

05

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

92

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

92

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

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	**No File Uploaded**

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The institution frames and builds up issues which partake of gender

human values which are to be enriched by potential Co-Curricular activities. to be carried out by the body of functionaries of the college. Allied to this objective in view the Women Empowerment Cell of the college must carry out straining programme for students. On the eve of the international women's day, 8th March 2023, The Women Empowerment cell organized some well-suited programmes with well-versed guests. Apart from this the college celebrated Environment Day on June 5 2023 and kicked off online poster competition. An invigorating programme on e-waste management was flagged of on September 18, 2023. With a view to propagating the proper up-keep of Human Values, a well-built Scaffold was brought to being to consider the aspects of student's welfare in the shape of a Grievance Cell. Which was supposed to address the grievances the students are beset with.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

There are certain factors such as race, ethnicity_ gender sexual determination, socio- economics status, ability age, religious belief and political polemics go a long way in drawing a panorama of diversity. In order to justify one's job the problem of diversity must be given a serious thought in the classroom with special reference to diversity to be observed in school. It is obligatory on the students to attend schools to prepare themselves for the suitable workforce. For this, educators must be on the guard to discuss effectively the realities of living and working in a diversity school, culture and world. So, diversity is an existential problem to cope with attention, caution and with potential intelligence. This is how we improve social skills and enhance academic performance. All there is made possible by choosing

cognitive methods which certainly augments our critical thinking abilities and stimulates academic excellence.

Students coming from various school systems like central Board of secondary education of State Board irradiate their valued experienced among the student's casting illumination on evaluation process.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The tool of student-centered approach to impact education is of profound importance which points poignantly to the needs of the students which take Centre stage in the portrayal of student's carer. The connotation of active learning Co-operative learning and inductive teaching has got to be understood with their full meaning various facets of learning such as inquiry-based learning, problem-based barning, project-based learning and exploration learning occupies a long gamut which verifies the goal of collaborative community clearing. This is how the student studies and discovers on his own. This is how student introspects and Ex prospects in examining their own presupposition and pre-direction which will pave the way for their future work students have a good deal of opportunities during internship which get them ready to be familiar with the nature and work related to their profession then we have school engagement activities like case-study, action research and surveys related to community and writing reflective journals which frame syllabus to get a variety of rich knowledge about professional field and prepare us for a well-equipped portal of knowledge.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	**Four of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

50

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

50

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

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

04

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

04

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The institution asses the learning levels of the students and organized special counselling programmes for advanced learner and slow learners. Personal counselling programmes are organized continuously for slow learner students. Also remedial classes are arranged for slow learners and weak students. Assignment work, Quiz competition, Rangoli making competition, Dictation work are given to the students for their mental development. Given a opportunities to participate in activities organized in college. Also students are allowed to participate in competition organized in college. Class test and monthly test organized regularly for slow learner. Continuous and comprehensive evaluation process is followed by the institution which help our trainees to improve their academic performance.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic	**Two/One of the above**

Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

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

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

`One of the above`

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

`01:20`

2.2.4.1 - Number of mentors in the Institution

05

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institute employs multiple modes of teaching learning method such as experiential learning, participative learning problem solving methodologies knocking and brain stonming ways, group discussion focused on some relevant concomitants, online mode with a view to augmenting their learning which students can take to. The use of student-centric method boosts the students to acquire critical thinking and skills of problem solving students are given case studies to moot over and asked to prepare projects. These projects may be various on a variety of subjects for example, Biology, Physics, Chemistry, Political Science, Psychology and so on the teachers determine the dimension of projects to be undertaken in view of the desired requirement the project throws a large canvas for the students to work upon. This exercise encourages students to be active and agile, this is how they learn to co-operate and interact. This raises their confidence index deletes and group discussion develop their creativity and increase knowledge.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	**No File Uploaded**

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

04

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://gbttc.org/lms/panel/dashboard
Any other relevant information	No File Uploaded

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

100

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://gbttc.org/
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Development of professional attributes is of paramount importance. For this end in view continual mentoring is provided to the students.

The nature of mentoring efforts are at work in Gautam Buddha Teachers' Training College Hazaribag which has constituted teams for the purpose. Student diversity is a factor which is kept in view in order to deliver goods. The conduct of self is in full play with colleges and authorities. Who play their role efficiently. The care is taken to keep home and work stress in proper balance to yield results. This is also imperative that mentors keep themselves in education and life which are connected with endurable bonds between the two replenish one another with nectar to yield joy of highest watermark

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations	One of the above

Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-from local to regional to national to global

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

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

Teacher learning process has a long way to go in the domain of education such as creativity innovativeness, intellectual and thinking skills empalhy life skills and attached goes to nurse, nourish and nurture a right spirit in the body and mind of students, of education.

Innovation is education brings students to the forefront of exploration, research and makes the use of tools to discover something, something sweet, gentle and debonair and fresh that inspires the students to understand life with unreminted zeal and zest to follow knowledge like a sinking star so that the students follow breathlessly beyond the almost bound a train of knowledge and more knowledge it gives you a new insight to look at the problems and find the clues to solve them. The entire flow of thinking process fills the students to develop creativity and the formula to solve problems skillfully. At this juncture technology assists teachers in providing a more effective learning experience for he students. A compatible and foolproof balance between technology enabled and nature leased teaching.

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

2.4 - Competency and Skill Development	
2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	**No File Uploaded**

| **2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement** | **Ten/All of the above** |

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	None of the above

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

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

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	**No File Uploaded**
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	**No File Uploaded**

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**Two of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study | **Three of the above**

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship programme has a vital role to play which has got to be systematically planned with necessary preparedness. An internship is a desired idea which applies to both employers and individual internship has to be carefully moeloved and supervised to elicit meaningful learnings wherein an individual has intentional professional goals. It is a refection of haw efficiently he or she accomplishes through the entire length and breadth of experiences. She advantage of the provision of internship is a great opportunity which must be availed of to select and develop the course of future talent. This is Low the institution evaluation and screens the potential and prospective employers before we make a fulltime portion offer which leads to financial savings. The institution

provides an orientational program, too which aims at enshwing the assignment of challenging projects and takes. These projects are complementary to academic programme. This becomes possible with adequate provision reliable and regular supervision and monitoring. This is Low the interns are made fully aware of the concerns and challenge he or she is based with these challenges are conceivably expected to occur.

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

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

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Internship programme of Gautam Buddha Teacher's Training College is effectively monitored and supervised by a well-prepared mechanism to ensure optimal impact of internship in schools with special reference to the role teacher educators' school principal school teachers and peers. It is being conducted in various local colleges and schools.

It is so designed as to cover one lesson per day during the practice teaching B.Ed. it is obligatory on the teacher educators, preferably subject experts are supposed to check and approve the lesson plans beforehand. The student teachers are allowed to deliver the duly approved lesson plans.

Presumably 65 to 70 percent of the lesson in B.Ed. department is observed by the faculty for B.Ed. teachers concerned of the colleges & schools are also duty-bound to observe the lesson. It is also incumbent that college and school teachers are encouraged to deliver suggestions for the desired improvement.

Detailed feedback is provided collectively on successive days.

Remarks are culled out on the discussion and observation based on self-reflection. Accordingly, the task is apportioned to consider the desired improvement. The process of observation and feedback is comprehensive and continuous.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes) | One of the above |

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

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

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

2.5 - Teacher Profile and Quality

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

16

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	**No File Uploaded**

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

05

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

16

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

16

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	**No File Uploaded**

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The contours and configuration of our educational system has

undergone significant paradigm shifts over time. In order to keep themselves up dated professionally it is very necessary for the teachers to be buoyed with the necessary skills to deal with the Changing times and developments in the domain of education.

The reflective side of this field is rather quintessential needless to say, social instructor is an animal like other human beings. All this boils down to the fact, that the educator, social instructor must live of a life of austerity without artificial trappings. He must recognize the parameters the benchmarks, the templates, the boundaries, within which the whole system must be circus cribbed! The evaluation of the conduct must be a perennial process and continuous exercise with appropriate adjustments to meet these needs of the hour.

As compared to teachers' students live in a different milieu the teachers must know how to circumvent the void this will be done by the regular conduct of seminars, workshops and conferences to keep themselves quite up to the mark with special reference to the National Education policy and its recommendation which will key them up their task.

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

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous internal Evaluation (CIE) it of paramount importance and must be placed properly to elicit proper result for which we have to pin point the major components the use of which will contribute immensely towards the continuous internal Evaluation. Needless to say, Gautam Buddha Teachers' Training College, affiliated to Vinoba Bhave University, follows the Examination pattern of the University. This follows that the institution strictly adheres to the guidelines provided with respect to evaluation process inter exams are conducted periodically throughout the year. The schedules of these internal assessments are timely communicated to the students and faculty of the semester through the Academic Callender which is prepared by the institute in line with the University Academic Callender. In total agreement with Vinoba Bhave University the

institution follows reforms which are framed from time to time and are carried out effectively for the conduct of CIE. Seating arrangements, the set of room invigilators are earmarked much before the schedule of internal Examination. The setting of question papers is not of less importance which go into the determination of the merits of the students.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	[View File](#)
Annual Institutional plan of action for internal evaluation	[View File](#)
Details of provisions for improvement and bi-lingual answering	**No File Uploaded**
Documentary evidence for remedial support provided	[View File](#)
Any other relevant information	**No File Uploaded**

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

Internal evaluation is open to all the eyes concerned. It the beginning it must be made clear that Gautam Buddha Teachers'

Training College toes the Vinoba Bhave University Guidelines. At the start of the Semester faculty members introduce students to a variety of aspects of the assessment process the student during the semester. The University conducts internal Evaluation tests Advice is provided to the students is advance prior to the commencement of evaluation in each hall, two observers are deputed to ensure that formative assessments are conducted properly without being Lackadaisical and slack. It is for the faculty members are supposed to review the course in a matter of fortnight or so internal evaluation likes followed by written test taking recourse to university pattern, assignments and project works. At the end of the day the results of the student's internal evaluation assessment are posted on the students notice board as the ready reckoner.

That the students may judge the performance as per the parameters set, the answer books are given to the students to weight up the degree of these assessment evaluators by the course teachers.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Gautam Buddha Teachers' Training College follows the University Academic Callender for the conduct of internal evaluation. The mechanism for the adherence is chalked out as per the Action Plan prepared by the college on the basis of the design already set forth.

The internal evaluation is a continuous process and is ascertained at two levels and first is college level the other on the basis of University level.

The theory of internal Test consists in earmarking 40 & 80 marks respectively. The examples of parent University are also put before the view of the students for the respective courses. The practical exams are also periodically conducted. Internals are held by the college and the externals are held under the scanner of the External Examiner appointed by the University.

The college enjoys the Exam Centre status and in case post-exam. related grievances of the students come to the view regarding errors in marks and corrections thereto and also revaluation, recounting and photocopy of the answer sheets they students have the provision of proper redressal it is supposed that convocation forms, Notifications, processing and submission is earlier done.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The learning teaching process of the institution is designed with the programme learning and curriculum learning benchmarks. The institute's programme learning outcomes look forward to the following yardsticks. First, student teachers must develop competences to be capable of selecting appropriate assessment straggles for facilitating learning in right earnest. Students are supported to gain from educational experience and judge their progress and knowhow as to where they stand. Accordingly, curriculum has to be changed for improvement in the learning of the students. The students are given advice to ascertain their expectations the entire program is develop necessary competence for organizing learning experience to build skills and abilities of communication reflection aesthetics and self-appraisal, to develop understanding about teaching school management and community development to forge such teachers as are professionally equipped with skills of competences for changing the technological paradigms and global concerns this is how the children's learning development, their problems and rights are properly aligned this is the right course to facilitate acquisition of knowledge and skills among the students in different curricular areas so the students have to be put on the anvil of their observation, experimentation and reflection for the development of requisite understanding.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Further improvements are ensured by progressive performance of students. And professional and personal attainments are alternated the PLOs and CLOs.

There is documentary evidence showing the performance of students on various internal assessments. The task is commensurate with the LOS achieved.

The progress in student performance on learning is recorded with transcript in respect of both cognitive and professional attributes which ae studied by cognitive as well as professional methods.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment

activities during the year

`100`

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	[View File](#)
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	[View File](#)
Any other relevant information	**No File Uploaded**

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to student progress monitoring is an exercise that assists teachers use student performance data to continually evaluate the effectiveness of the teaching and make more informed instructional decisions Teachers use progress monitoring to make students learn more aware of their performance.

Gautam Buddha Teachers' Training College monitors student learning to cull out some answers to the questions as to how the students prepare to meet the challenges of the future and are able to analyses, reason and communicate their ideas effectively and whether they have the capacity to continue learning throughout life.

Classroom monitoring by questioning students during classroom discussion to check their understanding of the material being taught is properly conducted by the college periodic reviews are also conducted to grasp the learning of the students and identify gaps in their knowledge and learning setting high standards and then monitoring students are of paramount importance where students are held accountable; following through with rewards for facilitating learning and enhancing achievement.

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

0

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional	**Two of the above**

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC

website during the year

03

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

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

03

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

08

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

90

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

85

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

85

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

Outreaching activities in the community in terms of influencing and vibrating students towards social issues are also of great importance in the development of community the Gautam Buddha Teachers' Training College is affiliated to Vinoba Bhave University Hazaribag our NSS unit at Gautam Buddha Teachers' Training College is led by a program officer who is responsible for executing NSS activities during the year. There is no denying the fact that NSS activities play a very important role in transforming student into responsible people. Very many programmed are being checked out to raise awareness about health care, cleanliness, energy conservation, environmental protection added by social equality, among the adopted village namely Partumba, Demotand.

Every year, the NSS conducts various programmes to enlighten the community awareness which has proved very fructifying in this domain. Thus NSS is a pioneering agency which breathes out life in the development of community awareness which is of vital importance.

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

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

0

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

3.4 - Collaboration and Linkages

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

year
10

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

10

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

01

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Gautam Buddha Teachers' Training College has adequate facilities for teaching-Learning. The college has a good network of classrooms, laboratories, sport field, fitness-Centre, equipment, computing facilities sports complex and the entire Amat of tools to meet the requisite exercises for the various programmes offered.

The college provides for sports and games, gym,Yoga Centre and cultural activities with a view to implementing the plans in right rearrest and achieving the desired goal, the institute has created adequate infrastructure, for example, computer labs, library, language lab, faculty rooms, classrooms, seminar halls equipped with audio visual facility. The campus is equipped with internet facility. The campus has playground decked with well-furnished equipment's. The college has xerox facilities to be provided when it is needed.

At the beginning of the academic year things are assessed for replacement upgradation in addition to the existing infrastructure. The implementation is done in pursuance of the suggestions from the heads of the Department, lab technicians and system operation. A thorough review is conducted in view of course requirements and computer student ratio, budget constraints, working condition of the existing equipment and also students grievances. The constituted committee plans for all requirements regarding classrooms, laboratories, furniture and other concomitants.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

04

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://gbttc.org/ncte.php
Any other relevant information	No File Uploaded

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

13.9

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Library is a great reservoir of learning resource. An integrated library is also known as a library man of emend system. The other

way round this is an enterprise resource planning system for a library used to track items owned, orders made, bills paid and the account of petrous who have borrowed. The college has central library and one departmental library.

The college is proud to have an enormous collection of academic, biography, novel, fiction, drama, stories, research projects for exhibition, rare books, role memoirs of great men of better, philosophical books, religious books to infuse spiritual matter for the mental health of all those who go through them or even have a bird's eye view to book into the essence of the matter. So that could have a panoramic view of man and matters to live a life worth living other knowledgeable books to impart relevant knowledge of the world around and also of the technological world and a handful of national newspapers of magazines also the book are easily made available to the students so that they have an easy access.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://gbttc.org/lms/panel/dashboard
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Integrated Library Management (ILM) prefers for adoption of automation of library or other software. Gautam Buddha Teachers' Training College has remote access to library resources meant for the students and teachers who quite often use library.

The college for the present has remote access to library resource. It is the privilege of the students and teachers now to use Digital Library resources and mobile application the institute is bent upon having its own e-book platform for students as well as teachers.

Needless to say, the library is automated with integrated Library Management software. The manifold housekeeping activates of the library, such as data entry issue and return of renewal of books, member logins etc. are done from software the books are being bar coded and the users are given unique barcode ID. The library is provided with W2F2 facility.

```
Student membership is open and library card and ID card is issued.
Circulation of books, journals, question paper, research projects,
CD, newspaper and other exam books.
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File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	**No File Uploaded**

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

```
One of the above
```

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	**No File Uploaded**

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

```
0.46 Lakhs
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File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

20

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Gautam Buddha Teachers' Training College updates its ICT facilities including Wi-Fi; already the institute has a Wi-Fi facility is the college campus for the student and faculty members to avail internet

connection at any place in the college Needless to say, IT Facilities are well-developed. Adequate number of computers with printers, scanners and high-speed internet are available in office examination section, computer room, store and library. The students are provided with free Wi-Fi facility in the institution. The students are given access internet facility through their mobile phones, tablet or laptop in the college campus. This apart, all the departments have LCD projectors, overhead projectors, printers of all the departments. The computer and printer of all the departments have software installed in them and the hardware is also maintained from time to time. The entire campus is overviewed by CCTV facility. The CCTV installed at strategic places help monitor the campus activities. Information about upcoming events is available on the website. This information includes a time and date along with details about the event.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:3

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

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

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

`87.05 Lakhs`

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Gautam Buddha Teachers' Training College lays classified emphasis as regards the policy for maintaining and utilizing physical academic and support facilities such as laboratory, library, sports complex computers, classrooms etc. in place.

Needless to say, there is an established system and procedures for maintaining and utilizing physical, academic and support facilities. In order to meet the all-round development in all these areas, the college has constituted an infrastructure Development Committee (IDC) which compromises the top Management manned by a few senior teachers who are possessed of the special expertise in these segments. The committee is convened periodically in order to assess the problems and the ways to resolve them. Accordingly, the committee devises and plans out new construction activities in the institution. At the same time the committee decides on maintenance and relocating activities in the institution which are suitable and essential to give a facelift to the already good and trim infrastructure. All the same, inputs are called for from the institution's official contractor to lake a review of all that has been done and plan to have been done ahead.

File Description	Documents
Appropriate link(s) on the institutional website	http://gbttc.org/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Three of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with

D. Any 1 of the above

zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	

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

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

year

Number of students placed as teachers/teacher educators	Total number of graduating students
02	**100**

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

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

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

10

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

8

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The role of the student council is not of less importance. Due attention is given to the suggestions and major findings of the student's council as regards the institutional functioning, its lapses and lackadaisical exercises taken by the institution.The institution is supposed to cater to the all-round personality development and welfare of the students. Hence their insights and introspection can never be laid aside and poohpoohed is the larger interests of the students who play a pro-active role in the day to day on going progress of the institution.

The student's council members are elected by the students through a system of secret ballot to go by fair and democratic practices under the vigilance and observations of student council teachers.In order to galvanize the spirit of the students' appropriate events, such as teachers Day, freshers welcome, Students farewell and college Annual Day, are launched exclusively by the Students' Council. Students' participation is such events buoy them up with new every verve and vigor and a new enthusiasm to go ahead with greater confidence. This apart, Departmental academic programmes like memorial workshop, seminar, symposiums and webinars are organized by the student's council with the supervision and guidelines of the teachers.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

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

30

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Gautam Buddha Teachers' Training College is of the conviction that maintaining good relationship with alumni down the aeons of time goes a long way to develop a trajectory of success is the domain of higher education. Alumni, in fact, plays multi-pronged roles, such as helping to create and grow an institution brand through connectivity and varied associations with significant echelons of the country and abroad. This gives a valuable impetus to making a vibrant brand in the global world of marketing and promotion. For instance, Alumni assists in positive posts on social media. The hum and buzz of this is heard and looked at globally, thus increasing institution's appreciation rate. Rating is the educational world is of immense importance which is built up by good references positive postings and attractive exhibitions of the glare and shine of a particular institutions. This exercise may make you globally know and may serve as a blazer-trait.

Thus, Alumni are fruitful resources to provide-meaningful and beneficial relationships over a long period.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	**No File Uploaded**

5.4.2 - Alumni has an active role in the regular	One/Two of the above

institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

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

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

01

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	**No File Uploaded**

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni Association acts as a scaffold support system to the institution in motivating students as well as recognizing, nursing, nourishing and nurturing and furthering their interests and keeping up the unrecognized talent to the point of discovery.

Gautam Buddha Teachers' Training College is fortunate enough to command a rich number of Alumni members and they are all very

supportive to the institution in various ways. Alumni members are always keen to promote the students and help the youngsters in the admission process. During meeting it was decided to conduct the sessions through Alumni Association. Alumni members. Also extent helping hand in sharing job opportunities in the WhatsApp group to cull out from there the right placement for their juniors also, the Alumni Association assists in the formation of networking relationship with the students in a bid to provide vistas to opt for the job they find viable and suitable for them.

File Description	Documents
Documentary evidence in support of the claim	[View File](View%20File)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institutional vision and Leadership are two aspects which are quintessential for the growth of governance of an institution which is reflective of an effective leadership and participator mechanism in tune with the vision and mission perspective plans and participation of teachers, students and non-teaching staff which make a part of decision-making bodies of the institution, all this is kept in view of Gautam Buddha Teachers' Training College with significant focus. The college has ever been very particular about its vision, mission, objectives and values. The college attaches out of all bounds the core values of the infrastructural build ups supplied by the aspects of vision, mission, values and objectives which are all corner stones of a progressive and forward looking institution like Gautam Buddha Teachers' Training College.

The mission of the institution is to provide platform to the students for the accumulation of knowledge, skills and abilities with academic development to create wisdom and in some degree the bout of intelligence. All this encourages self-learning and self-evaluation and also to create abundant opportunities for cultural activities to be successful in this competitive world as a good teacher.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Decentralization and participative management are considered essential aspects to be practiced by the institution.

Decentralization of administration ensures to have free and independent thinking among faculty. There is no denying the fact principal along with faculty members decide about the calendar of events, subject distribution, course plans lesson plan schedules, extracurricular and curricular activities. all these factors are essential for the smooth functioning and completion of syllabus, internal assessments, student seminars, university examination and all and all other regular academic acclivities. This gives impieties to foster academic leadership among the faculty members. The institution's quality policy consists in pursuing standards and benchmarks in all the areas of teaching learning, research, services offered and administration.

It has been developed by IRAC based on the objectives set up by the institution for acquiring excellence in all the areas of working the drive towards excellence is instilled among staff members and students by reiterating its importance time and again and has resulted in offering high quality services to our stakeholders. Standardizing routine procedures, conducting regular interactive meetings at all levels and periodical checks through audits and compliances have ensured adherence to our quality policy.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Transparency is a great value. Its utility in the financial, academic and other function is of primary importance.

Gautam Buddha Teachers' Training College Hazaribag is very particular as to the maintenance of complete transparency in its financial, academic, administrative and relevant functions is exemplary and acts as clearly defining its vision, mission obey actives and procedure's and irradiating them at all levels in proper measures. Needless to say the Govt. comes forward with proper procedures with all alacrity and these norms are strictly followed by Gautam Buddha Teachers' Training College paying proper head to them so much so that there is no lackadaisical scope in this maintenance and there is no lacerating approach whatsoever to give an occasion or complaint or criticism to the Govt. or perrons at the helm of affairs.

The annual academic plan is kept ready for discussion and good deal of mooting be forehead and the same is communicated or in charge of these affairs and the final executing is displayed by the respective bodies from time to time.The details of various activities are reported to concern bodies and committees and records and minutes of the meetings are maintained systematically and methodically.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Strategy play key role in keeping the institution in the vanguard. Hence Gautam Buddha Teachers' Training College Hazaribag makes its strategic plan effectively and deploy it intelligently in a way that bear fruits in the positive direction. Needless to say strategy Development and development go hand in hand to produced expects results. Hence deployment documents are placed across the Board to have a vivid image of how far and how well the institution has moved in a linear syntactical progression of its journey. All activities are based on successful implementation based on the strategic plan.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://gbttc.org/naac.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All said and done it must be seen that functioning of the institutional bodies is effective from all corners. The functioning honest survey of how institutional bodies are functioning on the framework of policies and programmes earmarked for the smooth implementation of the policies put on the established path. In order to get it done up to the expectations administrative set up must be churned uprightly. And service rules and appointment must go as per norms. And institutional website must be keyed up accordingly to give the pointed pictures of how the institution is moving ahead with its set of rules and regulations.

File Description	Documents
Link to organogram on the institutional website	http://gbttc.org/assets/naac/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and	**Three/Four of the above**

Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Minutes of the meetings give signals and draw pictures of the institution's journey in the field of its effectiveness of various bodies and cells and committee in the direction of the implementation of whole array of resolutions and decisions taken from time to time for the perpetual growth of the institution in the expected areas. The decision made by the various bodies, Cells and Committees successfully implemented on the optimal basis and assessment is done to ensure proper implementation in pursuance of the visions of the institution.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Welfare measures for both teaching and non-teaching staff are of core values Gautam Buddha Teachers' Training College is ever on the

guard to ascertain that effective implementation of all the welfare measures is vouchsafed. With this end in view list of beneficiaries is judiciously prepared to display the beneficent measures vividly and distinctively shown thereupon. The seal and signature of the principal on the list of beneficiaries is the signal of the work done sightly and uprightly and also the institutional preparedness and will power in this divine direction.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

05

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

04

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

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

01

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Performance appraisal system for teaching and non-teaching staff is a litmus test the teachers. This is how performance of teachers is ganged succinctly in Gautam Buddha Teachers' Training College, the performance of the teaching and non-teaching staff is measured with reference to the factors like knowledge of the subject, quality matched by the appropriate quantity of output, initiative, leadership, behavior, conduct, deportment, dependability, supervision, cooperation, judiciousness, versatility, flexibility and other such traits by means of which appraisal of the efficiency of the teaching and non-teaching staff is wrought. The assessment is worked out by the past performance as well as the performance which is on with the current efforts, employed by the teaching and non-teaching staff.

These factors are appropriately assessed through informal performance test which catches our sight in the work-a-day

execution. The observation of annual confidential. Records throws much light on the performance of the teaching and non-teaching staff in the informal performance. Test the teachers are examined on the basis of their knowledge and skills. The other method is preparation of a report in the form of Annual Confidential Report (ACR). Feedback is supplied to the assesses is given only in the event of adverse appraisal.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Financial management and resource mobilization are yet other exercise which are conducted by internal and external financial audit done regularly. A mechanism is also developed for settings audit objections.

The institution has a mechanism of internal audit. The internal audit is conducted by a chartered Accountant appointed by the management who is at the helm of affairs as regards the entire internal audit report of the Auditors of the whole year submitted to the principal for his sign and signature which entails the approval of the work of the C.A. who finishes the audit successfully to the entire satisfaction and conviction of the principal who endorses that audit was carried out by the chartered Accountant in the right way of some objections are raised by the C.A. the compliance is withheld till the execution is finished squarely without any snag. This simply shows the importance of audit without which the appraisal is thought to be sketched on a vague and wrongful benchmark. The records of the funds and donations received form non-government bodies individuals, philanthropists are also taken into account. All this is noted in different covers and criteria.

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

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Institutional strategies for mobilization of funds and their optimal utilization of resources are supposed to be a necessary knack employed by the procedure of mobilization of funds and its optimal utilization. Effective use of available resources is ensured through proper system designed especially for the purpose. The budget prepared on the yearly basis by the accounts department. The institution has ample budgetary provisions for academic and administrative activities. They are given full play to the making of budget which is the fulcrum of the structure of the college. There is a set procedure to get it done. On the first, the demand in writing is submitted by the principal. The principal paces the demands and grants permission to invite quotations. This is the foremost initiative to be taken by the principal. Then the administrative staff of the college submits the statement of

expenditures incurred on a monthly basis. For proper utilization of the funds, the college has monitoring commits to pioneer and spearhead the process of purchase and maintenance.For effective monitoring and efficient use of grants, the role of the University Grants Commission comes into play which makes way for construction.The building committee examines and then sanctions the proposedprojects.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Internal quality Assurance system is also of vital importance in bringing about a proper mechanism to contribute significantly for institutionalizing the quality assurance strategies. For this specific work Internal Quality Assurance Cell (IQAC) is constituted. We have to reckon with five significant contributions IQAC has advanced for institutionalizing the quality assurance strategies.These contributions are first, organization of seminars on women empowerment; second organization National Seminar on New Education policy 2020; Third organization of three day workshop to shed light on quality assurance in which various strandsof quality assurance will be build up on solid rock bottomof workshop stretching for three days; Fourth it is designed to foster a culture of creativity innovation and quality improvement quality assurance given a straight and sleek face to cast a new illumination on the promise of quality improvement and last of all a through discussion and proper response to suggestions received invariety of ways including verbal,written and spoken suggestions. All these exercises are stepping stones to the ends and means of Internal Quality Assurance which at the root of foolproof Assurance system and sprouts forth new leaves of resurgence if all these contributions are paid proper attention and thorough study of its tentacles.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The overall significance of IQAC and the accompanying mechanism to employ with goes a long way in ensuring a teaching learning process of high watermark. Continuous reviews of teaching learning process are a must and must be upholstered and updated from time to time. Regular departmental meetings held periodically imparts an impetus to the process of teaching and learning are two complimentary exercises which refurbish the quality of education and replenish the voids which are caused by the sense of slack and disinterested slant towards this continuum forged by learning and teaching. in fact, both teaching and learning go side by side to make a successful journey of education which makes a full man and vouches to supply essential traits and skills to help learning and teaching go together, hand in hand. Reports of the outcomes in the meetings held periodically are communicated to the principal to make an appraisal of his own. The principal in company with the examination committee monitors and assesses the performance for the various departments regarding the examination results. On the review of the considerable improvements sighted in the process of teaching and learning.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

08

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://gbttc.org/naac.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://gbttc.org/naac.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The role of quality assurance is quintessential in the teaching learning process. This is imperative and obligatory that institutions should keep track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives. That quality should be assured and ensured depside challenges ought to be main objective of every institution. This is why Gautam Buddha Teachers' Training College keeps track of its teaching learning process as an essential priority with a special on learning outcomes, too. The IQAC is always alert and awake to this fact and continuously reviews and takes steps to improve the quality of the teaching learning process. Teaching and learning are so inextricably dependent on each other that not one aspect of teaching can be seen apart from learning. The bond between the two exercises is invincible and one has simply to watch the progress and the journey of the two exercises in togetherness at the desired pace. The academic calendar is prepared in advance, displayed and circulated across the institute and is strictly adhered to there is no going back and no compromise in the growth of the two interdependent aspects of education.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institutional values and social responsibilities are never neglected to take a back seat in the process of learning and teaching. Energy policy is framed to streamline ways of energy conservation and ways of alternative sources of energy for meeting its power consumption. In view of the rising energy index and the resulting environmental impact, the roaring and roaring need of the 21st century horizon and the turbulent and horrendous upshot and

crisis faced in the 21st Jharkhand Government has been engaged in formulating regulation and policies o consume energy and encourage environment friendly renewable energy generation along with conservation strategies and technological innovation framing sustainable energy policies, providing relevant and suitable policy are the need of he hour. Our college management is always on the alert and has of late decided to make use of alternative sources of solar energy to meet the power requirements. The institution has worked vigorously to achieve some significant milestones in the direction of social outreach program four social outreach programs are already at work in coordination to touch upon and stimulate the different segments of the society.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

The institution policy for waste management is never of less value and we cannot afford to overlook this aspect of institutional policy. The institution takes all measures to guarantee that the grounds are free from plastic substance and different such material that harm and destroy the earth and endanger the fabric of life. Keeping in view the sense of cleanliness all rooms of the college are provided with dustbins to throw the dry waste into and as a matter of routine these dustbins are emptied every evening at the end of the day, to start the next morning afresh in the clean ambience. Segregation of waste from the dustbin is done in other vital areas, too, thereby ensuring that college is green and clean and projects a sleek look, which is soothing not only to the eyes, but sends a positive healthy message to our body and soul and this is how life is made healthy bereft of the germs of disease and diminishing factors. This apart, institution has water management and conservation initiatives in the form of –

1. Rain water harvesting
2. Waste Water cycling
3. Reservoirs/tanks/bore and
4. Economic usage of resources with an eye on reduced wastage.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Four of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

It is proverbially well said that cleanliness is next to godliness. Taking message from this all-time maxim and adage the college is

committed to maintenance of cleanliness sanitation, green cover and provision of pollution free healthy environment. All necessary steps are adopted by the institution to make the interior and exterior of the institution neat and clean. Of course, cleanliness is the cult, code and creed of a growing society, and hence cleanliness ought to be made a habit and a way of healthy life. It is strictly communicated to each and every student of the college to follow this habit naturally. Aclean and healthy institution is an epitome of a happy institution, filled with heavenly joy and ecstasy of high watermark. This is also the index of a growing nation. It must be very clear to each and every student that proper hygiene and sanitation prevent the spread of diseases and infection. Therefore, proper attention was paid to this element of hygiene and sanitation. The institution is committed to encourage green practices. This commitment entails encouraging the use of bicycles/E-vehicle. This gives way to the creation of pedestrian friendly roads in the campus comes as a natural corollary.

File Description	Documents
Documents and/or photographs in support of the claim	[View File]
Any other relevant information	**No File Uploaded**

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	**Three of the above**

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View File]
Circulars and relevant policy papers for the claims made	[View File]
Snap shots and documents related to exclusive software packages used for paperless office	[View File]
Income- Expenditure statement highlighting the specific components	[View File]

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.14 Lakhs

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Gautam Buddha Teachers' Training College never forgets to put forth efforts for leveraging local environment for this locational knowledge indispensable and resources must be ready to meet the upkeep of local environment. The main idea consists in utilizing the results to provide true feedback of the present state of implementation of all developmental schemes in the rural areas the observation suggests that provision must be ready to bring about changes in the formulation reformulation, renewed formulation and overall modification of existing implemented programs for rural development the impact of these various important schemes and programmes is of high dividend.

We have to resolve the intricacies of problems and sort out the constraints that come our way in the effective implementation. At the same time we have to value of general opinion of the people towards these schemes.

Needless to say, the college has a prescribed well-rounded code of conduct for students and teachers to follow.The administrators and the other staff follow the suit in order to strengthen the operation of code of conduct timely sensitization programs are lunched. The code of conduct is displayed on the website.The college arranges professional ethics programmes for students' teachers, administrators and other staff.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	**C. Any 2 of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

Best practices as per NAAC format given on its website is a point of attention to which the institution must ever look forward. Gautam Buddha Teachers' Training College is awake to look for two institutional best practices as per NAAC format which it is now ready to bring to the notice of all concerned.

Primarily the college draws attention to single use plastic free campus a task the college has been able to succeed and is now expresses pleasure to relate Gautam Buddha Teachers' Training College owns a plastic free Campus.

The second task the college has taken to is the fact that entire campus must be lighted with LED bulbs. Alone and no alternative will be sought in this connection. Last but not the least, the college must affix photos related to two best practices of the institution mentioned above and the college has done it straight way. The relevant matters to this field of task, of any must be brought to the notice of all concerned and college is vigilant in this regard.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Institutional Distinctiveness is a factor the college can never afford to overlook for it is concerned with the sense of glory and status and the achievements it has to its credit. One of the points of distinctiveness brings our attention to the institutional vision, priority and thrust which evaluate the performance of the institution in true measure. The vision of the institution entails to prepare students as educationally fit, looking good and trim and debonair so as to send signals of its exceptional performance and the institution must also take care to see that college must attune to the demands of global trends in the domain of Teachers' education. Students' education must commensurate with students' education. Gautam Buddha Teachers' Training College gives driving platforms to learn new technologies tools to learn language cultures and communication skills. This is how we prepare smart teachers who can be digitally sound. Project based learning, innovative ideas and new information keep the students abreast of learning new ideas and thought which is globally be fitting. At the same time Gautam Buddha Teachers' Training College is committed to prepare a group of teachers who could be adventures and forward looking in their profession.

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