YEARLY STATUS REPORT - 2023-2024

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.   9304731326

- Mobile No: 9458234455

- Registered e-mail ID (Principal)   arvindgbttc2017@gmail.com

- Alternate Email ID   vashu.rani6@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. **9431531469**

- Alternate phone No.(IQAC) **06546291860**

- Mobile (IQAC) **9304731326**

- IQAC e-mail address **vashu.rani6@gmail.com**

- Alternate e-mail address (IQAC) **gbttchazaribag@gmail.com**

3.Website address http://gbttc.org/

- Web-link of the AQAR: (Previous Academic Year) https://gbttc.org/assets/naac/aqar-22-23-reviewed.pdf

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://gbttc.org/assets/upload/notice/Academic%20Calender%202023-24%20final.pdf

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 **08/07/2023**

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   <u>View File</u>

9.No. of IQAC meetings held during the year   `06`

- 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)   <u>View File</u>

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) To strengthening organizational partnerships, securing prospect and achieving its strategic goal (MoUs, Collaboration) II) To enhancing the skills of faculty along with students (Faculty Development Programme and value added course) III) Promote student to participate outreach orientation programme IV) To fostering creativity, innovation and problem solving within institution V) To ensuring documentation is kept up-to-date and accurate which improves efficiency, reduces error and ensures knowledge continuity`

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
Quality Assurance and Monitoring	Strengthen the IQAC to monitor & evaluate various aspects of intstutional support, regular reviews of Academic Prorammes, Research activities and administrative processes.
To Develop Research & Publication	Book with ISBN was published.
Processing De-centralizing	Decentralizing decision making to cell & faculties can lead to more faster response times to students needs and improved faculty satisfaction.
Academic Development	Implementing innovating teaching methods, utilizing technology, offering adtional support to weak students, provinding guidance on carrier paths, connecting students with professionals and alumni

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)	09/12/2024

14.Whether institutional data submitted to AISHE

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.	9304731326
• Mobile No:	9458234455
• Registered e-mail ID (Principal)	arvindgbttc2017@gmail.com
• Alternate Email ID	vashu.rani6@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.	**9431531469**
• Alternate phone No.(IQAC)	**06546291860**
• Mobile (IQAC)	**9304731326**
• IQAC e-mail address	**vashu.rani6@gmail.com**
• Alternate e-mail address (IQAC)	**gbttchazaribag@gmail.com**
3.Website address	http://gbttc.org/
• Web-link of the AQAR: (Previous Academic Year)	https://gbttc.org/assets/naac/aqar-22-23-reviewed.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://gbttc.org/assets/upload/notice/Academic%20Calender%202023-24%20final.pdf

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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)	09/12/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	13/03/2024

15.Multidisciplinary / interdisciplinary

Gautam Buddha Teachers' Training College conduct sessions on integrating multidisciplinary and interdisciplinary apporaches in teaching learning. we encourage collaborative projects that

require trainees to combine knowledge from various fields. we facilitate programmes in education, technology : 1. Teaching Skills 2. Workshops. seminars & debates 3. Project based learning 4. Mentorship programmes Multidisciplinary and Interdisciplinary can be implemented in various ways like curriculum design, pedagogical practices, thematic units, collaborative research etc. From this way we prepaired teachers to address the diverse needs of students in a complex world. Developing students ability to think critically and solve the problems. We fostering creativity and innovation in teaching and learning. Connecting theory to practice and making learning more relevant to students lives. By incorporating multidisciplinary and interdisciplinary approaches our college can equip future teachers with the knowledge and skills neccessary to create engaging effective and innovative learning exprience for students.

16.Academic bank of credits (ABC):

Academic Bank of Credit is a transformative intiative that has the portantial to revolutionize higher educational in India by Providing greater flexibility choice and recognition ABC empowers student to take control and their education and pursue their aspiration. Gautam Buddha Teachers' Training College has recognize its benifit we enrolled the trainees in ABC. But they could not avail their benefits directly. Our college is affiliated to Vinoba Bhave University, Hazaribag as being and affiliated college trainees can not avail its direct benefits.

17.Skill development:

Gautam Buddha Teachers' Training College implemented various enrichment programmes for the students in become competent teachers. Teachers are being motivated to integrate modern information and communication technologies (ICTs) with modern methods of teaching. All the facilities like interactive white board, computers, LCD, projector etc. are provided with uninterrupted power backup to make the lesson a success. All the faculty members have good hand in the use of ICT and modern technologies. The institution adopted skill based curriculum empowers students to become creative, well informed, passionate and joyful learners and citizens of world, developing different types of skills, values and attitudes help the students do think creativity for themselves in their journey to various learning areas. Gautam Buddha Teachers' Training College Hazaribag provides variety of opportunities for the students to acquire and demonstrate knowledge, skill, values and attitudes with the teachers training course. We conduct micro teaching teacher

training technique which provides teachers an opportunity in benefit their teaching skill by improving the efficiency in teaching we usually conduct the thought of the day session to develop the reflective thinking skills values and attitudes of students diving the assembly.

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

The integration of Indian Knowledge System (IKS) into the curriculum is a crucial step to towards preserving and promoting India's reach culture heritage. Gautam Buddha Teachers' Training College every aspects of Indian Knowledge System. In B.Ed. course IKS topics like Physical Education, Art and Craft, Art and Drama, Indian Philosophy, Knowledge and Curriculum, Contemporary India, Assessement for learning etc. are relevant of Indian Knowledge System. IKS concepts into existing courses like History, Geography, Science, Mathematics, Economics, Civics, Hindi, Sanskrit are the example of interdisciplinary interation. We are commited to relate IKS to contemporary issues and challenges. In pedagogical approaches we orgnized workshop, excerssion tour and cultural activities to provide hands on expriences with IKS. This includes projects presentation and performance based assessment we expended library collections at regular interval to include Books, Journals, Online resources on IKS.

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

Gautam Buddha Teachers' Training College prioritizes the development of essential skills and knowledge to focus on student learning. We encourages innovative teching methods and active student engagement. We provides a clear framwork for measuring educational effectiveness. We allows for costomization to meet the needs of diverse learners. We Developed well difined and masurable learning Outcome for the course. We provides on goning feedback to help students to improve their learning. Under summative assessment we masure students achievement on specified outcomes

20.Distance education/online education:

Distance Learning can be a grate options for indivituals with disabilities or those who can not attend traditional calsses.Gautam Buddha Teachers' Training College has not been offered a distance education. Our college is currently making effort in this direction but till now we have not been able to provide any kind of distance education. On the other hand online education has been given to the stakeholders at the time of

Corona Pendamic. The institute uses ICT, Smart Class, Computer Lab, Webinar in the teaching-learning process. The institution adopts blended learning for the holistic development of students to achieve the objectives. our institution offering educational model that combined traditional face to face classroom instruction with online learning. This allows student to take advantage of the flexiblity and convenience of online learning. Blended Learning model aims to provide students with a flexible and personalised learning experience that takes advantage of the best features of both online and face to face instruction.

Extended Profile

1.Student

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

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

2.2	**100**
Number of seats sanctioned during the year	

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

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

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

2.4	**98**
Number of outgoing / final year students during the year:	

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

2.5Number of graduating students during the year	**98**

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):	**47.46**
4.2 Total number of computers on campus for academic purposes	**26**

3.Teacher

5.1 Number of full-time teachers during the year:	**15**

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

5.2 Number of sanctioned posts for the year:	**15**

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 academic syllabus for B.Ed. programme is developed by Vinoba Bhave University Hazaribag, which is circulated to all the affiliated colleges. Although there is no direct role of the college in syllabus development process, the college put forward suggestion for making improvement in curriculum when it is decided by the University. Thus the institution abided by the regulatory statuary bodies the modifications made brought to action.

Gautam Buddha Teachers' Training College Hazaribag the roadmap for faculty in design, implement and evaluate the course. It inculpates the unit wise syllabus prepare the teaching learning strategies which promotes the critical thinking group work and its types technology integration. Along with this it focus on assessment and evaluation in the form of assignment, quires , presentation etc, end of semester exam with its format and weight age process. The focus is also put on the resource requirement like

i . Human resource (list of faculty members)

ii) physical resource (classroom, lab, library and other facilities)

iii) Technology resource (Computer, Projector)

iv) Student support

other additional consideration like pedagogical approached, inclusive Education and ethical considerations are to be implemented during the course.

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	**B. Any 5 of the above**

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which	**A. All of the Above**

are stated and communicated to teachers and 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/assets/naac/plo-and-clo-gbttc.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

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	https://gbttc.org/

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

`07`

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

`07`

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

`100`

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

`100`

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	View File

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

80

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

80

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

Gautam Buddha Teachers' Training College Hazaribag implemented various enrichment programs for the students in becoming competent teachers. Teachers are being motivated to integrate modern information and communication technologies (ICTs) with modern methods of teaching. All the facilities like interactive white board, computers, LCD, projector etc are provided with uninterrupted power backup to make the lesson success. All the faculty members have good hand in the use of ICT and modern technologies.

The institution adopted skill based curriculum empowers students to work on real world projects become creative well informed, passionate and joyful learners and citizens of world, developing different types of skills, values and attitudes help the student to think creatively for themselves in their journey to various learning areas. Gautam Buddha Teachers' Training College Hazaribag provides variety of opportunities for the students to acquire and demonstrate knowledge, skill, values and attitudes with the teaching training course like field trips and excursions. We conduct micro- teaching technique which provide teachers an opportunity to benefit their teaching skill by improving the efficiency in teaching. We usefully conduct the thought of the day to develop the reflective thinking skills, value and attitudes of students diving the assembly.

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

"Unity in diversity" in the classroom doesn't same like a farfetched ideas anymore for my globally minded teacher. This can be achieve though the use of technology that connect students to

foreign knowledge and outers that creates a multicultural and diverse learning environment. In Gautam Buddha Teachers' Training College the students come from various districts, religions and cultures. Teachers and administrators never discriminate against students. Students studying in various board like (CBSE, ICSE, CISCE,NIOS) also take admission here. Carious programs are conducted time to time to encourage students art an craft making etc to further enhance their knowledge with diversities .

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

An internship programme in teacher education is very important to shape the trainees into effective teachers of tomorrow. It provides not only opportunities to practice. Teaching but also opportunities to participate in the activities of the school like a regular teacher. The student teachers educators are given the opportunity to observe the five class of teachers. Observing other teachers is a key part of development it improves teachers own. Self awareness of their skills and also makes managers more effective of identifying awar for further growth. Duwing the internship programs, the mentor teacher also observes the give class of the teacher trainee. Mentorship enables teachers to effect on their practice and to question what they do as they go about their teaching. We keep a supervision diary to develop students' professional and instructional skills for improving the teaching process. The teacher educators are also instructed to keep the record of all innovative activities that have been conducted for this they have to prepare school internship impart and at last internship completion certificate is also necessary.

Before sending then to internship, student teacher have to prepare at least give complete lesson plans with the use of teaching

learning materials effectively.

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	**No File Uploaded**

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

01

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

01

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 aim of the assessment process at the entry level is to understand the various learning needs of students, their academic abilities and their level of preparedness for the vocational education programme. Through this process, the individual needs of students are assessed so that they can be provided with appropriate support and guidance during their education. It includes testing the students' current academic level, their existing knowledge and skills. Individual learning style trying to understand how students learn best, such as through visual, auditory, or behavioural methods. Skills testing to identify the technical or vocational skills the institute may be interested in.

Identifying the needs of students and arranging teaching accordingly. Knowing their abilities and needs and arranging support and resources. Checking the mental and emotional readiness of students to find out how ready they are to participate in a particular program.

Based on the information obtained from this assessment, individual educational plans can be made for students through activities like Rangoli, Art and Craft etc. that guide and help them towards success.

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 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**	Six/Five of the above

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

01:10

2.2.4.1 - Number of mentors in the Institution

10

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	View File

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 adopts many methods of teaching learning method. Such as through PPT, online method, lecture methods etc. Students are taught using these methods. This awakens a sense of self-confidence in the students. They develop problem solving ability. By receiving education through lecture method, they develop listening ability, understanding ability and ability to explain a subject point by themselves. Along with the ability to explain by themselves, thinking qualities also develop. Apart from the above methods, to increase the creativity of the students, skills like drawing, painting, poetry writing etc. are also developed. This

develops the quality of creativity in students.

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	[View File](#)

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

06

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	[@gautambuddhateacherstraini9059](#)
Any other relevant information	[View File](#)

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	[View File](#)

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://1drv.ms/p/c/97991e43e0684ba0/EaBLa OBDHpkggJeRAAAAAAABADLfPF4C-DKL9rHMCeWmZA
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

To develop professional qualities in students, continuous guidance is provided by the teachers. Guatam Buddha Teachers' Training College Support individuals in various aspects through mentoring for their professional and personal life. Mentor guide menties on effective team communication conflict resolution and collabration stretegies teachers' can help menties to understand their roles and responsibilities within a team and how to contribute effectively. They provide guidance on leadership skills, dession making and motivating the trainees. They also develop cultural competence and sesitivity to understand and appriciate diverse backgrounds and perspectives. Mentors taught menties how to communicate effectively with students from divers background, overcoming leanguage barriers and cultural differences. Mentors also offer advice on effective time management techniques balance work and personal comitments. They also adept their approach to suit the individual needs and learning styles of their mentties. They can help mentties find ways to integrate their personal and proffesional lives, setting boundries and prioritizing tasks. By providing support and guidance in the above areas mentoring programes help individual thrive in their carriers and personal lives.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

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

The Teaching Learning Process is a powerfull tools that can shape young mids, fostering, not only intelictual growth but also essasial qualities creativity and empathy. Keeping in mind Gautam Buddha Teachers' Training College encouraging students to ask questions exploring different perspectives and think creaticly fosters creative thinking. Provinding opportunities for student to work on self directed projects allows them to express their unique ideas and problem solving skills. Incarporting arts into the curriculum encorages creative expression and diversion thinking. On the other hand we try to exposing student to story and charectors from divers background help them to understand different perspectives and cultures. Also engaging in roll playing activities allows students to step in to the shoes of others and

develop impathy. Volunteering and community service opportunities encorage students to connect with others and understand their needs. A pert form this we explicitly teaching social emosional skills such as empathy, Gratitude and kindness helps students develop these qualities.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	View File

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)	Ten/All of the above

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	

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	**All of the above**

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and | All of the above

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	

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

The internship programme is systematically planned with necessary preparations.

The internship program is conducted in a systematically planned

and effective manner with the necessary preparations. It is decided by the institute that the student achieve the objective of the internship program. For this, the institute prepare the students for detailed teaching through the teacher related to their subject. The teaching of preparing the syllabus is given by the mentor teacher.

Students are also guided to select and prepare teaching aids to make the teaching process simple and easy. The centre teacher students when to display their teaching aids during teaching.

In this way, the institute provides detailed teaching, syllabus planning and training to the students to make the internship programme a success. It provides complete information about when, where and how they will use these materials.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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	[View File](#)

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	Five/Six 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.

The internship program of Gautam Buddha Teacher Training College is effectively monitored and prepared. Trainees are before sending them for internship, they are made to practice lesson plans and micro teaching plans. The teachers of the college explain the importance of lesson plans to the trainees of their respective subjects and teach them to prepare them. At the same time, such a relationship is established between the college and the school that the teachers and principals of the school also become aware of their lesson plans and teaching practices. Thus, the institute adopts an effective monitoring mechanism during the internship program to ensure the quality of work of the interns. This includes processes like regular feedback, mentorship and performance evaluation. This helps the interns to improve their work and hone their skills.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

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*	**One of the above**

Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

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

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

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

2.5 - Teacher Profile and Quality

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

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

06

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

Teachers strive to keep themselves professionally up to date.

With time, there have been many changes in the field of education. Teachers adopt new skills to deal with this change and to keep themselves professionally updated. In view of the changes taking place in education, teachers adopt new methods of teaching. They are promoting student- centred education. They participate in continuous professional development. Teachers participate in various workshops, seminars and webinars so that they can information about new teaching methods and educational tools. Teachers regularly stay updated about new education policies, curriculum and educational articles so that they can expand their knowledge. Teachers discuss with their teacher colleagues and colleagues and learn from each other's experience and expertise.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

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 (CEE) is a process in which the progress of students' learning is regularly evaluated. Under this, teachers organize various types of activities, examinations, assignments, projects and presentations etc. Its purpose is to deeply test the understanding of the students, develop their potential and monitor their progress.

The performance of the students is regularly evaluated by the institute, so that their progress can be monitored and they can be guided in time. Instead of relying only on written examinations, the focus is on the overall development of the students through various activities.

Thus, continuous internal assessment helps in making students' education more effective, comprehensive and continuous.

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	View File

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

It is very important that the grievance redressal mechanism for examination is operationally effective. Gautam Buddha Teacher Training College Follows the guidelines of Vinoba bhave university. At the beginning of the semester, trainees are informed about the assessment.

The evaluation process is conducted in a fair and transparent manner so that there is no misunderstanding in the minds of the students. After the completion of the teaching process of the syllabus of each semester, the college conducts internal evaluation. Question papers are prepared before the internal

evaluation. Supervisors are appointed in each examination hall so that the evaluation can be free from malpractice.

Thus, the institute maintains the effectiveness of the grievance redressal mechanism related to the examination.

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.

The institute follows the academic calendar for conducting internal assessment.

The institute follows the academic calendar for conducting internal assessments so that all the academic activities are completed on time and systematically. Following the academic calendar is important for students and teachers as it helps them to plan their work and complete it within the stipulated deadline.

Gautam Buddha Teacher Training College also follows the academic calendar of the university for conducting internal assessment. The college prepare the action plan based on the pre- determined design. For this the institute follows the academic calendar.

As per the instructions of the university, internal assessment is of 10 and 20 marks. Under this, assignments, paper presentation in seminars and other written examinations are conducted.

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 teaching- learning process of the institute is in conformity with the stated PLOs and CLOs.

PLO (Program Learning Outcomes) and PLO (learning outcomes) are of the teaching and learning process in any educational institution. To ensure the teaching and learning process in accordance with both of these, the institute is always ready and prepared.

PLO is related to the curriculum and defines its objective, which a student should achieve after completing the program. It provides students with a comprehensive approach to learning in a holistic manner.

CLO informs students about the specific outcomes of each subject (course).

The curriculum is designed is such a way that the CLO of each course is in line with the PLO. The subjects taught in the institute syllabus, their content and their learning methods are designed in such a way they fulfil the PLO and CLO.

The institute adopts lectures, group discussions, case studies and field work methods and activities to make the learning process more effective.

Thus, the teaching and learning process of the institute is in line with the PLOs and CLOs, helping students to acquire the required knowledge, skills and competencies.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Progressive performance of students and their attainment of professional and personal attributes in line with PLOs and CLOs are monitored and used for further improvement.

The institute uses a well- organized process to monitor and evaluate the progressive performance of students. This ensures their professional and personal development as well as is linked with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Their progressive performance is assessed in the form of assignments, quizzes and exams. This assessment is in line with the PLOs and CLOs. Which they have achieved during teaching. Also, feedback is taken from them. And improvements are made accordingly. The process is followed.

To develop personal and professional qualities of the students, the institute organizes various activities inside and outsides the classroom like team work, leadership development, internships etc.

Workshops and extra- curricular activities etc. counselling sessions are organised to develop students not only in their academic outlook but also in their overall social and personal development.

Thus, the institute ensures that the students not only acquire specialisation in a particular subject but also become broadly competent and responsible professionals.

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	View File

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

97

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.

Students' performance on the different assessment tasks indicates the extent to which their initially identified learning needs have been met.

Students' performance on various assessment tasks indicates how well their learning needs have met. This performance reflects the effectiveness of teaching, students' understanding and depth of knowledge they have acquired.

Gautam Buddha Teachers' Training College indicates through various assessment tasks like :- Group discussion, Preliminary test, Questionnaires, in which subjects students need to pay more attention.

Through assessment tasks, we can understand whether the curriculum

and teaching methods are effective or not. If students perform poorly, it indicates that teaching needs to be improved. Assessment tasks also reveal how much progress students have made.

Thus, the institute conducts various evaluations. It measures the current performance of students through tasks and identifies their learning needs and also plays an important role in guiding them.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

22

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 functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**Four of the above**

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

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

04

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

04

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

10

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	View File

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

181

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	View File

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

90

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

90

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.

Outreach Activities plays a vital role in sensitizing pupil teacher to social issues and community development. It also sensitizes students towards their duties and responsibilities within the society and communities. Such kinds of activities are crucial for several reasons: Real-World Experience: We provide trainee teachers with practical experience in diverse educational settings and helping them to understand the challenges and dynamics of different communities. Building Relationships: This activity fosters connections with students, parents, and community members to enhance communication and support once they become teachers. Cultural Competence: Engaging with diverse populations

helps trainee teachers develop cultural awareness and sensitivity, essential for creating inclusive classroom environments. Feedback and Reflection: These activities often allow for immediate feedback from real-world interactions to inform and improve teaching practices. Community Engagement: They encourage a sense of responsibility and commitment to the community, highlighting the role of teachers as advocates for their students and communities. Skill Development: Trainees can enhance various skills such as communication, leadership, awareness, problem-solving through outreach initiatives. Thus, Outreach activities enrich teacher training by bridging the gap between theory and practice, fostering essential skills and promoting community involvement.

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

03

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
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

02

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

02

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

02

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	**Three/Four 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

Facilities for Teaching-Learning and Infrastructural at Gautam Buddha Teachers' College Hazaribag Class rooms with over head projectors, conference room, all the laboratories like Physical science lab, Biological science, health and physical resource centre, Psychology lab, mathematics resource centre, Art and craft, care room, boys and girls common room are separately available in the college. Playgrounds and a rich Library with sufficient number of books is also available. Generator and Inverter facility is also available for uninterrupted power supply. There are two broadband services available to ensure Wi-Fi in the campus. Internal and external surveillance system (CCTV) cameras, LCD monitors, are installed for security and administration. Four Ducks are also installed in the classrooms to maintain overheat.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

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

05

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://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)

37.74

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.

Gautam Buddha Teachers' Training College Hazaribag is installed with an integrated library management system. The name of the software is HYPEMAX which gives our library a facility which can be accessed remotely by all the users. This software also gives access to more than 5500 libraries all across the countries and thousands of e books. Students & staff are using Digital Library resource and e-pathshala via their mobile application. The institute is working on an ERP platform and to upload ebooks. By automatine we can focus on providing better services to the stakeholder such as offering personalized recumandation and conducting research assistance and fostering a welcoming library enviroment.

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

The library is automated with an Integrated Library Management Software named DEL-PLUS. The various housekeeping activities of the library, such as data entry issue and return of renewal of books, member logins etc are done by the software. The books are being bar coded and the users are given unique barcode ID. The library is provided with Wi-Fi facility. Computers and a printer are available in the library for students to access DELNET system to avail its stock of e-books and if required to reach out other associated libraries. Students are given password of the DELNET system by which they can access the system remotely also.

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	Two 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)

0.52

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	View File

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	http://gbttc.org/lms/panel/dashboard
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	Two of the above

as gifts to College

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 Hazazribag keeps its IT infrastructure up to date. Desktop computers, multimedia projection systems, laboratories, and various applications for these have all been purchased. To promote Pupil-Teacher' mastery of basic IT skills, the college Computer lab has 20 systems to meet the needs of Pupil- Teacher. The college has a high-speed Internet access and a Wi-Fi. Faculty and Pupil-Teacher both make extensive use of the ICT services.

Wi-Fi facility is available for the Pupil-Teachers and also for college staff. Pupil-Teachers are also using various teaching learning related apps like e-pathshala during Internship preparation for their lesson plans.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	[View File](#)

4.3.2 - Student – Computer ratio during the academic year

1:5

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	**D. 50 MBPS - 250MBPS**

connection in the Institution (Leased line)
Opt any one:

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	www.youtube.com/@gautambuddhateacherstraini9059
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://youtu.be/owqR5MHl2FE
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)

37.50

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

To maintain and utilize the Physical, Educational and Ancillary facilities, several procedures are followed in the college which is as follows:

Firsthand knowledge in various laboratories of the college improves skills of the trainees through various activities such as Psychological tests, Conducting Art & Craft workshops etc. For the use of Library by the trainees, books and manuals are issued and received through the Pupil-Teacher as well as teachers. The College also facilitates E- Library. Pupil-Teacher can use library books sitting at distant places. A Suggestion box has also been kept in the Library where Pupil-Teacher can put demand of new books and journals.

10 types of news papers in Hindi & English and Journals , magzines have also made available in the library. Annual Sports day is organized in the college. Facilities of Indoor and Outdoor games are in the time- table of Pupil-Teachers. Computer Classes are conducted as per their time-table. Pupil-Teachers and faculty can make PPTs there. Language lab has also been developed in the college for the Pupil-Teachers. Teaching- Learning process is conducted through LCD, Smart Board in the class rooms. House Keeping Department works for hygiene and cleanliness to provide healthy environment in the College.

File Description	Documents
Appropriate link(s) on the institutional website	https://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	Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	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	A. All of the above

mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
05	98

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)

07

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 a his regards the institutional functioning, itsA students council plays vital role in a institution. The Students council serves as a voice for students sharing their opinions and ideas with the administration and teachers, students can development leadership skill by the organizing and carrying out events mailing decisions and working with Pree and staff. The students council can promote citizenship, scholarship and more. They can help students improve their communication skill by speaking publicly and accepting feedback serving on the students council can be a great addition to students resume and can be a topic for college applications.The student's council 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.

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

07

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	View File

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 provide corporate knowledge and networks in program development in 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 roles. 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 and school strategies .It acts as a bridge between college, student and guardian, 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 institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	**Five/Six of the above**

File Description	Documents
Documentary evidence for the selected claim	[View File](#)
Income Expenditure statement highlighting the alumni contribution	[View File](#)
Report of alumni participation in institutional functioning for the academic year	[View File](#)
Any other relevant information.	[View File](#)

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 provide various support for all over development of Students of the institution. The alumnae mentoring system of the institution provides mentoring and guidance to the students teachers during their teaching practice our alumnae work as a mentor to development the current students social behaviors. Alumni association also provide corner supports placement opportunities alumni associations can assist with funding for college infrastructure. The alumni association assist in the formation of networking relationships with the students in a bid to provide vistas to op for the job they find viable and suitable for them. Alumni associations can engage student in the service oriented programs .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*
Any other relevant information	*View File*

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision and mission

Gautam Buddha Teachers' Training College Hazaribag mission is to provide a high quality teacher education that emphasizes pedagogical innovation critical thinking & inclusive education. To empower individuals with knowledge skills and value to become responsible citizens, capable of addressing societal challenges and driving positive charge. Gautam Buddha Teachers' Training College believe in a democratic & participatory approach to governance where all stakeholders have a voice in shaping the institutions future. Our governance structure is designed to ensure transparency accountability and inclusivity we promote a culture of shared reducing where faculty, staff and student work collaboratively to achieve institutional goal. We hold ourselves accountable for our actions and decision ensuring transparency and ethical conduct faculty members actively participate in academic program development curricular review and decision making bodies such as management committee and college committee students all involved in several committees like quality assurance committee grievance redressal committee the also participate in co-curriculum and extra curriculum activities fostering leadership and critical thinking skills.

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	[View File](#)

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 & participative management are vital components of effective institutional governances in the institutions GBTTC implemented decentralization process in various ways such as.

1. Faculty empowerment:- faculty members are encouraged to

participate in decision making process such as curriculum development evaluation they are given opportunities to lead academic initiatives and contribute to institutional policies.

Alumni

1. Mechanism for settlement for the institution. For this purpose the operations are carried out cinder the supervision of IQAC seven different criteria head have been appointed cender it along with this 15 different cells are functioning. Also chise are many in-change at the lower level.

Financial decentralization:- for any kind of expenditure, the related application is given to the principal of the college these is a provisions for the secretary of the CMC, after discussion with the members of the concerned cell. For participative management:- Regular meetings are held with faculty, staff and students to discerns issues, share ideas and seek feedback. Along with this various committees are formed involving representatives. These committees be academic, administrative or student welfare committees. Decision are made through consceltative process, innovating multiple representatives. Consensces building is encouraged to ensure buy in form all committees

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

GBTTC strive to maintain transparency in financial Academic, administrative and other functions to foster trust accountability and ethical practices.

GBTTC conducting regular audit to ensure financial accuracy & compliance with regulations. Making budget information accessible to faculty & staffs we clearly communicating fee structure including tuition fees & other changes to students and parents. Publishing annual Audit report statement & on the institution's

website

We published a detailed academic calendar well in advance outlining important dates for admission, examinations and other academic activities we implemented a fair and transparent admission process. We clearly communicating evaluation criteria internal marks is being given to students we also established effective grievance redressas mechanism to address student concerns and compacts.

Administrative trans:- We engorged open communication between administrators, faculty & students. We implemented transparent recruitment processes for faculty and staff including job descriptions, eligibility criteria and selection procedures. We developed clear administrative policies and procedures and making them accessible to all stakeholders.

Other functions :- GBTTC utilizing technology to enhance transparency using social media platforms to share information about the institutions activities, achievements and events on the other hand we engaged channels, such as parents-teachers meetings alumni events and community outreach programs.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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

Successfully implemented activity based on the strategic plan.

Activity- Establishment of a digital learning, Resource centre.

Details of Development –

   1. Strategic Plan Alignment-

The institutional strategic plan identified enhancing digital infrastructure and fostering technology based teaching learning as a priority area.

1. Objective- The area of resource center equipped with digital tools and material to support innovative teaching method, enhance student engagement and improve access to Academic resources.

2. Implementation steps-

- Need assessment – conducted a survey among faculty and students to indentify key digital learning needs.
- Infrastructure setup- procured high speed Internet, interactive , whiteboard and multimedia projectors
- Developed a repository of e-book, Journals and online learning platform.
- Training and mutation.
- Organized workshops for faculty and students an using digital tools and resources effectively.
- Integration into curriculum. Introduced digital assignments, virtual lab, and blended learning teachings.

1. Out comes-

- Improved teaching quality through integration of integrative and multimedia content.
- Increased access to diverse academic resources for students
-

1. Impact Assessment

- Over 80% of faculty reported increased efficiency in lesion delivery.
- Students participation in virtual learning activities increased by 50%

The center has become a hub for research and innovation in teaching methodologies.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://gbttc.org/naac.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The functioning of institutional bodies is crucial for maintain effective governance. Decision making, and smooth operating of an educational institution. These bodies operate within a framework defined by policies, regulations and best practices to achieve academic and administrative goals.

- Formulates strategic goals and polices for the institution.
- Approves the annual budget and financial plans.
- Reviews the institutions performance periodically.
- Overseers examination polices, evaluation, produces, and he declaration of results.
- Promotes research and development activities.
- Review income sources, expenditures and fund utilization.
- Ensure financial transparency and accountabilities.
- Implements strategies for academic and administrative enhancement.
- Collects feedback from stakeholders for improving institutional performance.

Anti-Ragging Committee.

- Role- Ensure a safe and ragging- free environment for students. Prevents

and addresses incidents of ragging on campus.

- Conduct awareness programs on anti-ragging learn and guidelines.
- Reviews and approves the purchase of books, journals and digital resources.
- Develops policies for research funding and collaborations.
- Overseas the ethical conduct of research.
- Enforces rules and regulation through appropriate penalties.
- Promote a positive and respectful campus culture.

The institutional bodies function collaboratively to ensure smooth, governance, academic excellence, and holistic development of the institution

File Description	Documents
Link to organogram on the institutional website	https://gbttc.org/assets/naac/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	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.

The effectiveness of various bodies cells, and committees within the institution is clearly demonstrated through their well documented minutes of meetings and the successful implementation of their resolution. These bodies such as the academic council IQAC, student grievance cell and examination committee, actively contribute to the institutions smooth functioning and strategic growth. the minutes of meeting serve as a transparent record of deliberations decisions and action plan for instance the IQAC identifies areas for quality enhancement seats actionable goals, and monitors their implementation examination committee ensure smooth conduct of assessments by addressing logistical and academic concerns. The implementation of resolutions reflects and commitment to institutional development by addressing challenges,

fostering collaboration and ensuring accountability these committees contribute significant to the institutions goals. The cycle of decisions ensures the continuous improvement of academic administrative and co-curricular activities.

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

Effective implementation of welfare for teaching and nonteaching staff is in place. The institution has effectively implemented welfare measures for teaching and non teaching staff, ensuring their well-being, job satisfaction, and professional growth. These measure reflect the institutions commitment to fostering a supportive and inclusive work environment

1. **Financial Benefits-**

   - **Timely payment of salaries including additional allowance and increments**
   - **Provision of provident fund, Health insurance benefits.**

1. **Health and Wellness-**

   - **Health check-up camps and medical reimbursements**
   - **Comprehensive health insurance schemes covering staffs.**
   - **Access to fitness facilities and wellness programs**

1. **Professional Development**

   - **Regular training programs, workshops and seminars for skill enhancement .**

1. **Workplace Amenities**

- Comfortable working conditions with access to well equipped staff rooms.
- Parking facilities

1. Recognition and support.

- Transparent grievance redressed mechanisms
- Support during emergencies including financial aid and counseling services

These measures not only improve staffs morale but also enhance their productivity and loyalty, fostering a culture of care and mutual respect with the institution.

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	View File

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.

08

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	View File

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	View File

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.

The Institution has a performance appraisal system for teaching and non teaching staff.

The institution has a well strutted performance appraisal system in place for both teaching and non teaching staff, aimed at fostering accountability professional growth and organizational efficiency.

1. Teaching Staff-

- **Parameters Assessed**
- **Academic performance including teaching effectiveness, research contribution, publications, and involvement in student mentoring.**
- **Participation in co-curricular and extracurricular activities workshops and seminars.**
- **Feedback from students and peer.**

Process-

- **Annual self assessment reports submitted by faculty**
- **Review by department heads and the internal quality Assurance cell IQAR.**
- **Outcomes include recommendations for promotions, increments.**

Non- Teaching Staff

- **Efficiency in administrative tasks, punctuality and teamwork.**
- **Feedback from supervision and colleges**

Process

- **Regular performance review suggestions for skill enhancement**

and training programs.

Impact of the appraisal system

- Incomes a culture of continuous improvements and excellence .

The system effectively along individual performance with institutional objective, fostering a product and engaged workforce.

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	View File

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

Institution conducts internal or/and external financial audit regularly-

- The institution ensures Financial transparency and accountability by conducting both internal and external financial audit regularly.

Internal Financial Audit-

- Frequency – conducted periodically, typically on a quarterly or biannual basis.
- Focus on reviewing day to day financial transaction, budget, utilization.
- Verification of receipts payments, procurement processes and asset management.

Outcome

- Identification of discrepancies of inefficiencies in financial process.
- External Financial Audit.
- Frequency – conducted annually by a certified external auditor.
-
- Comprehensive examination of financial records, including income, expenses and balance sheet.
- Validation of the accuracy and integrity of financial statements.
- Out Comes
- Submission of an audit report highlighting observation and certifying and institutions Financial health

Impact

- Maintains financial discipline and minimizes the risk of errors of fraud .

Regular financial audits strengthen the institution's governance and promote sustainable financial practices.

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	View File

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 the optimal utilization of resources are in place.

The institution has a well defined strategic plan for the mobilization of funds and the optimal utilization of resources to ensure financial sustainability and efficient operation.

Mobilization of funds.

- Alumni contributions
- Maintains an active Alumni association to encourage donations and sponsorship
- Research funding
- Encourages faculty to apply for research projects funded by national and international agencies

Fee collection

- Streamlined collection of tuition fee and other changes

Events and activities

- Organizes fund raising events, workshops and seminar to generate additional revenue
- Optimal utilization of resources

Budget allocation

- Annual budgets are prepared and reviewed to ensure alignment with institutional priorities.
- Emphasis on need based allocation for academic administrative and infrastructural activities.

Infrastructure utilization

- Ensure efficient use of classrooms, laboratories, and other facilities.
- Promotes shared use of resources like conference hall and ICT tools.
- Monitoring mechanisms
- Regular internal and external audits track, funds utilization.
-
- Ensures financial stability and accountability.

Promotes sustainability by minimizing wastage and maximizing resource efficiency.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

The institution has established a comprehensive quality assurance process led by the internal quality assurance cell (IQAC) to enhance academic and administrative standards.

The IQAC systematically monitors and evaluate teachings learning and operational practices through regular reviews feedback collection and data driven assessments stakeholder feedback from students faculty and industry experts is actively gathered to address areas for improvements .

The IQAC oversees the standardization of processes such as curriculum update teaching methods and assessment protocols to

maintain consistency and align with accreditation requirements. Regular workshop, seminars and training programs are organized for faculty development ensuring teaching practices remain innovative and effective additionally the IQAC conducts annual audits to assess progress against quality benchmarks identifies gaps and implements corrective actions.

This continuous improvement process promotes, institutional excellence, aligns with national and international standards and ensures that quality remains an integrated part of the institutions culture and operational framework.

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 institution renews its teaching-learning process periodically through IQAC or any other mechanism.

- The institution periodically reviews its teaching-learning processes through the IQAC and other mechanisms to ensure continuous improvement and alignment with academic objectives

IQAC

- Conducts regular meetings to assess the quality of teaching learning activities
- Collects and analyses feedback from students faculty and stakeholders
- Recommends improvements in pedagogy, curriculum and evaluation methods.

Academic Audits

- Periodic internal and external academic audits evaluate the effectiveness of teaching methodologies, course, delivery and student outcomes.

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- Review of lesson plans academic calendars and course completion rates

Feedback Mechanism

- Structured feedback to gathered from students regaining faculty performance, teaching methods and learning resources
- Parents and alumni are also invited to share their perspectives on the teaching learning process.

Faculty development programes

- Organizes training sessions and workshops to upgrade faculty skills in innovative teaching and assessment techniques.

Monitoring of learning outcomes.

- Regular evaluation of student performance through assignments, projects and examinations.

Technology integration.

- Reviews the integration of ICT tools and online learning platforms for enhanced student engagement
- Ensures the adoption of modern pedagogical practices

Outcomes

Improved teaching strategies and enhanced learning experiences for students.

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

05

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	https://gbttc.org/iqac.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://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

Example

Digitalization of administrative processes.

Improvement-

The institutions implemented an ERP system for administrative operations

Before-

Administrative processes such as fee collection, attendance training and record management were manual leading to delays and error.

After

- **Introduced an ERP system for automated fee payment, attendance and document storage**
- **Staff and students can access information and perform tasks through a user-Friendly portal.**

Example-2

Improvement- The teaching-learning process was enriched by integrating online tolls with traditional classroom methods.

Before- Classes relived solely on face-to-face teaching methods with limited use of technology.

After-

- **Faculty trained to use platforms like google classroom, zoom and learning management system.**
- **Online resources such as video lecture, e-books and interactive.**

Impact- Increased student engagement and accessibility, with 60% of students reporting improved understanding of subject. These increments improvements demonstrate the institutions commitment to

adopting modern practices for enhanced efficiency and academic excellence.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Gautam Buddha Teacher's Training Institution implements a robust energy policy focused on conservation and sustainability, aiming to reduce its environmental impact and promote responsible energy use. The policy centers on streamlining energy conservation by actively managing electricity consumption and minimizing wastage across campus. Energy-efficient lighting, such as LED bulbs, and energy-saving appliances are installed to reduce unnecessary power consumption. Additionally, the institution conducts regular energy audits to identify and address areas where energy use can be minimized, ensuring that resources are utilized effectively.

In alignment with sustainable practices, the institution is committed to integrating alternative energy sources to meet its power requirements. Solar panels are installed on rooftops, harnessing solar energy to generate a substantial portion of the campus's electricity. This renewable energy initiative not only reduces dependency on conventional power sources but also lowers operational costs over time. Solar water heating systems are also employed to reduce reliance on electric water heaters, contributing further to energy savings.

Furthermore, the institution promotes awareness among students, faculty, and staff about the importance of energy conservation through workshops and training programs. These initiatives empower the community to adopt sustainable habits in their daily lives, both on and off-campus.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

Gautam Buddha Teacher's Training Institution has established a waste management policy to minimize environmental impact through reducing, reusing, and recycling waste. The policy emphasizes sorting waste at the source into categories like biodegradable, non-biodegradable, and recyclable materials. Labeled bins are placed across campus to ensure efficient waste separation and disposal.

In terms of implementation, the institution performs regular waste audits to monitor waste generation and assess areas for improvement. Biodegradable waste is composted on-site, enriching the soil and reducing landfill waste. Recyclable materials, such as paper, plastic, and metal, are collected and sent to certified recycling facilities. Non-biodegradable waste is managed carefully and disposed of through authorized channels to prevent pollution.

To foster responsible waste disposal habits, the institution conducts workshops and awareness campaigns for students, faculty, and staff, promoting sustainable practices in daily life. This structured approach helps the institution commit to effective waste management and environmental responsibility.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Gautam Buddha Teacher's Training Institution is dedicated to maintaining cleanliness, sanitation, and a pollution-free, healthy environment on its campus. A regular cleaning schedule ensures that classrooms, offices, common areas, and washrooms remain clean and hygienic. The institution employs a trained housekeeping staff to manage daily cleaning tasks, with special emphasis on high-touch areas and shared spaces. Additionally, sanitation stations with hand sanitizers are installed across the campus to promote good hygiene among students, faculty, and visitors.

To enhance green cover, the institution organizes regular tree-planting drives and maintains lush green spaces, gardens, and

potted plants throughout the campus. These green areas not only beautify the surroundings but also improve air quality, providing a healthier environment for the campus community.

Awareness programs and workshops are regularly conducted to foster environmental responsibility among students and staff, educating them on the importance of cleanliness, green practices, and pollution reduction. Through these comprehensive efforts, the institution strives to create a sustainable, clean, and green environment, fostering a healthier space for education and growth. This structured approach reflects the institution's commitment to environmental stewardship and to providing a safe, pollution-free campus for all.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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	**Four 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)

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0.10
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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	View File

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 Teacher's Training Institution actively leverages its local environment, community resources, and regional knowledge to enrich its educational programs and promote sustainable practices. Situated in a region with a strong cultural and environmental heritage, the institution integrates local context and knowledge into its curriculum, allowing future educators to appreciate and incorporate community-centric values and practices in their teaching.

By engaging with local resources, the institution provides hands-on learning experiences that connect students to real-world challenges and solutions. For example, it collaborates with local environmental organizations for tree-planting drives, water conservation initiatives, and waste management programs on campus. These collaborations not only improve the green cover and sustainability of the campus but also help students learn effective, practical ways to incorporate environmental responsibility in their own lives and future classrooms.

The institution encourages community involvement by inviting local educators, cultural practitioners, and environmental experts for workshops and seminars, promoting an exchange of knowledge that helps students understand the unique social and environmental challenges of the area. Students are also encouraged to participate in local teaching internships, where they gain practical insights into regional teaching practices and challenges, preparing them to adapt their skills to diverse educational environments.

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	View File

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

Gautam Buddha Teachers' Training College (GBTTC), Hazaribagh, has adopted several exemplary practices to enhance the standard of teacher education. Two significant initiatives include:

1. *Comprehensive Growth through Extracurricular Engagement*: GBTTC focuses on the all-around development of its trainees by hosting various activities such as debates, seminars, cultural programs, symposia, and sports events. These initiatives aim to nurture both the mental and physical well-being of future educators, shaping them into well-rounded professionals who can make a meaningful impact in the educational field.

2. *Adoption of Contemporary Teaching Techniques*: The college emphasizes practical, value-based learning to equip trainees with hands-on teaching skills alongside a solid theoretical foundation. This is facilitated through carefully planned teaching practice sessions, workshops, and exposure to advanced educational practices. By incorporating Information and Communication Technology (ICT) tools and innovative teaching methods, GBTTC prepares its students to meet the demands of a dynamic education landscape.

These initiatives highlight GBTTC's dedication to fostering skilled, socially conscious educators and align seamlessly with its mission to transform education through progressive and holistic methodologies.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File