



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	G.D. BAGARIA TEACHERS' TRAINING COLLEGE
• Name of the Head of the institution	DR.SHIV KUMAR SINHA
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	06532292651
• Mobile No:	7764945483
• Registered e-mail ID (Principal)	gdbagariacollege@yahoo.co.in
• Alternate Email ID	alok_akm@yahoo.co.in
• Address	Aerodrome Road, Boro
• City/Town	Giridih
• State/UT	Jharkhand
• Pin Code	815316
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Self-financing				
• Name of the Affiliating University	VINOBA BHAVE UNIVERSITY Hazaribag				
• Name of the IQAC Co-ordinator/Director	Dr.Anil Pd. Kushwaha				
• Phone No.	06532292651				
• Alternate phone No.(IQAC)	06532222478				
• Mobile (IQAC)	9431922185				
• IQAC e-mail address	kushwaha.anil@gmail.com				
• Alternate e-mail address (IQAC)	iqac.gdbttc@gmail.com				
3.Website address	<a href="http://www.gdbagariateachertraini
ngcollege.org/">http://www.gdbagariateachertraini ngcollege.org/				
• Web-link of the AQAR: (Previous Academic Year)	First				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.gdbagariateachertraini
ngcollege.org/academic-calander/">http://www.gdbagariateachertraini ngcollege.org/academic-calander/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.32	2021	28/12/2021	27/12/2026
6.Date of Establishment of IQAC			10/07/2017		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NA	Nil	NA	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	02	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Went successfully through the NAAC peer team visit for First Cycle		
Organized Value Added Course during the year		
Ensured extensive Community work through NSS unit of the institution		
Organized Open House to ensure academic support to newly enrolled students		
Organized faculty development sessions		
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
Organizing successfully NAAC Peer team visit	Achieved/Success
Obtaining Minimum Grade B in NAAC Accreditation	Achieved/Success
Running Valued Added Course during the year	Achieved/Success
Provide Faculty Development sessions	Achieved/Success
Organizing Extensive Community work through NSS unit	Achieved/Success

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
BAGARIA JAN KALYAN TRUST	12/02/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	10/01/2023

15. Multidisciplinary / interdisciplinary

G.D. Bagaria Teachers' Training College has a well-defined vision, mission, and plan to transform itself into a multidisciplinary and interdisciplinary institution. The institution plans to introduce broad-based multi-disciplinary holistic education with a four-year integrated B.Ed. programme, M.Ed., PG Diploma, Certificate, and value-added courses. The institution is progressing to exposure to multi-disciplinary and interdisciplinary holistic education, including professional fields, with innovative and flexible curricular structures, creating an integration of vocational education. The hallmarks of the New National Education Policy for providing holistic, flexible, multidisciplinary higher education suited to the 21st century needs and aimed at bringing out the unique capabilities of each student are the hallmarks of the policy

and are the directives to all higher education institutions.

16.Academic bank of credits (ABC):

The institution intends to carry out the credits earned and stored in the Academic Bank of Credit. The UGC proposes several schemes for quality assurance on a regular basis, ranging from assessing teaching-learning practices to bringing innovations to the field of educational institutions. One of these schemes is raising student awareness and encouraging them to register and login into the Academic Bank of Credits Portal. It is giving priority to the Academic Bank of Credit (ABC). The institution is able to implement student-centered learning and emphasize student-friendly teaching strategies. It uses an interdisciplinary strategy, permits students to take the most interesting courses possible, and gives pupils the freedom to study at their own pace.

17.Skill development:

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

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

The institution is affiliated to Vinoba Bhave University and follows the university's prescribed curriculum, institution organize the in-house curriculum planning and includes various Indian knowledge systems, i.e., culture, language, and local tradition, which are activity-based programme to promote Indian culture. The faculties are using bilingual i.e., Hindi and English, and apart from bilingual using Urdu and Santali (for tribal students) in the classroom. The fine art teacher teaches Indian Art and Music teacher teaches Indian Classical Music to the students.

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

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

20.Distance education/online education:

The institution has not offered a distance and online education programme but plans to transform it into a multidisciplinary and interdisciplinary institution. The institution has the possibility of offering various courses through ODL mode. The institute uses ICT, Smart Class, Computer Lab, Webinar, Online Class, and Mobile Learning in the teaching-learning process. The institution adopts blended learning for the holistic development of students to achieve the objectives. Students are encouraged to enroll in the distance, online, and open education modes, and it is convenient for them that they can do two subsequent courses, i.e., offline and online. It is the best practice of institutions to promote distance and online education.

Extended Profile**1.Student**

2.1	200
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 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	60
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	100
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	100
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	100
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	139.24
4.2 Total number of computers on campus for academic purposes	28
3.Teacher	
5.1	16

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	16	
Number of sanctioned posts for the year:		
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		
<p>The academic syllabus for B.Ed. Programme is developed by Vinoba Bhave University, Hazaribag and the same is circulated to the affiliated colleges by the University. Although there is no direct role of the college in syllabus development process, the college put forward suggestions for making improvements in curriculum when it is decided by the University. Thus the institution abided by the regulatory statutory bodies, the modifications made by these competent authorities are brought to action.</p> <p>G.D. Bagaria Teachers' Training College situated in a Hilly area of Giridih District provides quality teacher education and takes a very challenging initiative to introduce co-curricular and extra-curricular activities in B.Ed.in recognition with NCTE. Proper supervision and evaluation procedures are being adopted periodically by the institution for ensuring the quality of the course. Evaluation performance is administered periodically and collects feedback and suggestions from its stakeholders and modifications are done accordingly.</p> <p>Demonstration lessons by teacher-educators, micro-teaching and practice teaching lessons by student-trainees are planned and presented with the use of LCD and OHP. Staff members prepare and present the orientation programme and instructional materials for their classroom teaching by using ICT.</p>		

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	View File

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

C. Any 3 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 are stated and communicated to teachers and

A. All of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.gdbagariateachertrainingcollege.org/
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

3

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://www.gdbagariateachertrainingcollege.org/academic-calander/

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

3

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

3

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

190

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

190

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	View File

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

Two 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

70

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

70

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	View File

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.

G.D. Bagaria Teachers' Training College has implemented various

enrichment

programmes for the students to become skilled 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, OHP, slide projectors 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's campus is fully wi-fi enabled.

The Institution has adopted skill based curriculum empowers students to become creative, well informed, passionate and joyful learners and citizens of the nation. Developing different types of skills, values and attitudes help the Students to think creatively for themselves in their journey to various learning areas. G.D. Bagaria Teachers' Training College provides variety of opportunities for the students to acquire and demonstrate knowledge, skill, values and attitudes along with the teaching B.Ed course. We conduct micro teaching, a teacher training technique, which provides teachers an opportunity to enhance their teaching skills by improving the efficiency in teaching.

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	View File
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 seem like a farfetched idea anymore for any globally-minded teacher. This can be achieved through the use of technology that connects students to foreign knowledge and cultures, or by having an international student body

that creates a multicultural and diverse learning environment. At G.D. Bagaria Teachers' Training College, there are various sorts of diversity. The students come from various districts, religions, and cultures. Teachers and administrators never discriminate against students.

Alternative education is a feature of our institution. Alternative education is largely focused on the interests and needs of the individual student. The teacher training programme is intended to offer students information and awareness of current alternative education systems on a national and international level, as well as the various types of alternative education.

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	View File

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 better 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. At G.D. Bagaria Teachers' Training College, we have an effective monitoring mechanism during our internship programme. First of all, the student-teacher educators are given the opportunity to observe the five classes of teachers. Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes them more effective at identifying areas for further improvement. During the internship programmes, the mentor teacher also observes the five classes of the trainee.

Mentorship enables teachers to reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment, 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 the innovative activities that have been conducted during their internship programme

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

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

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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	View File

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

10

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

10

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	View File

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 assessment process: entry-level evaluation examines all new students' college readiness in order to ensure that they have the best possible chance of achieving their academic goals. G.D. Bagaria Teachers' Training College has an excellent evaluation system. Each new academic year, our institution schedules entry-level testing. It involved assessing scholastic and co-scholastic skills. General and subject knowledge were tested as part of the scholastic skill check. Attitude, aptitude, and social skills were all tested as part of the co-curricular programme. Students must complete a 5-point scale tool that includes 30 questions. Students that score lower than 50% are regarded as below average. The teachers will take some steps to address this problem. They will bring children's booster plans. They also prepare remedial courses to help their students develop. It will occur twice.

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	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs;

Four/Three of the above

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

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	View File

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

Three 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	View File

2.2.4 - Student-Mentor ratio for the academic year

20:!

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 qualified and experienced faculties of G.D. Bagaria Teachers' Training College benefited from teaching with modern methods of teaching to facilitate and enhance learning. The results showed that modern teaching methods have a markable effect on the departmental factor of educational teaching is a crucial instrument for learning.

Applying modern teaching methods may facilitate learning. Faculties at G.D. Bagaria Teachers' Training College used the most effective methods based on educational goals, instructional content, and the needs and interests of students. The institution provided full facilities as well as mentors who lead students toward acceptable teaching and learning practices, enhancing students' knowledge and assisting them in becoming good citizens and creative educators. Our college is ready for both face-to-face and online education.

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**13**

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://www.gdbagariateachertrainingcollege.org/wp-content/uploads/2021/07/E-learning-material-lesson-Plan.pdf
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**200**

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	http://www.gdbagariateachertrainingcollege.org/wp-content/uploads/2021/07/E-learning-material-lesson-Plan.pdf
Any other relevant information	View File

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.

In our institution, a mentoring system has been introduced from 2015-2016 to establish a better and more effective relationship between student and teacher and also continuously monitor, counsel, and guide students in educational and personal matters. This is a continuous process till the continuity of the academic career of a student. The aim of student mentor-ship is

1. To enhance teacher -student relationship.
2. To enhance student's academic performance and attendance.
3. To monitor the student's regularity and discipline.
4. To enable the parents to know about the performance of regularity of wards.

Mentors are expected to offer guidance and counseling as and when needed. It is the duty of mentors to meet students individually or in groups. This system is useful in identifying slow and quick learners, and through a careful examination of each mentor report, the college has organized "Remedial Classes" on identified topics.

Role of Mentor in our institution is

1. Professional Guidance

2. Career Advancements
3. Coursework
4. Lab Guidance

Outcomes of the system

1. The attendance percentage of the students has been always good in our institution and is being maintained.
2. The number of mid-day leave of students has decreased.

Good improvement in student-teacher relationship

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

Three 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	View File

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

The process of teaching-learning aims at the transmission of knowledge, imparting skills and formation of attitudes, values and

behavior. This is a technological era and e-learning has become heart of every individual soul. We have started it unusual to see the extensive incorporation of e-learning in the teacher training programme. Students are given input through two-way communication where information is gapped and students are required to discuss and share their findings before the actual information is given. The teachers use Slides and images for conceptualizing and explaining the topic. Videos of real-life occurrence of interpersonal behaviours are used to enhance understanding of the topic. Students are given the opportunity to practice the skills just learning based on real-life situations created for them before the real assessment of their ability to put into practice the skills is conducted. Quiz programme, Case Study, Action Research, Experiential Learning, Sports and Cultural Competition and Group Discussion were adopted by the faculties. We provide information orally, supported by slides, in 4 to 7 minute blocks, and interspersed with short interactions such as asking students to respond to a related question. We Provide students with access to a text such as journal article, blog, multimedia presentation.

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)

Seven/Eight 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 possible	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) 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

Six/Seven of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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

All of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
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	View File
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Three of the above</p>
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
<p>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</p>	<p>Three of the above</p>

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 community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

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	View File

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

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. In G.D. Bagaria Teachers' Training College, we have an effective monitoring mechanism during the internship program. At first the teacher educators are given opportunity to observe the five classes of teachers.

Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes teachers more effective at identified areas for further growth. During the internship programs the mentor teacher also observes the five classes of the teacher trainee. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment, we keep a supervision diary to develop students' professional and instructional skills for improving teaching process. The teacher educators are also instructed to keep a record of all the innovative activities that has conducted during their internship programme.

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

10

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

Seven/Eight 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	View File
Any other relevant information	View File

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

Internship programme in teacher education is very important to shape the trainees into effective teacher of tomorrow. It provides not only practice teaching skill but opportunities to participate in activities of the school like a regular teacher. At G.D. Bagaria Teachers' Training College, we have an effective monitoring mechanism for the internship programme. At first the teacher educators are given opportunity to observe the five classes of teachers.

Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes teachers more effective at identifying areas for further improvement. During the internship programs, the mentor also observes the classes of the teacher trainee. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment, 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 a record of all the innovative activities that has conducted during their internship programme.

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

Four of the above

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	View File

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

Three 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	View File

2.5 - Teacher Profile and Quality

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

16

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

03

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	View File

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

85

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

Professional up gradation of faculties creates awareness about new changes in the field of education, and it ultimately helps in enhancing the creativity of teachers as they learn different and innovative methods of teaching through the curriculum. At G.D. Bagaria Teachers' Training College, we regularly conduct lots of innovative programmes to keep the faculties updated professionally. From time to time we conduct a house discussion among faculties on current developments and issues with regard to education. It helps to realize areas of strength and areas that need attention for growth. It also helps us to know the current trends in education and what is currently accepted to be the best way to teach students. Along with this we also visit other institutions and share information of current development and issue in education as well as the new policies and regulations with regard to education. We provide leave and T.A/D.A to the faculties to attend different workshop

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

Teachers at G.D. Bagaria Teachers' Training College are regularly engaged in (CIE) continuous internal evaluation, which improves teachers' and students' subject knowledge, general awareness, oratory and vocabulary skills, social awareness, and other skills. These skills are evaluated through group discussion, with marks awarded based on participation and performance. It encourages

students to share their ideas and expertise, which helps to motivate them and improve their knowledge. Evaluations based on the college activities and its outcomes.

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

Two 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	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

G.D. Bagaria Teachers' Training College has a well-organized mechanism for redressal of examination-related grievances. The student can approach the Teachers, College Examination staff in charge and Principal to redress the examination-related grievance as per the requirement and jurisdiction of the grievance. At G.D. Bagaria Teachers' Training College all the arrangements are done for the examinations as per guidelines of Vinoba Bhave University. If

any student feels that the marks given to him on any paper is not right, he or she can apply for revaluation to the college. The students should apply within a fifteen days after declaration of the result. The college appoints subject expert other than the previous assessor. If there is change in score, it is corrected by the internal examination committee of the college. The College has to declare final revaluation result within fifteen days. The internal examination committee itself looks after the complaints or grievances related to formative tests and summative examinations. The students have the freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism. The principal and in charge of examination keeps an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Before the commencement of the academic year, the Institution prepares and publishes an 'Academic calendar' containing the relevant information regarding the teaching-learning schedule, various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding the continuous internal evaluation process and it is also published on the college website and displayed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of the Internal Assessment Process, Examination committee is formed at the college level which monitors the overall internal assessment process. The examination committee sends the information to the University about the students who are appearing for the examination.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Our college programme learning and course learning outcome reflect vision, mission, goals and motto. The institution aims at building socially committed teachers. For this purpose the institution organizes variety of learning experience that stimulates diversity of student teachers. These activities are planned on the basis of PLO and CLO. Some activities are daily assembly, Yoga Classes, sports activities, cultural activities, activities for society and nature threat and protection. Institution provides experience about inclusiveness and Gender Neutrality among student teachers. The Institution organizes action research series about different problem in Indian school system. It will help trainees to observe the present school scenario.

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	View File

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

G.D. Bagaria Teachers' Training College conducts variety of assessment programme for the attainment of Programme learning outcome and Course learning outcome. Some programmes are given below;

Assimilate positive attitude towards teaching profession and their duties towards the Society

Participation observation

Self-reflection

Peer observation and critical evaluation

Developing the capacity to address the learning needs of all children, including marginalized and disabled

Enhance confidential level of students Organizing competency enhanced

Meta cognitive strengthening

Becoming intellectually competent, emotionally balanced, culturally refined, spiritually mature, physically healthy, vocationally productive and self-sufficient with professional excellence

Reduce stage fear and improved social intelligent Leadership and management skill

Progressive improvement in multiple intelligent Develop EQ and SQ

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

100

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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.

G.D. Bagaria Teachers' Training College conducts an entry level test for identifying the ability and inability of student teachers at the beginning level. This test includes scholastic, teaching aptitude, attitude, social communication and knowledge in ICT. At the beginning level the test identified there are some problems in knowledge in ICT and lack of proper communication in society.

Focusing this problem, institution arrange several remedial programmes to eradicate above-mentioned problem. The programmes are ICT based workshop at entry level and beginning of each semester. It will help student teachers becoming well expert for teaching ICT enabled classroom. For the purpose of eradicating second problem, institution conducts several socially related activities like, social survey, social service programmes, social awareness programme etc. It will help the student in improving their social communication.

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

115

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	No File Uploaded
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	Three 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	View File

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

One of the above

File Description	Documents
Documentary evidences in support of the claims	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

0

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

08

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	View File

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

03

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

190

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

100

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

100

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	View File

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 in the community in terms of influencing and sanitizing students about social issues and contributing to community development This criterion seeks information on the policies, practices, and outcomes of the institution with reference to research, innovations, and extension. It deals with the facilities provided and efforts made by the institution to promote a "research culture." Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this criterion. Learning activities include a visible component for developing sensibilities toward community issues (gender disparities, social inequity, etc.) as well as installing values and societal commitment. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices, or goals of the organization lead to mutual benefit for both parties. The processes and strategies inherent in such activities relevantly sensitize students to social issues and contexts. Sustainable institutional practices that lead to superior performance result in successful outcomes in terms of generating knowledge that is useful to both the learner and the community.

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	View File

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

10

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

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	View File

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	View File

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

Three/Four of the above

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

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	View File

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

The college has a 4650-square-meter campus. The academic block and the administrative block are in same building. The college is equipped with well-furnished classrooms with LCD projectors, Smart Classes, Conference Rooms, and all laboratories, such as the Physical Science Lab, the Biological Science Lab, the Health and Physical Resource Center, the Psychology Lab, the Mathematics Resource Center, the Art and Craft Room, First Aid Place, and the Boys and Girls Common Room. Playgrounds are also available on campus for indoor and outdoor games. Power Backup of inverter of required capacity is are also available for uninterrupted power supply. There is broadband service available to ensure Free Wi-Fi on the campus. Internal and external surveillance system (CCTV) cameras and LED monitors are installed for security and administration. The Library as a Learning Tool: The library is fully air conditioned, well-equipped and fully automated. Computer- assisted access to institutional ERP software for the purpose of issuing books and maintaining records is available.

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

04

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.gdbagariateachertrainingcollege.org/multipurpose-hall/
Any other relevant information	View File

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

6.90

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	View File

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.

There are 11 sports facilities (basketball court, volleyball court,

indoor sports facility, Badminton Court) in the campus. There is proper space for yoga. There is a full-fledged badminton court, two table tennis boards, and other indoor games like carom, Chess etc.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.gdbagariateachertrainingcollege.org/library/
Any other relevant information	View File

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

Library software is used in the library. The college administration intends to make this service upgraded in coming days for students and teachers to access via a gateway or remote access. Teachers and students can use computers and the internet to access various kinds of information regarding teaching subjects, the teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio-visual teaching aids, the role of electronic media in education, recent research related to educational developments and educational complexities, etc.

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	View File

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	View File

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

35650

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

75

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://www.gdbagariateachertrainingcollege.org/income-expenses-account-2/
Any other relevant information	View File

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

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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

G.D. Bagaria Teachers' Training College maintains IT infrastructure to help students improve their technological knowledge. Desktop computers, multimedia projection systems, laboratories, an interactive board in the classroom, and various applications for these have all been installed. To promote students' mastery of basic IT skills, the college computer lab has 18 systems to meet the needs of students. All are connected with high-speed internet connectivity

The college has high-speed internet access and a Wi-Fi network. Faculty and students both make extensive use of the ICT services. Students are also using various teaching and learning-related apps like e-pathshala during internship preparation for their lesson plans. The students are also facilitated with Swayam Prabha Channel through Dish TV.

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

4:1

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	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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	http://www.gdbagariateachertrainingcollege.org/language-lab/
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	http://www.gdbagariateachertrainingcollege.org/wp-content/uploads/2021/07/E-learning-material-lesson-Plan.pdf
Any other relevant information	View File

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)

9.10

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	View File

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

Procedures and policies for maintaining physical and academic facilities The institution has a good library, sports facilities, NSS units, and a student grievance cell. Counseling Cell, Student Well-Fare Committee, and Placement Cell The college has a plastic-free campus, and it also has a purified drinking water facility, a canteen facility, and a separate common room for female students. In the beginning of the academic year, the principal conducts the staff

meeting and decentralizes the various student support services and facilities into various committees. Each committee is headed by the principal as chairman and a senior faculty member as coordinator, with other faculties and students as members. The committee has a major role in the selection and purchase of books. The committee also frames the rules for borrowing books. Apart from stock verification, which is also done by the committee at the end of the year, the sports committee guides and encourages the students to participate in university-organized sports events. The NSS Committee encourages students to participate in all public awareness programmes. They also help to maintain the sanitary conditions on campus. The placement cell conducts many programs like carrier guidance programs, CTET coaching, informing the student about various job opportunities, and encouraging the student to join higher education.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.gdbagariateachertrainingcollege.org/library/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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	View File

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

B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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)

Three 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
21	100

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

30

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	View File

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

10

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	View File

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 institution has student councils and their representation in all the academic and administrative bodies. At the beginning of the academic year, various academic and administrative committees are formulated with the representation of the students and faculties as coordinators and members. The concerned coordinators of the various committees are called to frequent meetings to discuss organizing the various activities and make the student representatives take part in the discussions of the meetings. Accordingly, the coordinators give guidance on how to organize the various events and extension activities to fulfill the objectives and vision of the college. The major activities performed by the various committees with student representation and involvement in cultural activities NSS Activities: The college has two units of NSS, consisting of more than 300 students enrolled so far. Students actively participate in NSS programs such as Blood Donation Camp, Special Camp, Creating Awareness of Health and Hygiene Cleanliness of the Compass and Swachh Bharat Programme, Traffic Rules and Legal Awareness, Voting Rights, and others. Other activities include committees such as Rovers and Rangers, the Red Cross, and Red Ribbon. organizes programs with the active participation and representation of the students at various levels.3

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	View File

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

3

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

There is a registered alumni association of the institution which is only 4th registered alumni association in the state of Jharkhand. It has its own website and Bank account. It has more than 700 registered members. They provide feedback every year during its meetings. Based on the feedback, the management of the college, from time to time, conveys its suggestions to the college. Also, the college takes feedback from its staff members. The Governing Body of the College remains in touch with the schools that have our product on their payroll. Such schools furnish information straight away to the management. With regard to the alumni, the institution interacts with them about the different aspects of the curriculum. With regard to the alumni, the institution interacts with them about the different aspects of the curriculum.

The alumni association of G.D. Bagaria Teachers' Training College is registered under the Society Act of 1860 under the name "Alumni Association of G.D. Bagaria Teachers' Training College" and functional through various activities discussed at alumni meetings. The coordinator holds regular alumni meetings throughout the year.

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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	View File

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

Three/Four 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

2

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	View File

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni Association of G.D. Bagaria Teachers' Training College' provides dedicated support in all activities of the institute. It has contributed significantly through financial and nonfinancial means during the last five years.

- The alumni members are invited to participate in the faculty development program.
- The Alumni Placement Cell is a cell that guides the students.
- Alumni assist with pre-internships.
- Campus expansion.
- The institute takes feedback from all alumni members in surveys that motivate the students.
- Provide counseling to students about employment.
- They are also active in an IQAC cell.
- Act as judges in cultural and sports competitions.
- Actively help in the organization and management of the extensive outreach activities of the Institute.
- Alumni give their creative ideas for the printing of magazines, conference proceedings, and brochures.

Provide honorary services to students by teaching, guiding, and conducting action research.

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

"The Institution becomes a knowledge hub where the next generation teachers would be equipped with a multidisciplinary perspective of knowledge; grounded with values rooted in Indian culture and history; empowered with twenty-first-century skills; and committed to professional excellence to produce manpower for the country as well as for the global world."

The management of the institute is aligned with its vision of carving physically fit, mentally robust, and professionally competent individuals and its mission to impart holistic and job training. The G.D. Bagaria Teachers' Training College follows the hierarchy of leadership to ensure effective organizational work and incremental improvement. Keeping in mind the Institute's vision and mission, the top layer of the hierarchy identifies needs to be addressed in the areas of improving management education quality. Introducing contemporary courses Promoting inter-institutional and regular Yoga classes to promote student physical fitness

For the purpose of bridging the gap identified, leaders

1. Sets objectives relevant to deliver quality education and other infrastructure for making competent managers.
2. Hiring quality professionals to achieve the objective of skilling students with contemporary education.

Provide strong Infrastructural support for the achievement of the objectives.

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

The management of our institution is functioning as per the norms of the Council on Higher Education, and Jharkhand is vigilant for the smooth functioning of the institution from an administrative, academic, and financial stand point. The objective of the managing committee is to propagate teacher education by focusing on education and training while adhering to the quality of secondary level teacher education. It holds meetings at least four times per academic session. Discussion on the grievances of the students and staff, financial status and its proper management, staff position and recruitment as per the norms of the NCTE and UGC if required, academic growth of the institution, smooth functioning of the office, proper organization of the co-curricular activities, and discussion on the developmental measures to be undertaken for the development of the institution are regarded as the major items of the agenda for the meeting of the Managing Committee. Council and Academic Committee play an important role in expediting various Governing Body decisions through a series of meetings in which academic and non-academic matters are discussed in the staff council meeting and academic matters are discussed in the academic committee meeting.

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.

G.D. Bagaria Teachers' Training College maintains complete transparency and accountability with regard to academic, financial, administrative, and other functions. There is a full-fledged, robust, well-integrated system for the internal processes like admission, the examination process, internal quality assurance, library management, etc. The institution maintains complete transparency in its financial functions; the Accounts department is headed by the Account Assistant who regularly checks the financial workings and statements of the institute. The managing committee also reviews the financial statements at the annual general meetings. Most importantly, the audited financial statement of the institute is uploaded on the institute's website to maintain transparency in financial functions.

With regard to academic matters, the managing committee is the highest decision-making authority. It decides matters such as the functioning of the institute's academic programs. The committee also advises on syllabus revision, improvements in academic processes, and other important decisions pertaining to academics.

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

The strategy followed by G.D. Bagaria Teachers' Training College is quite specific and action-oriented. The college has developed specific short- and long-term plans to achieve the institutional goals. The time-bound strategic plan so developed is effectively implemented and supported with appropriate financial allocations. The staff of the college is governed by the principles of participation and transparency. The Governing Body of G.D. Bagaria Teachers' Training College is made up of experienced academicians who are committed to providing quality education through effective teaching and learning processes, while also contributing to the institute's innovation and best practices. The institute prepares

strategic plans annually, which are bifurcated into long-term and short-term plans and achieved. The institute has a well-defined and detailed job description to maintain transparency and the smooth working of the system.

The institute has various committees that are working with transparency and efficiency to step towards its vision and mission. The Governing Body of the G.D. Bagaria Teachers' Training College consists of experienced academicians who ensure quality education through effective teaching and learning processes, adding to the innovations and best practices adopted by the institute. Students gain practical experience through school internships, visits, and other activities.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.gdbagariateachertrainingcollege.org/vision-mission/
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.

G.D. Bagaria Teachers' Training College follows a flat organizational structure, which ensures quick and effective decision-making and timely execution. The organizational structure of the institute is as follows:

The top-most layer of the organizational structure consists of the Managing Committee. The Managing Committee is responsible for apex-level decision-making. The members of the managing committee of the institution meet at least four times in a year to discuss and deliberate upon the institutional requirements and unanimously take crucial decisions for the betterment of the organization. The President is the highest authority in the institute and plays a crucial role in the implementation of decisions and suggestions given by the managing committee from time to time. The Principal is responsible for running day-to-day administration and ensuring smooth academic performance. The Principal is assisted by the department heads.

The Managing Committee purview of work is academic as well as

administrative. Some of the areas of decision are:

Important financial decisions Infrastructure-related decisions

Approval of Cocurricular and Extracurricular Activities Change in policy matters Issues relating to NCTE and government strategic planning

Appointment and Termination UGC-Related Matter

File Description	Documents
Link to organogram on the institutional website	http://www.gdbagariateachertrainingcollege.org/academic-calander/
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

Five/Six 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	View File

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 institution's organizational structure is made up of several bodies or committees. Provision of an academic committee meeting, discussion of staff members on various topics, interactive session

with students, sharing the experiences of teachers who have attended seminars or conferences and faculty improvement programs on behalf of or sponsored by the institution, arranging substitutes for teachers who are on leave, discussion among teachers on student problems in relation to student mentoring. The management of the institution encourages and ensures the support and involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways:

Giving study leave with pay protection facilities to the faculty for Ph.D.

Preparation of an Academic Colander Feedback from the teacher

Feedback from Students

This initiative's accomplishments can be seen in students at the institution and are one of the major accomplishments made possible by strong, skilled, and competent individuals. This is reflected in the growing number of students who choose school internships through their institution's incubation center each year

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	View File

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

The institution has a well-defined welfare and promotion policy for its employees. Faculties are provided financial and other support to improve their professional efficiency. The teaching and nonteaching staff of the institution are covered under the EPF scheme. Organization of community outreach activities as per the syllabus: community-based awareness programmes, the National School Survey (NSS), the Health Orientation Program, Organization and participation in the seminars, workshops, and conferences; participation in the research-based workshops, orientation, and refresher courses; acting as judges in various cultural and literary

activities in the institution and in the community; participation in the cultural programs of the internship- conducted schools; the annual sports meet, etc. are considered as the institution's initiatives in promoting cooperation, sharing of knowledge, innovations, and empowerment of the faculty. Performs formal and informal performance evaluations through internal assessments and assignments, and effects or initiates changes to provide reinforcement.

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

2

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	View File

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

2

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

3

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.

Yes, the institution uses evaluation to improve teaching, research, and service by the faculty and other staff. This is done through regular monitoring of the works of both the teaching and non-teaching staff, the quality of the papers presented in the seminars, conferences, and workshops, the articles published in journals and edited books, checking the periodical progress of the non-teaching staff in their work, getting student feedback through the administration of performance appraisals of faculty by the students, having interactive sessions with the students at the techniques for evaluation to improve teaching, doing research on the performance appraisals of the faculty members on their teaching performance and academic growth monitoring, and preparing a report by the institution in a particular format. Accountability and performance appraisal are the core considerations in the compensation plan for promotions and the award of extra increments. The institute follows a self-appraisal system. The teaching staff members are given a

performance appraisal form, which is presented to the committee. The performance appraisal task force assesses the potential of the faculty and analyzes his or her performance as per the given parameters. The task force also suggests areas for improvement in the faculty.

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

The accounts of our institution are audited regularly. There is internal and external audit system and maintenance of the voucher system is done while giving a small amount of money to the accountant. Any fee from student is being taken through DD and expenses or salary is being paid through bank account, maintaining expenditure and balance through the tally system immediately after the disbursement of the money to the claimant, all types of income and expenditures of the institution are routed through internal and external audits. It has an extensive account audit process. The college conducts internal and external financial audits annually. . The institute has a specialized accounting and audit team that performs internal audits on a regular basis. The internal audit is supervised by the Accounting and Auditing Committee and submitted to a certified chartered accountant. Furthermore, the institute's accounts are routinely audited by a chartered accountant in compliance with government rules at the end of every financial year.

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	No File Uploaded
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.

Budgeting and auditing procedures are regular and standardized. The sources of income for the institution are legitimate and transparent. Financial planning is done to ensure judiciousness. The institution follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure, which remains transparent.

It is not important how much funds are available but how the funds are used effectively and efficiently so that optimum utilization of the available resources can be done in a sound way and better services to the student fraternity and society as a whole can be delivered. The mobility of the fund is therefore essential for organizational growth. The institution's strategies in the allocation of funds to meet the capital investment needs as well as

the day-to-day operation. The main source of revenue for the organization is the fees collected from the students. The allocated funds are used for student development and organizational, infrastructural, and technical development.

The budgeted funds are spent in the following areas:

1. Salary to the Staff
2. Purchase of books, software, etc.
3. Sports and Cultural Activities
4. Laboratory
5. ICT
6. Green Campus
- 7 Electricity maintenance
8. Building maintenance
9. EPF and ESIC
10. Staff Welfare
11. Printing Stationery
- 12 Social Welfare

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 creation of IQAC represents a significant advancement in student growth. The main goal of the IQAC is to create a system for consciously, consistently, and catalytically improving institution's entire performance, particularly that of students.

IQAC takes due care in the implementation of this initiative. From time to time, IQAC randomly checks the performance reports of students and advisors wherever required. In order to strengthen the theoretical learning of management, the institute organizes lectures by highly experienced professionals. The highly experienced professionals shared their experience with learning with students. This provides a laboratory for experiential learning for the students. To provide experiential learning to students, IQAC makes sure that students are given hands-on experience through two school internships, which are designed to give students their first experience of the teaching world. The linkage between classroom teachings and the real world. Students also contribute to the Consulting assignments of faculty members and get a clear idea about the real world's workings.

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	View File

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.

In order to succeed, pupils must learn, and teaching learning is a constant process that generates new proficiencies. As a result, the IQAC of the G.D. Bagaria Teachers' Training College periodically reviews the structures and operating procedures of the teaching-learning process as well as the learning outcomes. Feedback, mentoring, conversations, etc. are all employed as review mechanisms.

At the beginning of the programme academic calendar is prepared for the entire year, containing various conclave dates, festival dates, cultural event dates, etc. Faculty members prepare their session plans, keeping in mind the relevance of Bloom's taxonomy for their course. The course delivery mechanism is designed to achieve the CO

and PSOs and ultimately the POs. The IQAC of the institute, at the beginning of the course, ensures the quality of the course curriculum and justifies the methodology used for delivering various objectives.

Regular feedback about the effective delivery of the course is taken, and required improvement measures are introduced by the IQAC. The committee also checks the suggestions given by students in the suggestion box, which is placed near the classrooms to get a first-hand review directly from the most important stakeholders of the programme.

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	View File

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

2

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	View File

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

Three of the above

initiatives with other institution(s)
Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.gdbagariateachertrainingcollege.org/minutes-of-meetings/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.gdbagariateachertrainingcollege.org/aqar/
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	View File

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

1. G.D. Bagaria Teachers' Training College gives priority to the all-round development of students and has organized a personality development programme with the help of an expert. The personality development program began on March 10 and conclude on 23, 2022. This programme benefits students in the following ways:

2. Boost the confidence
3. Individual identity is cultivated.
4. enhance communication skills
5. Career Growth

6. help reduce stress and anxiety.

7. Encourage good health.

8 Professional and academic growth

The institution adopted the Swachh Bharat Abhiyan, one of the important national schemes, and is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an inclusive India. To ameliorate these problems, it is necessary to promote the development of rural areas in tune with Gandhi's vision of self-sufficient "village republics development processes by leveraging knowledge institutions to help build the architecture of an inclusive India based on local resources and using decentralized, eco-friendly technologies so that the basic needs of food, clothing, shelter, sanitation, health care, energy, livelihood, transportation, and education are locally met.

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

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 institution has implemented an energy policy that outlines ways of energy conservation. Students and staff were advised to turn off lights, exhaust fans, AC, OHP, electronic appliances, and so on after use. In order to save energy, only LED bulbs are used in the institution. Small stickers like "SAVE ENERGY" have been displayed on the switchboards. Similarly, poster making, essay-writing Competitions are conducted among the students on energy conservation to make them aware of this direction. Institution has UPS-Invertor backup power supply separately for ICT, Labs & others. The institution aims to use solar energy in coming year.

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.

The institution dumps the waste and waste is allowed to degrade or decompose an oxygen rich medium. Good quality nutrient rich and eco-friendly manure is formed. Non-bio degradable: Usage of plastic bags is prohibited within the premises of the College. Dustbins are kept on every floor and in classrooms.

Well-constructed drainage systems leading to the closed collection tanks, the tanks are regularly cleaned to avoid stagnation of water.

The institution has a define stated policy and procedure for implementation of Waste management. We have separate dumping tank for bio-degradable and non-biodegradable waste. Leaves and Grasses are dumped in the separate tank which converts later on, Manure for the plant in the campus. The rest dump is picked up by Dumping Van of Municipal corporation to dispose at Govt sight. Apart from it, big dustbins have been placed to keep the campus healthy and clean. Now, our Campus has been made "Plastic Free"

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

Two 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	View File

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

All 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	View File

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

1. Restricted entry of automobile
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on the use of Plastic
5. Landscaping with trees and plants
6. Position doormats in each classrooms.
7. Put trash cans at each workstation and in each class.

Plastic-free campus: G.D. Bagaria Teachers' Training College offers resources and tools to educate students, institutions, and communities about the environmental and health benefits of going plastic-free on campus in order to reduce plastic consumption and pollution on campus and in the surrounding

environment. The Plastic Free Campus initiative aims to reduce single-use plastics on campuses by encouraging students and faculties to make plastic-free commitments. The syllabus and other study materials are given to the students.

Moreover, most office communication is done paperless through email communication. Also, WhatsApp groups are created class-wise to communicate any kind of important message to the students. The usage of paper is restricted in every possible way.

Green landscaping with trees and plants: The campus is covered with a lush green garden and lawn. Several initiatives have been undertaken by the institution to implement green practices and develop an eco-friendly campus. like planning trees in the orientation programme of new batches. On national holidays and foundation days.

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

Three of the above

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

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

1

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

G.D. Bagaria Teachers' Training College provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio economic, and other diversities. Right from the enrollment, there is no bias as the enrollment is purely transparent. Moreover, the college provides equal opportunities to the students in various activities conducted throughout the session, irrespective of their caste, creed, religion, and region. NSS is included in order to inculcate a sense of unity, discipline, and harmony.

The institution believes in the equality of all cultures and traditions, as it is evident from the fact that students belonging to different castes, religions, and regions are studying in the

college

without any discrimination.

Colleges organize Orientation Programme for first-year students every year. The main aim of this celebration is to give a warm welcome to the newcomers and to help the young mingle with the seniors. Such a celebration not only boosts their confidence but also increases their level of creativity. It is accompanied by a plethora of colourful events and programs, such as traditional, fusion, and western dances; thrilling singing performances; and magnificent decorations.

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

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	View File

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 Practice-

1. Free Beauty Parlour training for Girls student inside the campus by professionals on daily basis

The G.D. Bagaria Teachers' Training College has set up a Beauty Parlour with all advanced equipments to train the Girls student with a skill of earning and professionalism which has great demand in public. Beside their full time Profession as a teacher they may use this as part time alternative profession to strengthen their financial position to live a better life. Apart from this will give them confidence along with a teacher training diploma to be a vocational hand and may start earning after the training from day one till they do not get the teaching job.

Best Practice-2

Free Computer Training to the student of this institution and poor girls of locality. The college has a highly equipped advanced Air conditioned ICT & Language Lab with proper alternative Power supply source. To maximize the use of ICT all student of college after dividing them in groups are being trained according to professional

diploma course by ICT faculty and experts. This make them capable in the much growing era of IT where they would require to work and teach through technologies rather the traditional tools like chalk duster copy etc. Beside this they may use this as a part time and alternative source of earning to strengthen their financial resources.

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

The G.D. Bagaria Teachers' Training College has Vision & Objectives all point to a value oriented education based on the affiliating university's curriculum. The college has a close connection with the community. This involves a variety of minorities and studes from unreserved sections. The semester method, which was introduced by Vinoba Bhave University in 2015 was successfully implemented by the college. Via value-added courses, the focus is on skill growth and career-oriented programmes. Weak students, especially those from the reserved and minority are given special attention as & when it needed.

Focuses on implementing the college vision to the best of its capacity through careful planning and strategies. We adheres to the philosophy that students are the most important and critical stake holders and that all necessary efforts are made to help them develop professionally and socially, so special efforts are made in this regard.

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