



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

G.D. BAGARIA TEACHERS' TRAINING COLLEGE

AERODROME ROAD, BORO, GIRIDIH
815316

www.gdbagariateachertrainingcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

G.D. Bagaria Teachers Training College has been established by 'Bagaria Jan Kalyan Trust', At Boro, near Aerodrome, in Giridih district of the Jharkhand State. This is a self financed Institution.

The College premises are spreaded out in the area of 1.15 Acres under Plot No.856, 849 & 850. The campus area is safe and green creating perfect atmosphere for a healthy educational environment. To create a peaceful environment the College has been established at Boro, Aerodrome Road which is near about 3(Three) K.M. from main Town, 3(three) K.M. from Railway Station and 2(two) K.M from Bus Stand.

Overall the natural sight and open area outside the College creating immense pleasure and making this College an another face of SHANTI NIKETAN.

Overall, The college management has provided an excellent infrastructure & atmosphere for a healthy & wealthy educational environment. The management is very much determined to provide the latest technology & best education and will be working for the same through the period.

Vision

G.D.BAGARIA TEACHERS TRAINING COLLEGE has been established by BAGARIA JANKALYAN TRUST who aims to serve the needy people in the field of health & education, this is more a social institution than a commercial institution. The aim of Trust is to allow the interested candidates to get higher education of B.Ed in Giridih. Keeping in mind the problem of rural area candidate, separate hostel for boys and girls has also been made. Special discount in fee has been provided to ST/SC candidates to promote them. Moreover, this college is to express the gratitude of Trust and people to the dedication of Late G.D. Bagaria who worked through the life for betterment of people & society.

Mission

The institution aims at developing a new educational system based on a synthesis of traditional values and modernity to ensure development of strong moral character, personality and healthy mental attitude along with excellence in academic pursuits. This is also a SELF FINANCED INSTITUTION.

This college has been established to help people in getting higher education. The college management will work through the period for betterment of college & students. We are very much determined to provide best kind of education, infrastructure and atmosphere.

We are very hopeful that all the student enrolled in college would get here the best services and education. We seek your kind support to make this college one of the best training colleges in the country.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- There are value-added courses on ability and personality development.
- Students' behavioural development is enhanced by efforts to improve group skills.
- Since the college is close to Giridih City, students have easy access to public transportation.
- A system for evaluating institutional efficiency is in operation.
- By offering scholarships and fee concessions, the college caters to the needs of deprived groups of students.
- Students have access to Wi-Fi, well-equipped labs, and a library on the college campus.
- The College keeps track of deprived students' progress. It has a great relationship with its alumni and parents.
- The college offers various counselling and awareness programmes to keep guardians informed.
- The college has a system in place for evaluating employee performance and using the results to enhance teaching, study, and operation.
- The college's N.S.S wings are engaged in their fields and provide community service.

Institutional Weakness

- No Research facilities
- Parents' lack of educational knowledge
- The fear of the Naxalite movement has wreaked havoc on our community.
- The library's number of volumes and journals needs to be increased.
- Students' soft skills and listening abilities must be strengthened.

Institutional Opportunity

- The College has a large campus and play field, with room for more infrastructure and other physical facilities to be built.
- Pollution free green campus
- The college is close to the city, making it convenient and accessible for students from surrounding feeding areas, especially girls who have been denied permission by their parents to attend long-distance colleges.

Institutional Challenge

- Poverty, inequality and unemployment remain the challenge
- Poor communication skills
- Slow learners
- Lack of confidence
- Lack of vision and goal
- Placement

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This criteria applies to how a university assigns a course or how an institution completely complements or enriches a course, as long as the institution's purpose and vision statements are consistent with the allowable freedom in course design. It also takes into account an institution's practises in implementing a diverse range of curriculum choices and courses that are important to regional and national needs and emerging trends. This criterion also assesses stakeholder participation at various levels of learners, career orientation, multi-skill growth, and annular updation for flexibility and diversity. The following criterion statements, which describe the qualitative aspects and good practises required of an organisation, capture the focus of this criterion:

The college's intent, vision, mission, and values are all clearly articulated and communicated.

- The college ensures that its programmes remain relevant, and current courses are updated to meet new needs.
- The college creates and implements action plans to achieve the college's goals and ensure that the programme is implemented effectively.
- In curriculum creation and preparation, the college solicits and incorporates input from students, alumni, employers, the community, academic peers, and other stakeholders.

Curriculum design and growth, instructional versatility, curriculum feedback, curriculum revisions, and best practise in curriculum aspects are the major aspects listed under this criteria.

Teaching-learning and Evaluation

This criteria pertains to the College's attempts to provide appropriate teaching-learning practises to students of diverse backgrounds and abilities. Interviews, focus group discussions, debates, campaigns, seminars, tests, practical sessions, internships, and e-resources are all examples of interactive instructional approaches that involve students in higher order 'thought' and inquiry. The criteria specifies that the organisation should pay close attention to how it promotes and encourages the use of ICT and other modern and evolving technologies. It also aids in the adequacy and competence of faculty in charge of programmes of study, as well as their continued professional growth. This criterion is also concerned with the efficacy of the approaches used to consistently assess the performance of teachers and students. The following criterion statements, which reflect the good practises required of an organisation, capture the focus of this criterion:

- The organisation has a straightforward recruitment process that guarantees that all candidates meet the same admissions requirements.
- For all programmes, the college provides students with specific details about admission and completion conditions, fee structure and refund policies, financial assistance, and student support services.
- The school encourages students to participate in constructive learning.
- The instructional methodology and learning environments are comprehensive and aligned with the program's defined goals.
- Practice teaching plans are created in collaboration with school personnel and custodial teachers.

- Student teachers are trained to deal with a variety of learning needs in the classroom.
- Students are well informed about the assessment and evaluation plan, which is systematic, accurate, objective, and straightforward.
- The outcomes of evaluations are used to optimise student success and course transactions.
- New technologies are incorporated into the college's programmes, and students and teachers are encouraged to use and embrace technology in teaching and learning.

Admission Process and Student Profile, Need for Diverse Catering, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform, and Best Practice in Teaching Learning and Evaluation are the main aspects listed under this criteria.

Infrastructure and Learning Resources

This criteria seeks information on an institution's facility adequacy and optimum use in order to ensure the standard of educational and other related activities on campus. It also necessitates details about how the institute's various components, including students, teachers, and employees, benefit. Other considerations include facility expansion to accommodate potential construction and facility maintenance. The following criterion statements, which define some good practises of a quality organisation, capture the focus of this criterion:

- The physical infrastructure of the institution is sufficient for the efficient operation of educational programmes.
- To keep up with its educational development, the institution invests in its infrastructure on a regular basis.
- The institution has appropriate infrastructure management and utilisation processes in place.
- The organisation takes proper precautions and considers the infrastructure's environmental impact.
- The instructional infrastructure is up to date and meets the program's specifications.
- The institution ensures that the trained faculty and staff needed to meet the specified goals are available.
- Faculty workload policies and procedures enable them to participate in a variety of technical and administrative events, as well as community service.
- The institution's constituents have convenient access to appropriate library and computer facilities, as well as other learning opportunities.

Physical infrastructure, infrastructure maintenance, library as learning resource, ICT as learning resource, other services, infrastructure, and best practise in learning resource are the major aspects listed under this criteria.

Student Support and Progression

The main goal of this criteria is for an organisation to make an effort to provide students with the required resources in order to promote a positive campus experience and overall growth.

It also wants to know about student and alumni profiles, as well as their contributions to the university and vice versa. The following criterion statements, which define some of the good practises required of a quality

organisation, capture the focus of this criterion:

- The institution has sufficient teaching resources as well as a well-established framework for regularly reviewing different library resources for appropriate access and relevance, as well as making acquisition decisions.
- Several provisions in the institute help faculty be more involved in their teaching and mentoring of students.
- Students' motivation, happiness, and developmental success all increase as a result of the campus climate.
- Students' progress is tracked at different stages of the programmes, and relevant guidance is provided to them.
- The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.

The key aspects identified under this criterion are: student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

This criteria aids in the collection of information on an institution's policies and activities in terms of planning capacity, recruiting, training, performance assessment, and financial management planning. Here, the participatory management process and innovative management of human and material capital are relevant. The following criteria statements, which are indicative of good practises in a quality organisation, are the subject of this criterion:

College is aware of its quality obligations and has a well-functioning internal quality control system in place.

College has a management information system (MIS) that collects, aligns, selects, integrates, and communicates data and information about its educational and administrative aspects.

- The offices and divisions of the organisation work on the principles of engagement and accountability.
- The institution's academic and administrative preparation are inextricably linked.
- The priorities and objectives are shared and implemented at all levels to ensure that everybody contributes to the overall success of the organisation.
- Faculty, students, and other stakeholders may request information and/or file grievances via the institution's system.
- Good resource management practises exist at the institution, which facilitate and promote performance enhancement, planning, and implementation strategies.
- The institution's financial resources are wisely distributed and put to good use.
- Budgeting and auditing are both regular and systematic procedures.

The key aspects identified under this criterion are: institutional vision and leadership, organizational set up, strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

Institutional Values and Best Practices

This criterion focuses on an institution's values' special efforts that shaped its academic excellence. Any creative approach is one that is intended to benefit students and the institution as a whole. Internal quality assurance programmes, best practises, and stakeholder partnerships force organisations to consider their quality culture. The following criteria statements and primary features capture the focus of this criterion:

- The school is sensitive to changing educational, social, and business demands.
- The institution is prepared to promote a culture of innovation and quality enhancement.
- Inclusionary practises and improved stakeholder relationships are essential to the organisation.
- In both educational and administrative fields, the institution employs quality control techniques.
- Among its student body, the institution aims to foster value-based education, social justice, social responsibilities, and good citizenship.

Research and Outreach Activities

In the context of research and outreach programmes, this requirement seeks knowledge about the institution's policies, processes, and results. It refers to the institution's resources and activities to foster research culture and its outcomes. A major consideration of this criterion is serving the society by research and outreach programmes, which is both a social obligation and a core value displayed by organisations. The following criterion sentences, which define good institutional practises, capture the focus of this criterion.

- The school encourages teachers to participate in educational study as part of their professional growth.
- Faculty are encouraged to publish in educational forums by the institute.
- The university encourages its students and faculty to keep learning.
- Faculty outreach programmes in research are encouraged by the institute.
- Faculty at the Institute are actively involved in teaching and creating other teaching-learning resources.
- The organisation incorporates activities focused on its faculty's studies.
- The institution is in charge of meeting the needs of the community and offers related extension services.

Faculty members are encouraged to provide advisory services to the educational sector and to actively participate in their fields of expertise.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	G.D. BAGARIA TEACHERS' TRAINING COLLEGE
Address	Aerodrome Road, Boro, Giridih
City	GIRIDIH
State	Jharkhand
Pin	815316
Website	www.gdbagariateachertrainingcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shiv Kumar Sinha	06532-292651	7764945483	06532-222478	gdbagariacollege@yahoo.co.in
IQAC / CIQA coordinator	Anil Prasad Kushwaha	-	9431922185	-	kushwaha.anil79@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Vinoba Bhave University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	12	permanent

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Aerodrome Road, Boro, Giridih	Urban	1.15	3520.41

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bachelor Of Education	24	Graduation	English,Hindi	100	95

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	8	8	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	7	1	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	8	0	16

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	38	5	0	0	43
	Female	47	5	0	0	52
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	14	8	7	4
	Female	9	5	1	7
	Others	0	0	0	0
ST	Male	4	3	1	2
	Female	6	7	11	6
	Others	0	0	0	0
OBC	Male	27	30	30	17
	Female	24	25	24	23
	Others	0	0	0	0
General	Male	6	14	16	25
	Female	2	8	10	16
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		92	100	100	100

Extended Profile

1 Students

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
195	200	200	192	92
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
95	98	95	88	1
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
95	98	95	87	1
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
95	100	100	100	92
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
31.15	34.72	37.00	24.68	18.04

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 25

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

G.D. Bagaria Teachers Training College is just an affiliated college of Vinobha Bhawe University Hazaribagh, so it has no role in curriculum revision.

You may let us know if there is a tradition of discussing curriculum in staff meetings based on student feedback about their difficulties understanding the topic or answering questions. The college may write to the University about the difficulties that students have encountered as well as the faculty's views on the curriculum. However, documentation in the form of minutes of staff meetings, as well as copies of letters to the university, should be included.

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: D. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

1.2 Academic Flexibility

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

Response: 20**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	15	15	15	15

File Description	Document
Data as per Data Template	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2 Average Number of Value-added courses offered during the last five years**Response: 2****1.2.2.1 Number of Value – added courses offered during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**Response: 55.4****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2019-20	2018-19	2017-18	2016-17	2015-16
95	100	100	100	92

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

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

Response: 55.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
95	100	100	100	92

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment**1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and**

demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Understanding of the field of teacher education on a fundamental or coherent level

To be effective in their professions, teachers need a wide range of skills, schooling, and training. They must also possess superior leadership skills, such as composure and the ability to stay calm under pressure. They will collaborate productively with their coworkers if they have collaborative skills.

Teacher education is the practise of observing people's needs, experiences, and emotions and intervening so that they develop specific skills and move beyond what is expected of them.

Questioning, listening, providing knowledge, illustrating a phenomenon, demonstrating an ability or method, testing understanding and capability, and promoting learning experiences are all examples of interventions.

Clearly, we need both knowledge and material. As coaches, we must be knowledgeable about our sport; as religious teachers, we must be knowledgeable about religion, practise, and teachings; and as educators, we must be knowledgeable about pedagogy, ethics, human development, and social life. When teachers' knowledge of the subjects they teach drop below a certain amount, it creates a major obstacle to students' learning.

Procedural expertise that prepares teachers for various levels of school teaching, as well as skills unique to one's chosen specialty.

1. Take pleasure in sharing your knowledge with others.
2. Have self-assurance: You'll need self-assurance to appear confident and competent, even though you're exhausted and anxious.
3. Possess excellent organisational abilities
4. Collaborate successfully with others
5. Be able to cope with disagreements
6. Encourage the students to give it their all.
7. Demonstrate empathy for your students
8. Provide reviews

Emotional intelligence, critical thinking, negotiation, and communication skills are all important traits to have.

Emotional intelligence is described as the ability to recognise, use, and control one's emotions in a positive manner in order to reduce stress, interact effectively, empathise with others, resolve obstacles, and avoid conflict. There are five main elements of emotional intelligence, according to Daniel Goleman, an American psychologist who helped popularise it:

- Self-awareness is a state of becoming conscious of oneself.
- Self-discipline.
- Empathy and motivation.
- Social abilities.

Critical thinking: Undergraduate and postgraduate students are taught to challenge or draw on their own experience and information through critical thinking. Students who are working on assignments or performing research must have this capacity. It's also a useful skill in a variety of job situations. Analysis, understanding, present, and assessment are all important steps in improving critical thinking.

Negotiators interact in order to explain their preferences, views, and perspectives, share facts, and convince the opposing party of their ideas and beliefs. As a result, the ability to communicate is regarded as a crucial skill in a negotiator.

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

Response:

Anything that distinguishes people from one another is referred to as diversity. Race, ethnicity, gender, sexual orientation, socioeconomic status, ability, age, religious belief, and political belief are all factors. You are not doing your job if you neglect the problem of diversity in the classroom and choose not to encourage diversity in your school.

Since students attend school to be prepared for the workforce, educators must effectively discuss and accept the realities of living and working in a diverse school, culture, and world. Diversity in the classroom not only improves social skills, but it can also affect academic performance. It enhances critical thinking abilities and boosts academic self-assurance.

Seven ways to promote a diverse community at your school

1. Take a look at your instructional materials.
2. Get to know your students
3. Be able to discuss inequity
4. Maintain relationships with parents and the community
5. Provide for a variety of learning needs
6. Encourage career growth opportunities by hiring a diverse group of people.
7. Employ a diverse group of people

Since diversity manifests itself in so many different ways, it can be difficult to begin discussions about incorporating it into the classroom. What's the good news? Your school already has students and faculty with a wide range of experiences, talents, and skills! All you have to do now is begin to emphasise the diversity. Begin slowly and deliberately. Don't be afraid to admit when you don't know something, but always strive to learn and develop. Pay attention to what people are saying around you, and look for suggestions and opportunities to change. Change does not happen overnight, but getting started is the most important move.

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

Response:

The programme at G.D. Bagaria Teachers Training College is designed to provide students with a variety of experiences. The following steps are used to provide advanced instruction in teaching to students in order to achieve this goal:

The college takes a student-centered approach to education, which focuses on the students' needs. The college uses and encourages active learning, cooperative learning, and inductive teaching and learning approaches such as inquiry-based learning, problem-based learning, project-based learning, and exploration learning. Its goal is to promote

- Within and outside the school, collaborative community learning;
- Student study and discovery on their own;
- Students and faculty collaborate on research and discovery: Prospective teachers in one curriculum focus on their own social development and the ways in which their teachers affected them when addressing social development. This introspection aids future teachers in examining their own beliefs and learning how they will affect their future work with families. One professor, for example, teaches about societal issues of influence (such as gender, caste, and minority status) by having students explore their own cultural perspectives (such as their cultural history, language, and literacy).
- In one curriculum, aspiring teachers are asked to reflect on their own cultural backgrounds and background, consider how their families, community, and school cultures align, and then explore how certain children's home and school cultures vary.

In addition to above

- Micro Teaching and Mega Lessons, with five lessons per teaching subject, are used to teach teaching skills. Before beginning practise teaching, experts are also invited to give lectures on micro and macro teaching.
- The 'School Profile' is created by student teachers. They visit the practise teaching schools, observe the daily routine, and communicate with the permanent teaching staff.
- During practise teaching, student teachers participate in all of the school's curricular and extracurricular programmes, as well as assisting school teachers with decorations, morning assembly, sport event planning, and annual day celebrations, among other things.

1.4 Feedback System

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

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

Response: E. Any 1 or none of the above

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

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

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 97.4

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approval letter of NCTE for intake for all programs	View Document

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

Response: 20

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	50	50	50	50

File Description	Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

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

Response: 0.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	0	1

File Description	Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

At the time of admission, G.D. Bagaria Teachers Training College distinguishes between intermediate and advanced students. College admission committee members look at the students' ability levels based on their previous education and categorise them as intermediate students or high level learners. High school students are encouraged to participate in various scholastic clubs and events for Youth Festivals activities. They are also encouraged to pursue topics in which they have excelled. The moderate students, on the other hand, are supported by their parents in selecting subjects and courses that are most suitable for them.

For moderate students, the following system was implemented:

Graduation and Higher Secondary level percentages are used to identify moderate students. The students are divided into groups and given separate topics on which to attempt the questions. The topics are distinct, and they are required to complete exams that are extremely rigorous in order to meet their requirements. They are given university questions to answer. Educators summon the guardians to remind them of their children's academic success and how they should be managed in order to produce excellent results.

At regular times, both the students and their guardians attend directing sessions. In some cases, students were also guided to healing and instructional exercise courses. Students are given assignments on the achievement basis so that they can start exploring and creating.

Students that have progressed:

Students who have progressed are often known by their grades in school and college/university exams. They are encouraged to enrol in skilled courses and are properly advised in their pursuit of various career options. Students are encouraged to participate in college clubs and ceremonies related to youth events and inter-college competitions, such as deliberations, proclamations, tests, writing essays, collage-making, and so on.

To improve their research skills, the bright students are given mini projects and surveys. They are given extra lab work and scholastic assignments to help them use and clean their skills.

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: C. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: No Special effort put forth in accordance with learner needs

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 39

2.2.4.1 Number of mentors in the Institution

Response: 5

File Description	Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

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

Response:

In the teaching-learning process, our college ensures the use of student-centered approaches such as experiential, participatory learning, and problem-solving methods. The college holds the following events on a daily basis to make learning activities more student-centered.

Learning by experimentation:

At our college, all students have the opportunity to take on the role of a teacher and gain experience in the classroom. We also give students the opportunity to coordinate initiatives at the departmental level. It aids students in developing their perception, presentation skills, and personality development.

Methodologies for Solving Problems:

Students are given case studies to help them develop their critical thinking, imagination, and problem-solving skills, and they are asked to write project reports by different departments.

Learning through Participation:

Our college uses participatory learning to encourage students to be actively involved in the learning process. The accompanying member learning techniques, such as Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Project, and so on, are being used by the college.

As a teaching strategy, brainstorming

- A small group of students is formed first. They are asked to sit in a group and are given a particular topic or point to discuss.
- The teacher, as the group leader, then asks the students to consider the issue and share their thoughts. They are encouraged to look for as many solutions as possible to the problem. They are not permitted to criticise other people's thoughts, however they are allowed to think about them.
- Students are encouraged to make suggestions without hesitation, even though their proposals seem to be uncommon or unconventional.

Focused Group Discussion

This approach entails bringing together students from related fields such as science and the arts to address a particular subject of interest. It's a form of qualitative research in which participants are asked questions about their views, attitudes, values, opinions, and ideas. Participants in focus group discussions are free to converse with other members of the group; unlike other study approaches, it allows participants to converse with one another.

It normally entails a small group of 10 to 15 students conducting group interviews. A instructor facilitates a loosely organised discussion of a variety of topics of interest.

Online mode

Almost every instructor uses the Google Classroom application to teach their classes. A Whatsapp group has been formed for all students to share their concerns with teachers on a variety of topics. During the Covid-19 pandemic, students are only taught through the internet.

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

Response: 31.25

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

File Description	Document
Data as per Data Template	View Document

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

Response: 41.03

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

Response: 80

File Description	Document
Data as per Data Template	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

The college has a number of provisions that encourage and improve the effectiveness of faculty in teaching and mentoring students.

- The college's working atmosphere is conducive to the overall growth of both faculty and student teachers.
- Mentor teachers are selected for their ability to model good teaching practises that respect diversity and build classroom environments that promote all students' personal, social, and academic success. They are further enhanced by the addition of talks on topics such as multiculturalism, inclusiveness, and, most importantly, mentoring.
- Teachers are given additional room in the college to build direct relationships with the needy students. They are free to recommend any remedial, corrective, or reformative measures, which the

college will do its best to turn into financial results.

- Faculty members have been given audio-visual aids, such as an LCD projector and an OHP, to make learning more effective and efficient.
- It is possible to participate in a variety of faculty development programmes. The college aims to improve the facilities and equipment so that the faculty can complete their assigned tasks without difficulty.

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

Response: C. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

Teachers and students are encouraged to explore, study, and use all of the resources available to learn something new through innovation in education. It entails a new way of thinking about and solving problems. Students' imagination and problem-solving abilities will be enhanced as a result of the thought process that goes into it.

Education, creativity, and innovation

Creativity and imagination are central to all fields and are an essential component in learning how to learn. They're also important for teachers to improve their professional practise and for schools to develop. Learning entails being forced to think hard in order to challenge, refine, and improve comprehension. Our thought styles must sometimes be innovative, inventive, and lateral, as well as linear, in order to grasp new ideas and expand perspectives. One of the characteristics of the creative process that makes it so effective is that it necessitates not only experience and comprehension of the domain under investigation, but also a willingness to question established knowledge and not be limited by it. To help learners formulate their own interpretation, learners should understand how to question or challenge existing knowledge, and creativity may play a key role:

'To think creatively, one must first have the skills to think creatively. Creativity is a compromise between having expertise and being able to let go of it.'

Creative thought must be grounded in comprehension of the content being explored if it is to deepen and broaden learning rather than being a fun yet superficial exercise. It is important that students have a thorough understanding of the content on which they are to be innovative. Creative practise should be used

in conjunction with careful and deliberate practise to improve foundational skills, not as a replacement for it.

Creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills, would be an alternative, and potentially more appropriate, representation.

It can be assumed that recalling facts does not necessitate the use of imaginative methods. When it comes to recalling facts, creative methods can be extremely beneficial. The World Memory Championships champions use highly imaginative mechanisms that rely on the mind's ability to recognise and recall chunks or patterns that have significance for the person far more effectively than isolated information.

Students are actively engaged in a complex teaching and learning phase in life skills education. Working in small groups and pairs, brainstorming, role play, sports, and discussions are some of the strategies used to encourage active participation.

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

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

- 1.Planning and scheduling academic, cultural and sports events in school
- 2.Planning and execution of community related events
- 3.Building teams and helping them to participate
- 4.Involvement in preparatory arrangements
- 5.Executing/conducting the event

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Participatory/on-request selection/identification of schools for internships

Every year, students participate in internships at a variety of private and government-sponsored colleges. The student teachers' Practise Teaching consists of approximately 45-55 lessons, including

- a. Micro teaching, which consists of five lessons in each teaching subject.
- b. Two-lesson discussion sessions for each teaching topic
- c. In and teaching subject, school-based teaching (20 lessons) is followed by final lessons (two lessons). The final lessons are given in front of an External Examiner who has been appointed by the university.

The practise teaching is therefore carried out for longer than the NCTE's mandated working days in order to deliver more than the necessary number of lessons (i.e. 20 in each subject).

- All school activities, such as holding assemblies, organising sporting events, school days, festivals, and assessment, are carried out by student teachers.
- They create documents, templates, and graphs.

2.4.9 Average number of students attached to each school for internship during the last completed academic year**Response:** 10.56**2.4.9.1 Number of schools selected for internship during the last completed academic year****Response:** 9

File Description	Document
Data as per Data Template	View Document

2.4.10 Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**Response:**

During practise teaching in different local schools, G.D. Bagaria Teachers Training College employs successful supervision mechanisms.

- During their practise teaching sessions, they give two lessons a day.
- Teacher educators from the college (preferably subject experts) are assigned to review and approve the lesson plans in advance. The student-teachers are permitted to deliver the lesson plans that have been properly accepted.
- The faculty observes 60 to 70 percent of the lessons in classrooms.
- Teachers from the schools in question are also present to attend the lessons.
- Teachers are encouraged to suggest ways to change the school.

- On the lesson plan book, classroom educators and school teachers jot down notes.
As a result, student-teachers receive immediate input
- More input is provided by a discussion with the observers, which occurs shortly after the lesson is completed.
- On subsequent days, detailed feedback is provided in the college as a group.

For the purpose of progress, notes in the diary, subsequent conversation, and conclusions based on self-reflection are taken into account. The observation and feedback process is extensive and ongoing.

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

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

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

Response: C. Any 2 or 3 of the above

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

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

Response: C. Any 3 of the above

2.5 Teacher Profile and Quality

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

Response: 100

File Description	Document
Data as per Data Template	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 6.25

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 1

File Description	Document
Data as per Data Template	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 0.42

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

Response: 6.68

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

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

Response:

The teaching group must keep up with the speed of change in order to incorporate new or updated teaching-learning processes that meet the needs of the day. This is how teachers can improve or upgrade their skills. Teachers' professional growth can be divided into three categories: personal (self-centered), professional (student-centered), and social.

Personal: Self-Directed Growth

There are two ways for teachers to achieve this development: formal and informal. Attending conferences, lectures, webinars, seminars, and symposiums with the aim of enlightening teachers on the latest trends in the field of education and keeping them up to date with the latest principles needed for professional development are examples of formal approaches. Writing articles/books, producing materials, publishing research papers, and so on all contribute significantly to this type of growth. Action analysis, which draws conclusions at the end of testing and investigation, may also aid in the creation process.

Teachers must create portfolios to show their personal work, professional development, and abilities in the Informal method. Attending in-house training sessions, creating lesson plans, and conducting informal research using critical incidents are all recommended.

Student-Centered Development is a professional term that refers to the development of students.

Teachers must respond to changes on a regular basis in order to have the best learning environment for their students. In comparison to teachers, students live in a different setting. Only by reaching out to the

mental level of the students can teachers cross this void. The structure of our educational system has undergone significant changes over time. Teachers must show that they have the necessary skills to deal with changing times and developments in the field of education.

Reflective: Social

A instructor, like a man, is a social animal. His requirements are the same as those of any other living being. As a result, he must live a life of austerity and limitations. He must continually evaluate his conduct as an instructor and make appropriate adjustments to meet the demands of the moment.

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

G.D. Bagaria Teachers Training College adheres to the academic schedule set out by Vinobha Bhave University for the purpose of conducting a continuous internal assessment system. The academic calendar contains information such as the start and end dates of classes, timetables for internal examinations, and so on. It mentioned the dates for the term's end examinations. The time tables have been similarly organised and executed. Teachers devise lesson plans in accordance with the Vinobha Bhave University's academic calendar and guidelines. The University sets the timetable for external examinations, which is posted on the notice board for students to see. Any changes are communicated to the students ahead of time

1. Every year, prior to university exams, Preparatory Exams are held.
2. Every teacher administers time to time class tests on the subject.

Students' doubts are dispelled by the principal and teachers, who provide guidance on how to write accurate and appropriate responses. The college's Governing Council is in charge of routine oversight. On a daily basis, the Principal convenes curricular and extracurricular summary meetings to assess the implementation and success of all events on the academic calendar. If necessary, adjustments to activity schedules are made as a result of these review meetings.

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

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

Response: B. Any 3 of the above

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Internal evaluation is fully transparent. The college has implemented the Vinobha Bhave University's guidelines.

1. At the start of the semester, faculty members introduce students to different aspects of the assessment process that they will encounter during the semester.
2. The university organises internal evaluation test projects, and students are advised in advance.
3. In each hall, two observers are assigned to ensure that formative assessments are conducted properly. Faculty members review the course within 15 days of the exam date.
4. To ensure a consistent assessment process, HOD confirms correct response scripts at random.
5. Students submit correct response sheets for verification, and any complaints are promptly addressed. The results of the students' internal evaluation assessments are posted on the department's bulletin board.

Department Level: Faculty assess students on a regular basis in theory classes, labs, projects, and unit assessments at the departmental level. Midterm grades are given and posted on the bulletin board based on defined strategies. Questions should be addressed with every faculty member and the HOD.

College Level: The college appoints a senior supervisor to ensure that college exams run smoothly. The principal of the college is responsible for resolving any issues that arise among the students. The complaints are discussed with the Principal and, if applicable, referred to the University's examination section during the execution of theory exams.

Redress of complaints at the university level: After forwarding certain questions through the college examination department, the examination section handles questions about the outcome, improvement in the mark sheet, and other certificates provided by the university. If students are not happy with the university's assessment via college, they may apply for reevaluation, recruitment, and a difficult assessment by paying the requisite processing fee to the university.

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

Response:

The college creates the academic calendar in accordance with the Vinobha Bhave University's guidelines and the provisional date sheet for university exams. Practicals are required in the semester system in terms of departmental preparation, timetables, attendance reviews, midterm exams, and science subjects. Students with low attendance are notified and charged based on their names.

Prior to the start of the final test, students are given assignment work and are given grades. Every department's staff members review the syllabus, and the conduct of the mid-term and final exams is announced in advance.

Co-curricular events are held together from time to time, and information about them is posted on the bulletin board. Similarly, at the end of the academic year, annual ceremonies are held.

Via regular monitoring of teaching-learning events, the head of each department monitors the quality of teaching-learning. Departmental and personnel meetings are also used to provide ongoing therapy.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

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

Response:

PLOs (PROGRAMME LEARNING OUTCOMES):

Student teachers will be able to acquire the following skills after completing the B.Ed. (2-year) programme:

Competency in Content:

- imparting relevant knowledge in foundation and methodology courses in order to foster mastery of the requisite content
- to be aware of, pick, and apply teaching methods
- to comprehend the paradigm change in how disciplinary awareness is conceptualised in school curricula,
- to gain the requisite skills for planning learning experiences
- to choose and implement effective evaluation methods to aid learning
- to examine the material, textbooks, and curriculum

Pedagogical Capabilities:

- imparting teaching skills and techniques for effectively transferring provided material in classroom situations
- to experiment and invent in the classroom

Ethics in the Workplace:

- to imbibe and uphold the characteristics of a good teacher
- to be just and unbiased,
- to express affection and appreciation for the child's uniqueness,
- to motivate and professionally assist parents in caring for and guiding their children,
- to maintain a proper balance in his or her life as a person of character and serve as an example to

others through intellectual honesty, moral integrity, and loyalty to the organisation to which he or she belongs

- to foster a professional mindset, in order to demonstrate dedication to values such as loyalty, love, service, equality, and excellence

Citizenship Ethics that Work:

- to comprehend various values such as morality, social welfare, and accepting societal obligation
- to develop leaders in all walks of life who will be agents of change in society, breaking the shackles of all social evils for the betterment of our country's citizens and a better world.

Communication that works:

- to increase self-assurance and improve communication skills
- to prepare, educate, and coordinate events and programmes that are related to school or the community,
- to work with parents and the community to improve the lives of students

OUTCOMES OF COURSE LEARNING (CLOs):

- The student will be able to do the following after completing the course:
- Adolescence and Childhood
- Knowing How to Use Educational Technology
- The Use of Language in the Classroom
- Language, Social Science, Science, Mathematics, and Commerce: Discipline and Pedagogy
- ICT Fundamentals
- Assessment, Learning, and Teaching
- Curriculum & Knowledge
- India's Present-Day Education
- Pedagogy Techniques, Methods, and Approaches
- Self-awareness, personality, and yoga
- Education for Everyone
- Educational Assessment
- Counseling & Guidance
- Value Education
- Health and Physical Education

2.7.2 Average pass percentage of students during the last five years

Response: 105.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	97	100	100	100

File Description	Document
Data as per Data Template	View Document

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

Response:

Quizzes, exams, writing assignments, and other evaluations that teachers make in their classrooms on a daily basis are the most appropriate assessments to enhance student learning guidance. Since the outcomes of these evaluations are directly related to classroom teaching goals, teachers depend on them. Furthermore, the findings are immediate and simple to interpret on a student-by-student basis. Teachers must adapt both their approach to evaluation and their perception of the outcomes in order to use classroom evaluations to improve. They must see evaluation as an important part of the instructional process and as a means of assisting students in learning.

Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

2.7.4 Performance of outgoing students in internal assessment

Response: 63.16

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

Response: 60

File Description	Document
Data as per Data template	View Document

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

Response:

Understand how to plan for the evaluation. Perform to their full potential have more confidence in the evaluation process and the judgement of the teacher/assessor to improve their motivation

Follow these steps to complete the assessment:

- have a clear understanding of what is required of them
- gain a better understanding of the evaluation criteria
- be aware of their responsibilities
- understand how to plan for the evaluation
- give it their all with everything they do (when they are fully informed about the assessment)
- have more confidence in the evaluation process and the judgement of the teacher/assessor
- help them become more motivated
- take control of their evaluation
- Get ready for the test

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.75

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: E. None of the above

File Description

Document

Data as per Data Template

[View Document](#)

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and

transfer of knowledge that include

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

Response: E. None of the above

3.2 Research Publications

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
06	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.3 Outreach Activities

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

Response: 1.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	2	1	0

File Description

Data as per Data Template

Document

[View Document](#)

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

Response: 69.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
185	100	150	95	80

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

Response: 0.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	2	1	1

File Description

Data as per Data Template

Document

[View Document](#)

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

The G.D. Bagaria Teachers Training College is affiliated with Vinbha Bhawe University in Hazaribagh, and our NSS activities are supervised by the university's NSS coordinator. We have one NSS unit at this college, which is led by a Program Officer and is responsible for executing NSS activities during the year as well as during the annual camp. They play an important role in transforming students into responsible people. Various programmes are organised through the NSS to raise awareness about health care, cleanliness, energy conservation, environmental protection, and social equality, among other things. Every year, the NSS adopts a village and engages the local community in a variety of activities.

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)

3.4 Collaboration and Linkages**3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

Response: 0.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	0

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

Facilities for teaching, learning, and infrastructural development

- Class rooms with glass boards and LCD projectors, conference and seminar rooms, dedicated music rooms, well-equipped drawing halls with drawing boards, digital library, latest configured desktop computers, software with printers, and up-to-date laboratories are all available.
- Girls have their own Common Room, complete with medical first aid and stretchers.
- Large playground with pavilion where you can play Kabaddi, Volleyball, Badminton, Judo, and Boxing, among other sports.
- Gymnasium with the most up-to-date workout facilities.
- Water Coolers for regular water supply and sanitary napkin for girls in the wash rooms.
- Inverter 3900 VA capacity for power backup
- With a seating capacity of fifty students, the Running Canteen is open.

The campus is Wi-Fi available.

- Language Lab for students to develop their communication and interpersonal skills.
- Lab for Information and Communication Technology
- ICT service in the staff room
- sound device
- The use of a public address system makes it easier to communicate crucial information to students.
- Internal and external surveillance system (CCTV) cameras, as well as two LCD monitors, are installed for security and administration.

The Library as a Learning Tool:

- Air conditioning is available.
- With approximately 7000 books and magazines/journals, the library is well-equipped and semi-automated.
- Computer-assisted
- Access to Institutional ERP Software for the purpose of issuing books and maintaining records.

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

Response: 33.33

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

Response: 2

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

Response: 6

File Description**Document**

Data as per Data Template

[View Document](#)**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)**

Response: 6.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.48	1.5	2.5	2.5	1.1

File Description**Document**

Data as per Data Template

[View Document](#)**4.2 Library as a Learning Resource****4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software****Response:**

The library is computerised, with software used to issue books and keep track of records. Writer, title, and publisher are the keywords used for successful book retrieval in the library. The library is divided into four parts. Acquisition, cataloguing, circulation, and serial control are the four steps.

Computer and internet access are available in the college library. The following are the details about who has access to the staff and students, as well as how much they use it:

Teachers and students use computers and the internet to access a variety of information about teaching subjects, the teaching-learning process, teaching strategies, teaching techniques, various types of innovations in the field of classroom interactions, teaching aids, effective use of audio-visual teaching aids, the role of electronic media in education, and recent research studies related to these topics. Teaching workers compare and contrast educational innovations in other countries with indigenous educational

traditions. The library is used nearly every working day.

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

Response:

This facility is not available in our Library till now but our college management is planning to make available this service in upcoming days for the students and teachers so that they can access through gateway or remote access and after this facility Teachers and students can use computer and internet to access various kind of information regarding teaching subjects, 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, role of electronic media in education, recent researches related to educational developments and educational complexities etc.

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

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

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

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

Response: 0.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.14	0.13	0.64	0.10	0.20

File Description	Document
Data as per Data Template	View Document

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

Response: 25.59

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

Response: 300

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

Response: 700

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

Response: 1100

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

Response: 1500

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

Response: 1800

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

G. D. Bagaria Teachers Training College keeps its IT infrastructure up to date. Desktop computers, multimedia seminars, projection systems, language cum-career laboratories, and various applications for these have all been purchased. To promote students' mastery of basic IT skills, the college IT lab is fitted with 70 computers and a server that runs on Windows 7, 8, 10. The college has a high-speed internet access and a Wi-Fi network. Faculty and students both make extensive use of the ICT services.

4.3.2 Student – Computer ratio for last completed academic year

Response: 7.8

File Description	Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 10

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 10

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 14.04**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
8.42	3.30	0.86	1.43	6.43

File Description**Document**

Data as per Data Template

[View Document](#)**4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place****Response:**

The equipment available in various laboratories and the library at G.D. Bagaria Teachers Training College is physically tested and validated on an annual basis. This work is carried out by the Library and Purchase Committees, as well as ministerial and support staff, who found lost objects and books and recommended that they be purchased and written again. Things and books are procured on the request of the concerned teacher in-charge after sufficient recommendation by both Committees. All requirements set out in the Store and Purchase Rules for the purchase and disposal of old, damaged equipment and books. This relationship is strictly adhered to. By holding regular meetings of various committees established for this purpose, the college ensures adequate allocation and utilisation of available financial resources for maintenance and upkeep of various facilities.

Coaches should be consulted on the upkeep of indoor games such as volleyball, badminton, gym, and TT courts on college sports grounds.

Accommodations are set up under their supervision.

AMC maintains computers, printers, and other IT accessories on a daily basis, and non-repairable systems are disposed of appropriately.

The college's infrastructure is maintained by a building maintenance committee. Teachers send their requests for classroom furniture and other items to the Principal. The college construction fund is used to keep furniture and other electrical equipment in good working order.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

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

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

Response: D. Any 2 of the above

File Description	Document
Data as per Data Template for the applicable options	View Document

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

Response: B. Any 3 or 4 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 0

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

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

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

File Description	Document
Data as per Data Template	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**Response:** 2.39**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
9	0	0	0	0

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities**5.3.1 Student council is active and plays a proactive role in the institutional functioning****Response:**

Students at G. D. Bagaria Teachers Training College elect a representative body of students every year at the start of the academic year.

The student leaders are in charge of coordinating the different events and duties that the college has delegated to them. They serve as a conduit between students, teachers, and the college. The representatives provide feedback on different activities carried out by the faculties and the college, as well as how students respond to College authorities' decisions.

The representative body and the college administration meet on a regular basis to plan out the college's various activities. The college provides funding for various events organised by the students' representative body.

5.3.2 Average number of sports and cultural events organized at the institution during the last five years**Response:** 3**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

File Description	Document
Data as per Data Template	View Document

5.4 Alumni Engagement

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

Response:

Alumni Contribution to the College's Growth and Development

The contributions of alumni to the phase of growth and development are listed below:

- Assists with advertising
- It provides information on work openings in colleges.
- The Alumni Association assists in the formation of networking relationships with all students.
- It keeps the college informed about the placements of students who have graduated.
- Its input has aided in the improvement of the current curriculum, the planning of new programmes, and so on.
- It has made a number of sound recommendations for the college's expansion.

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: C. Any 2 or 3 of the above

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

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	1	1

File Description	Document
Data as per Data Template	View Document

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

Response:

There is an Alumni Association at the G.D. Bagaria Teachers Training College. By offering constructive feedback, the Association has been assisting the college in its growth and development process.

1. The President of the Alumni Association is the College's principal. Faculty and students make up the rest of the community.

The Alumni Association's activities over the last two years are listed below.

- An informal gathering of students from the previous session's passed out batch on the college campus.
- Students who earned placements during the previous academic year are congratulated.
- Election of office bearers from the previous session's students.

2. The top ten alumni in high-ranking positions.

3. Alumni Contribution to the College's Growth and Development

The following are some of the alumni's contributions to the growth and development process:

- The Alumni Association assists in the formation of networking relationships with all students.
- It keeps the college informed about the placements of students who have graduated.
- It provides information on school-based work opportunities.
- Its input has aided in the improvement of the current curriculum, the planning of new programmes, and so on.
- It has made a number of sound recommendations for the college's expansion.
- Assists with advertising

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

G.D. Bagaria College aspire to be one of the most prestigious teacher education institutions in the plateau state, providing students with high-quality, value-based education. Our constant goal is to provide underprivileged students from rural and semi-urban areas, especially girls, with a healthy, secure, and conducive learning environment. Moreover, this college is to express the gratitude of Trust and people to the dedication of Late G.D. Bagaria who worked through the life for betterment of people & society.

The College aspires to:

Vision

- To serve the needy people in the field of health & education
- To allow the interested candidates to get higher education of B.Ed in Giridih
- Separate hostel for boys and girls
- Special discount in fee has been provided to ST/SC candidates to promote the

Vision

The institution aims at developing a new educational system based on a synthesis of traditional values and modernity to ensure development of strong moral character, personality and healthy mental attitude along with excellence in academic pursuits. This is also a SELF FINANCED INSTITUTION.

This college has been established to help people in getting higher education. The college management will work through the period for betterment of college & students. We are very much determined to provide best kind of education, infrastructure and atmosphere.

We are very hopeful that all the student enrolled in college would get here the best services and education. We seek your kind support to make this college one of the best training colleges in the country.

File Description	Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management

Response:

In keeping with its belief in collective leadership and democratic values, G.D. Bagaria College practises

decentralisation and participatory management. The comprehensive delegation of authority to the college teachers is one example of this activity.

Teachers engage in the management process in the following ways:

- Teachers have the authority to alter the schedule.
- The Principal is in-charge of his or her department's Teaching Plans
- They have the authority to determine the type, pattern, and length of special and remedial classes for their department's students.
- Seminars, lectures, career counselling sessions, remedial steps, interdepartmental or/and inter-college activities, departmental excursions, and study tours are often planned by them. They are free to implement innovative and creative measures to support their students.

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

Response:

G.D. Bagaria College is a self-supporting college. The Trust has full influence over salaries and other expenses. Funds obtained from students' fees in accordance with regulations as part of a self-generated resource used to pay salaries. The Trust has full control over the fees and funds available to the college. Audits are performed on a regular basis to ensure maximum transparency. Cheques are used to make payments. Students' scholarships and other incentives are deposited directly into their bank accounts.

The college offers a bachelor's degree in education. Admission is granted based on the results of a state-run entrance test. Admission is based on the government's guidelines, which are updated on a regular basis. The college administration includes all employees, from the top to the bottom. At the start of the session, all teaching and non-teaching staff are assigned additional roles in addition to their regular responsibilities. Employees show a strong desire to accomplish the tasks that have been assigned to them. Every year at the start of the session, various committees are organised to investigate the college's various activities.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

G.D. Bagaria college's approach is extremely precise and action-oriented. The College has devised specific short- and long-term strategies to achieve its objectives. Our time-bound strategic plan is successfully executed and backed up with adequate financial resources. The college's staff are regulated by engagement and transparency standards.

G.D. Bagaria college has a MIS-based IQAC. The college has a well-functioning management structure in place to capture, align, and incorporate data on academic and administrative matters. Meetings and decision-making are commonplace at the college. The numerous teacher-in-charges are required to report

the problem to the principal. It's a carefully prepared and followed procedure.

The following events, in particular, come under the preview of the issue at hand:

- Students' Attendance Records
- Use of audiovisual aids
- Coverage of the syllabus
- Internal Assessments
- CCA Organization
- ICT and Educational Technology Use
- Laboratory Work

The related committees, which are headed by the college's Principal, deal with the aforementioned issues. The information gathered is then forwarded to the manager. At the start of each academic session, a prospective plan is developed. The faculty's mutual experience is used in programme development.

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The G. D. Bagaria Teachers' Training College has an organisational framework under which the Principal is the academic and administrative head of the school. He is backed up by senior faculty members such as the Professor in Charge and other professors. They all adhere to the rules and regulations set out by the UGC, NCTE, and the Affiliating University for the constituent colleges. Students' academic and curricular growth is directly under the control of faculty. Criteria in charge, Chairperson, and members of different committees have all been assigned to staff members. As members of the commission, students are actively involved. There are over 15-16 committees that are responsible for the smooth operation of college events. Every committee has a chairperson, as well as representatives from the workers and students. They decide on the tasks as a community. Each committee in the Institution has a clear mission statement. The Principal receives reports from all chairpersons, and the Principal oversees the smooth operation of these bodies. Apart from that, various committees have been established to ensure the smooth operation of the college's various activities, such as:

- Admission committee
- Student placement cell
- Library committee
- Building committee
- Student counselling cell
- NAAC steering committee
- Sports committee

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

1.Planning and Development

2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination System
6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

All of the operations of different bodies and committees are planned and implemented by representatives of the respective bodies using a well-organized method of preparation and evaluation. Minutes of staff meetings are meticulously registered for record keeping and accountability. The college's various activities and strategies are formulated in accordance with the State Higher Education Department's guidelines, Vinoba Bhave University's vision and mission, and the college's vision and mission. It is based on input and recommendations from stakeholders such as college students, the CSCA, teachers and members of the Parent Teachers Association (PTA), alumni, and IQAC during meetings. All efforts are made to successfully enact and execute all plans and decisions, with the wellbeing of the students and the institution's overall growth in mind. The institution frequently issues press releases to announce any major accomplishments. Important information is also available on the college's website and notice board. The academic and cultural calendars are enforced in a timely manner by the various bodies and committees present in the college. Decisions made at different meetings are meticulously recorded, and practical measures are taken to put the decisions into practise on the ground.

6.3 Faculty Empowerment Strategies

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

Response:

The management of G.D. Bagaria Teachers Training College treats its employees as family members and is completely committed to their professional growth, both teaching and non-teaching. In the current situation, The college ensures that its employees' professional growth by:

- Faculty members are encouraged to publish research papers in national journals.
- Faculty members are encouraged to participate in seminars, conferences, and refresher courses.

- Staff members are provided with computer and software management training as required.
- Encouraging faculty to join numerous state and local research organisations.
- The administrative/non-teaching staff often needs specialised training in their fields.

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

Response: 3.75

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	1	1

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 2.5

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes

(FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	1

File Description	Document
Data as per Data Template	View Document

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

G. D. Bagaria Teachers Training College has processes in place for evaluating faculty and other personnel and using the results to enhance teaching, study, and service. Both teaching and non-teaching staff's assessment and evaluation results, as well as their annual review results, are analysed and used appropriately by the college. Any stakeholder may leave feedback on the faculty's results in the college's suggestion box. Students are encouraged to provide input on a daily basis and are free to speak with the principal and management. During the academic session, students have the ability to share their opinions on the college's various academic and co-curricular programmes. In addition, the assessment includes a comprehensive review by students and peers.

The appropriate boards, teachers-in-charge, event planners, and the principal present their overall evaluation. All of the suggestions and reviews are reviewed, and a report is written and presented to the Manager, who decides what action the executives should take.

The research report is being introduced for the benefit of the faculty and other employees, as well as the college's overall operation. Concerned decision-making bodies and committees, as well as functionaries, hammer out the mode of action, allocate personnel, and issue orders for its execution. If required, the services of a specialist are also requested in order to obtain the necessary guidance.

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal or/and external financial audit regularly****Response:**

The management of G. D. Bagaria Teachers Training College appointed J.S. JABBAL & CO. for guiding internal and external audits to ensure proper accounting for receipts and payments of student fees. On a half-yearly basis, an internal financial committee reviews all vouchers. The bills and vouchers are double-checked to ensure that all expenditures under different headings are accurate. If a disparity is found, it is brought to the principal's attention. Throughout the previous five years, a similar period has been observed.

The following are the frameworks for monitoring the successful and productive usage of financial resources:

Salary, utilities, internet charges, maintenance costs, stationery, and other consumable fees are all included in the college budget, as are non-recurring expenditures including lab purchases, furniture, and other construction costs. The accounting department will keep track of the expenditures in accordance with the budget.

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

Regular and systematic budgeting and auditing processes are followed.

The college's sources of funding are reliable and well-known. Financial preparation is carried out to ensure that all of the college's programmes are adequately funded. Financial regulations are adhered to by the G. D. Bagaria Teachers Training College, and are focused on financial management procedures that have been approved. It finances all expenses that are visible. It abides by all regulatory restrictions in the financial sector and ensures transaction transparency.

The college is self-supporting and does not receive any funding to carry out the programme. The only source of revenue is the fee collected from students in accordance with NCTE and affiliating university regulations. The specifics are expressed in the college's annual budget.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

In both academic and administrative areas, G. D. Bagaria Teachers Training College has implemented quality management strategies. It is designed to foster a culture of creativity, innovation, and quality improvement. In order to respond to evolving educational, social, and market demands, the college developed and created a seven-member Internal Quality Assurance Cell (IQAC) in 2017.

The cell evaluates and tracks the college's various facets of operation. It makes recommendations at various points in the course, from the beginning to the end. The cell evaluates and tracks the college's various facets of operation. It makes recommendations at various points in the course, from the beginning to the end. This cell also discusses and responds to suggestions received in a variety of ways, including verbal, written, and Suggestion Box and related networks. Its main operations are as follows:

- Quality benchmarks/parameters for the College's various academic and administrative activities are being developed and implemented.
- Inter- and intra-institutional conferences, seminars on quality-related topics, and the promotion of quality circles are all planned.
- Documentation of the College's various programs/activities, with the aim of improving quality;
- Institutional database development and maintenance through MIS for the purpose of maintaining/improving institutional quality;
- Creating a Quality Culture
- Facilitating the creation of a learner-centered atmosphere conducive to high-quality education and the maturation of faculty to implement the required knowledge and technology for participatory teaching and learning;
- Organize for student, parent, and other stakeholders to provide input on quality-related institutional processes;
- Information on various quality parameters is disseminated

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

Response:

G. D. Bagaria Teachers Training College is conscious of educational quality as well as shifting educational, social, and business demands. The college's IQAC and Programme Advisory Committee (PAC) evaluate the effectiveness of the programmes it has approved. The standard is reflected in the academic programmes that are implemented and the number of targets that are met.

The academic programmes are planned and implemented with great care at the college. The input from stakeholders and previous year's results serve as the benchmark for further progress in order to maintain the standard of its academic programmes.

The college goes to great lengths to:

- Maintains stock verification and ensures it.
- Students' attendance is monitored, and students are updated on a quarterly basis.
- With the help of a schedule for all activities, ensures adherence to the academic calendar.
- Ensures that students perform well in internal examinations.
- For a better learning experience, LCD projectors have been used in different classrooms.
- Remedial classes are scheduled based on the needs of the students and their feedback.
- The institution has taken steps to digitalize the library in order to make it more student-friendly.
- Students in the library have access to the internet as well.

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

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

The teaching learning method, operations, and learning outcomes at G. D. Bagaria Teachers Training College are all being reviewed. The IQAC evaluates the teaching-learning process on a regular basis and

takes steps to strengthen it. The academic calendar is planned ahead of time, displayed and distributed across the institute, and strictly followed. The academic calendar lists admission to B.Ed. programmes, summer, winter, and mid-term holidays, test schedules, and grades.

All newly enrolled students are required to participate in orientation programmes in which they learn about the institution's theory, educational structure, teaching learning method, continuous evaluation system, mandatory core curriculum, different cultural practises, discipline, and culture. A tour of the campus and various facilities is also offered to all students. Before the semester begins, students are informed of the timetable, curriculum layout, and course syllabus. Class committees meet on a regular basis to solicit student input and to take necessary action to improve the teaching-learning process.

IQAC's strategy has always been to concentrate on the process of learner-centered teaching and learning, and it has established policies to assess and evaluate it on a regular basis. As a result, the IQAC follows instruction, learning experiences, and reviews, and makes changes based on feedback. The IQAC analyses the teaching process on a regular basis to see the learning outcomes and advises incremental and regular extension, updates, and inclusion of planned materials, facilities, infrastructure, and more.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

G. D. Bagaria College currently uses a 3900 VA Inverter as an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it.

Our long-term aim, as described in the policy, is to educate students and employees about environmental issues and sustainability in order to make our college a carbon-negative institution. Environmental issues should be factored into planning and decision-making. Our sole purpose is to integrate environmental issues into planning and decision-making.

Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive around 330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilise a large portion of the sun's energy.

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

Response:

Policy Statement

In providing waste management services, G.D. Bagaria College will follow the principles of "FULL SUSTAINABLE WASTE MANAGEMENT." The College would use a 'Multiple Strategy' to minimise, reuse, and recuperate waste rather than sending it to a landfill under the guidance of Giridih Nagar Nigam.

This Policy must be observed by both teaching and non-teaching staff, as well as students who use the College's facilities. Any solid waste produced in the campus hall must be controlled and treated in accordance with the Central Pollution Control Board's enforcement criteria and procedures. Everyone who creates, holds, or disposes of hazardous/radioactive waste/chemical waste is required by law to meet certain guidelines.

Implementation

Changes/additions in unsafe waste generation, as well as measures taken to minimise waste generation per unit of output, will be expected of the Principal Investigator. According to the Hazardous Waste guidelines, the College will store dangerous waste for a period of not more than 90 days and will keep track of the selling, shifting, storage, reusing, and reprocessing of such products, unless the State Pollution Control Board has extended the time limit.

As indicated in the following waste hierarchy, the waste could be reused or discarded in captive or routine treatment, storage, and disposal facilities on campus.

1. Prevention Steps
2. Minimalism
3. Make use of available resources
4. Save energy through recycling
5. Recovering energy
6. Successful Disposal (Landfill/Incineration)
7. Reducing waste consumption and eliminating waste at the source.

Non-hazardous waste is reused, retrieved, and recycled.

G. D. Bagaria College will examine environmental solutions for waste reuse, recovery, and recycling. Paper waste can be recycled and used to produce paper boards and packaging materials. The environmentally friendly enzyme technology will be used to treat the paper's harmful inks and dyes.

Hazardous waste treatment that is safe

Waste that cannot be recycled would be disposed of in a sustainable and environmentally sound manner depending on the waste type.

The CPCB's guidelines for the design and operation of disposal facilities should be strictly followed.

The establishment of Normal Treatment, Storage & Disposal Facilities

A normal treatment plant for departmental and household waste will be built, with rotatable and non-biodegradable waste being segregated and handled according to their physical characteristics.

7.1.3 Institution waste management practices include

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

Response: C. Any 2 of the above

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

Response: C. Any 2 of the above

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

Response:

G. D. Bagaria College is always committed to maintaining a clean college atmosphere, setting a good example for students, teachers, and other staffs by upholding the Prime Minister's "Swachh Bharat Mission." It allows students to be proud of their college, which makes them less likely to litter and, as a result, more likely to make an effort to protect their environment. When it comes to preventing the spread of diseases in the college, cleanliness is vital, as it ensures that both staff and students have a friendly learning atmosphere. It also improves sanitation and can assist in the prevention of disease transmission.

Campus Cleanliness:

1. Position doormats in each classroom.
2. Put trash cans at each workstation and in each class.
3. Initiate recycling procedures at the college.
4. Advise students and teachers to put stuff away right after they've used them.
5. Organize cleaning day functions, such as Swachh Bharat.
6. Keep the campus facilities clean on a regular basis.
7. Hire the services of a skilled cleaning crew.

Cleanliness:

1. Ensuring personal hygiene
2. Water that is safe to drink
3. Waste disposal (toilet/human excreta)
4. Waste water management
5. Solid waste disposal
6. Sanitation of the environment

Greenry

We are promoting and adopting the following steps to make the College a carbon negative campus:

1. Use Solar Power

In our Giridih District, we receive around 330-340 days of sunshine a year. As a result, we have plans to instal in-house solar plants and produce renewable energy for the campus's needs.

2. Rainwater Harvesting

Buildings have been made compatible for rain water harvesting as another step toward the restoration of the college's intricate water table.

We are optimistic that the rainwater harvesting system we used would serve as a model for others.

3. Make Use of Natural Light

The architecture of the college is built to allow free flow of air and natural light to enter all corners of the structure. As a result of the plentiful natural light, the use of lighting in the corridors and rooms is minimised.

4. Pollution-free, Safe & Healthy Environment

1. Use of LED bulbs in the classroom
2. There will be no use of plastic on campus.
3. Conducting an energy audit
4. Compost and recycle.
5. Chemicals for waste control and e-waste management
6. Drink from reusable water bottles and coffee mugs.
7. On-site garbage cans
8. Photocopy/Printing use should be kept to a bare minimum.
9. Waste management around the whole campus
10. In-classroom use of dust-proof chalks

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

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

Response: 3.43

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component

during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document

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

Response:

Because G. D. Bageria College is only an affiliated college to Vinoba Bhave University so we teaches and implements the syllabus and activities decided by the affiliating University.

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

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: D. Any 1 of the above

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

7.2 Best Practices

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

Response:

Best Practice - Case Study Structure used by Participating Institutions for Writing the Cases

1. The Institution - A short write up on the institution
2. Objective of the Practice – The goals and objective of the practice.
3. Need Addressed and the Context – Descriptive details on why and how the institution choose to work / include this specific practice/area.
4. Description of the Practice – Details of planning and implementation.
5. The Resources – Resources (financial and human) required (existing and/or additional) for implementing the practice.
6. The Impact/Outcome – Improvements that resulted out of the practice and any drawbacks or hurdles faced while implementing the practice . In cases where a case study on initiatives withdrawn is being written, it includes the reasons for withdrawal and why it did not work etc.
7. Requirements for Adoption and Adaptation – A suggestive note based on the experiences as to how other institutions can use and contextualize the practice.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

G.D. Bagaria College's Vision, Mission, and 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 students from underserved 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 ST/SC, OBC, and minority classes, are given special attention. This college also caters to the needs of students from rural areas.

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 stakeholders, and that all necessary efforts are made to help them develop professionally and socially, so special efforts are made in this regard.

File Description	Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

G.D. Bagaria Teachers Training College main goal is to provide equal access to high-quality education that contributes to a more prosperous and just society. Our passion is to provide students with not only expertise, but also holistic development so that they can serve the country selflessly. In this light, teachers here make strenuous efforts to tap into students' potential by involving them in a variety of cultural and sporting events coordinated by various clubs, societies, and units.

Concluding Remarks :

Over the years, G.D. Bagaria Teachers Training College guiding ideals have remained academic excellence, moral strength, and social significance. The College's history spans more than a decade and has shaped the lives of generations of students. It's no surprise that the College, which provides high-quality education in rural areas, continues to have a powerful presence in Jharkhand's academic culture.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	100	100	100	100	100	2019-20	2018-19	2017-18	2016-17	2015-16	3	3	3	3	3	2019-20	2018-19	2017-18	2016-17	2015-16	100	100	100	100	100	2019-20	2018-19	2017-18	2016-17	2015-16	15	15	15	15	15
2019-20	2018-19	2017-18	2016-17	2015-16																																					
100	100	100	100	100																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
3	3	3	3	3																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
100	100	100	100	100																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
15	15	15	15	15																																					
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>3</td> <td>4</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	2	3	4	2	2019-20	2018-19	2017-18	2016-17	2015-16	2	2	2	2	2																				
2019-20	2018-19	2017-18	2016-17	2015-16																																					
0	2	3	4	2																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
2	2	2	2	2																																					

1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>90</td> <td>94</td> <td>96</td> <td>92</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>100</td> <td>100</td> <td>100</td> <td>92</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	90	94	96	92	2019-20	2018-19	2017-18	2016-17	2015-16	95	100	100	100	92
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	90	94	96	92																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
95	100	100	100	92																	
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above</p> <p>Remark : As per the HEI statement in the response dialogue box and the data provided with the metric during clarification. The HEI data contains competitive examination preparation and not self study courses under Academic guidance or other options.</p>																				
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1659 1046 1794"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>99</td> <td>100</td> <td>100</td> <td>92</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1872 1046 2007"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>100</td> <td>100</td> <td>100</td> <td>92</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	95	99	100	100	92	2019-20	2018-19	2017-18	2016-17	2015-16	95	100	100	100	92
2019-20	2018-19	2017-18	2016-17	2015-16																	
95	99	100	100	92																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
95	100	100	100	92																	
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable</p>																				

reservation policy during the last five years..

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
73	59	74	78	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
50	50	50	50	50

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

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

Answer before DVV Verification : A. Any 5 or more of the above

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

Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping

	<p>3. Lesson planning/ Individualized Education Plans (IEP)</p> <p>4. Identifying varied student abilities</p> <p>5. Dealing with student diversity in classrooms</p> <p>6. Visualising differential learning activities according to student needs</p> <p>7. Addressing inclusiveness</p> <p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.</p>
<p>2.4.3</p>	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.</p>
<p>2.4.4</p>	<p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the HEI statement in the response dialogue box and the documents/ data provided</p>

	with the Metric during clarification.
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : As per the HEI statement in the response dialogue box and the data provided with the metric during clarification,</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : As per the HEI statement in the response dialogue box and the documents/ data provided</p>

	with the Metric during clarification.																				
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year Answer before DVV Verification : 10 Answer after DVV Verification: 6.68</p>																				
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.</p>																				
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>6</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	1	6	1	1	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	1	6	1	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
3.2.2	<p>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</p> <p>3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	1	1	1										
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	1	1	1																	

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
06	0	0	0	0

Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	2	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	2	1	0

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

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	2	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
185	100	150	95	80

Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	4	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Answer before DVV Verification : B. Any 5 or 6 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.

4.1.3 **Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
148056	148056	247719	247632	110475

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1.48	1.5	2.5	2.5	1.1

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12638	16275	28529	10000	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.14	0.13	0.64	0.10	0.20

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	4	3	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8.42	3.30	0.86	1.43	6.43

Remark : As per the HEI statement in the response dialogue box and the data provided with the metric during clarification.

5.1.1 **A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

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

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.

5.1.2 **Available student support facilities in the institution are:**

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

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

Answer After DVV Verification: C. Any 6 of the above

Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	10	10	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification. Jyanti's, teachers day, freshers or orientation are not eligible as sports and cultural events organized at the institution but specific activities covering the theme of the Metric are. Games & Sports, Holi Festival and Rangoli & Mehandi Intercollege Competition considered every year.

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**

5. Student mentoring**6. Financial contribution****7. Placement advice and support**

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : As per the HEI statement in the response dialogue box and the documents/ data provided with the Metric during clarification.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
20	15	25	20	15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	1	1

Remark : As per the HEI statement in the response dialogue box and the data provided with the metric during clarification. The HEI data does not contain any details of the meeting of the association after 14-04-2019.

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

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

Answer before DVV Verification : E. Any 1 or none of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

16	16	16	16	0
----	----	----	----	---

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

7.1.3	<p>Institution waste management practices include</p> <ol style="list-style-type: none"> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>
-------	--

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>95</td> <td>100</td> <td>100</td> <td>100</td> <td>92</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>195</td> <td>200</td> <td>200</td> <td>192</td> <td>92</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	95	100	100	100	92	2019-20	2018-19	2017-18	2016-17	2015-16	195	200	200	192	92
2019-20	2018-19	2017-18	2016-17	2015-16																	
95	100	100	100	92																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
195	200	200	192	92																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	50	50	50	50	50	2019-20	2018-19	2017-18	2016-17	2015-16	50	50	50	50	50
2019-20	2018-19	2017-18	2016-17	2015-16																	
50	50	50	50	50																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
50	50	50	50	50																	
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
95	100	100	100	92

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
95	98	95	88	1

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	31	48	42	43

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
95	98	95	87	1

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
95	100	100	100	92

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
95	100	100	100	92

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
339542	339542	300000	230354	169245

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
31.15	34.72	37.00	24.68	18.04

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

Answer before DVV Verification : 70

Answer after DVV Verification : 25

NAAC