



Yearly Status Report - 2018-2019

Part A

Data of the Institution

Part A	
Data of the Institution	
1. Name of the Institution	VIJAYA TEACHERS COLLEGE-CTE
Name of the head of the Institution	Dr MEENA P.T.
Designation	Principal (in-charge)
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	08026631413
Mobile no.	9449528669
Registered Email	vtccte1960@gmail.com
Alternate Email	vijayaiqac1960@gmail.com
Address	30Th cross,11Th main, Jayanagar 4Th Block, Bengaluru, Karnataka.
City/Town	Bengaluru
State/UT	Karnataka
Pincode	560011

2. Institutional Status					
Affiliated / Constituent		Affiliated			
Type of Institution		Co-education			
Location		Urban			
Financial Status		Self financed and grant-in-aid			
Name of the IQAC co-ordinator/Director		Dr HARISH G.C.			
Phone no/Alternate Phone no.		08026631413			
Mobile no.		9448796584			
Registered Email		vijayaiqac1960@gmail.com			
Alternate Email		drharishgowdru@gmail.com			
3. Website Address					
Web-link of the AQAR: (Previous Academic Year)		https://www.vijayateacherscollege.ac.in/			
4. Whether Academic Calendar prepared during the year		Yes			
if yes,whether it is uploaded in the institutional website: Weblink :		https://vijayateacherscollege.ac.in/			
5. Accrediation Details					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B++	2.97	2005	28-Feb-2005	27-Feb-2010
2	B	2.47	2013	05-Jan-2013	04-Jan-2018
6. Date of Establishment of IQAC			14-Jun-2003		
7. Internal Quality Assurance System					
Quality initiatives by IQAC during the year for promoting quality culture					
Item /Title of the quality initiative by IQAC	Date & Duration		Number of participants/ beneficiaries		

IQAC Meeting	17-Aug-2018 1	15
IQAC Meeting	16-Jan-2019 1	15
Awareness programme for HPS students(Traffic rules, mobile use, sexual abuse, health and hygiene)	06-Aug-2018 1	62
TLM exhibition in practice teaching schools	17-Aug-2018 1	62

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

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

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

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

2

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

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

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

No

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

ICT based students teacher lessons were assessed by using Rubrics

The Institutional website is converted from static to dynamic and also .org to .ac.in

Maintaining teachers work diary as per department format

Mentor-Mentee meeting time schedule

Perspective plan of the Institution

[View Uploaded File](#)

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

Plan of Action	Achivements/Outcomes
10 lesson plans should get corrected from respective pedagogy teachers	All the students to teacher corrected 10 lessons from respective pedagogy teachers at the time school internship programme.
Minimum 2 ICT based lessons should taught in school internship Programme.	All the students teachers designed two ICT based lessons in each pedagogy for the internship programme.
Communication and soft skills training programmes.	Programmes were organized for first year students teacher

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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
Academic Advisory Body	19-Aug-2019

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

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2019

Date of Submission

21-Feb-2019

17. Does the Institution have Management Information System ?

Yes

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

Using partial MIS in Library and office

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

The university regulations and syllabus for the 2-year B.Ed. program under the CBCS Semester scheme B.Ed. program has a weightage of 96 credits with 2400 marks spread over all the 4 semesters. The different courses broadly categorized under headings: Hardcore, Soft Core, Open Elective and Enhancing Professional Competency courses. Before the commencement of the academic year IQAC of the college assess the overall performance received by previous year stakeholders. The in-house curriculum committee analyses the issues and suggest action to overcome. Academic advisory body suggest some plan of actions regarding this and adopt the curriculum in local contexts with suitable modifications. As per the institutional plan for the redesign and transaction of curriculum, we consider what? why? and how? Aspects. That means what to transact, why to transact, and how to transact the curriculum for two-year B.Ed. program for students teacher. Even though the university designed the curriculum, we redesigned it by redefining the concept and scope of it according to the present trend. The blow-up of the syllabus also channelized; if the scope is not up to expectations, the program learning outcome will be decided at the time of design only. For the transaction of it, we consider lectures, tutoring, practicums, workshops, assignment methods, experienced learning strategies, and brainstorming sessions according to the nature of the courses. Especially professional competency enhancement courses are spread over all 4 semesters such as communication skills, experiential learning, expository writing teaching skills, school internships, and post-internship programs. These are all transacted in the workshop and experiential modes, and records are documented in the form of assignments. Photos, videos, and episodes by student teachers. The curriculum design was created by the institution-level planning committee, which includes the head, employer, faculty, experts, alumni, and student representatives. Also, discussed with academic advisory body. Most importantly, we consider the feedback of all the stakeholders from the previous academic year. Students activity center, different committees, association and cells also plays significant role in planning and executing the curriculum.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
ICT integrated	-	12/08/2018	60	Employability	ICT skills in teaching learning process

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NIL	Nil
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

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

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

	Certificate	Diploma Course
Number of Students	100	0

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
NIL	Nil	Nil
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	School Internship programme for primary and secondary schools	92
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

<p>Feedback Obtained</p> <p>Constructive feedback collection is one of the best practices in our institution. For the curriculum design of fresh year inputs from the stakeholders is most important in connection to that we collect the feedback from last outgoing batch students, present faculty members, employer of our management and other educational institutions, practice teaching schools and alumni. We created different tools for all the stakeholders to measure the qualitative aspects of our curriculum design. Tools are content validated by educational experts and also find out reliability by using suitable statistical analysis. Tools are created by considering the major indicators like our curricular strength and weakness, utility and trend value, transaction strategies, feasibility in the implementation, supportiveness to 21st century skill and any other suggestions to be implement. Feedback form will send through online mode as well as in the hard copy format also, and give complete freedom to express their views. Collected feedbacks are consolidated and analyses by statistical technique and extract the summary for further curricular design. The different stakeholders feedback are tracked in different ways they are . At the end of B.Ed., program of each batch we distributed feedback form to all the students teachers. Feedback form is a tool constructed</p>
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on the basis of rating scale which includes some indicators like School Infrastructure, MIS, administrative aspects of overall institution, Individual teachers performance and pedagogy aspects. the feedback from internal teaching faculty at the time of each and every meeting, we also discuss the pros and cons of the academic year with respect to curricular and co-curricular activities and it will be recorded as a document in meeting proceedings. The feedback from our management member and joint secretary Dr. K.S. Sameera Simha we also collect feedback from alumni, practice teaching schools. Considering all the above aspects feedback obtained and analysed for further development of the Institution.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Two Years B.ED	100	100	100
No file uploaded.				

2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	100	0	9	Nil	Nil

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
0	Nil	Nil	Nil	Nil	Nil
No file uploaded.					
No file uploaded.					

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

A student mentoring system is a valuable component of an educational institution, fostering academic and personal growth through one-to-one guidance and support. This system typically involves pairing experienced mentors, often faculty members or senior students, with less experienced mentees. The primary goal is to provide mentees with advice, resources, and a supportive environment to enhance their overall learning experience and personal development. The structure of a student mentoring system varies based on the institutions size, goals, and resources. Here are some key elements commonly found in our effective mentoring systems: Matching Process: The system typically begins with a careful matching process to pair mentors and mentees based on academic interests, career goals, or personal attributes. This ensures a meaningful and productive relationship. Orientation and Training: Both mentors and mentees should receive orientation and training to understand their roles, responsibilities, and expectations. Training sessions can cover effective communication, goal setting, and conflict resolution to facilitate a successful mentoring relationship. Regular

Meetings: Scheduled one-to-one meetings between mentors and mentees are crucial for building a strong relationship. These interactions provide opportunities for mentees to seek advice, discuss academic challenges, set goals, and receive feedback on their progress. Academic Support: Mentors can offer guidance on course selection, study strategies, and time management. They may also help mentees navigate academic resources, research opportunities, and career pathways related to their field of study. Career Development: Mentoring systems often extend beyond academic support to include career development. Mentors may share insights into their own career paths, provide networking opportunities, and offer advice on internships, job applications, and professional development. Personal Support: In addition to academic and career guidance, mentors may also provide personal support. This could involve helping mentees manage stress, navigate personal challenges, and develop resilience. Feedback and Evaluation: Regular feedback mechanisms help assess the effectiveness of the mentoring relationship. Both mentors and mentees may provide input on their experiences, allowing the institution to make improvements and adjustments to the program. Community Building: Some mentoring systems incorporate group activities, workshops, or social events to foster a sense of community among mentors and mentees. This community-building aspect can enhance the overall effectiveness of the program. Flexibility and Adaptability: A successful mentoring system is flexible and adapts to the evolving needs of students. This may involve accommodating changes in mentorship pairings, incorporating new technologies, or adjusting program structures based on feedback. Assessment of Impact: Institutions should regularly assess the impact of their mentoring system on student outcomes. This may involve analyzing academic performance, graduation rates, and other relevant metrics to measure the success of the program. In conclusion, a well-designed student mentoring system enhances the overall educational experience by providing personalized support and guidance. It contributes to students academic success, personal development, and preparation for future career endeavors. Effective implementation requires careful planning, ongoing evaluation, and a commitment to creating a supportive and nurturing learning environment within the institution.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
100	9	1:11

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
13	13	0	0	3

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nil	NIL	Nil	Nil
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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
Bed	CBCS	Semester	21/02/2020	23/03/2020
No file uploaded.				

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

Continuous Internal Evaluation (CIE) system reforms at the institutional level

are essential for fostering a more effective and student-centric learning environment. These reforms aim to enhance the assessment process, promote holistic development, and ensure fairness in evaluating students academic progress. One key aspect of CIE reform involves diversifying assessment methods. Institutions are moving away from traditional, exam-centric evaluations and adopting a more comprehensive approach. This includes incorporating project work, presentations, practical assessments, and class participation as components of the evaluation process. This shift not only provides a more accurate reflection of students abilities but also encourages critical thinking and practical application of knowledge. Another crucial reform is the incorporation of technology in assessment processes. Online platforms and tools are being integrated to streamline evaluation procedures, making them more efficient and accessible. This not only facilitates timely feedback but also aligns with the evolving technological landscape, preparing students for the digital challenges of the future. Furthermore, there is an emphasis on continuous feedback mechanisms. Regular and constructive feedback from teachers helps students understand their strengths and areas for improvement, fostering a growth mindset. Additionally, institutions are working towards establishing transparent evaluation criteria and rubrics, ensuring consistency and fairness in grading. In conclusion, institutional-level reforms in the Continuous Internal Evaluation system prioritize a shift towards diverse assessment methods, technological integration, and robust feedback mechanisms. These changes aim to create a more dynamic and student-friendly evaluation system that aligns with the demands of contemporary education and better prepares students for real-world challenges.

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

An academic calendar serves as a crucial framework for organizing and managing various aspects of educational activities, with a primary focus on the seamless conduct of examinations and related matters. The preparation and adherence to such a calendar require meticulous planning and coordination to ensure the smooth functioning of an educational institution. The academic calendar typically begins with the identification of key dates, including the start and end of academic sessions, semester breaks, and holidays. A well-structured calendar also incorporates pre-examination activities such as syllabus completion, review sessions, and mock exams to adequately prepare students. Clear communication of these dates to both faculty and students is essential for effective planning. Examination schedules are a pivotal component of the academic calendar. These should be strategically spaced to avoid overwhelming students and allow for adequate preparation. Additionally, provisions for makeup exams and re-evaluation processes need to be integrated into the calendar to address unforeseen circumstances or student needs. Beyond examinations, the calendar should encompass other essential activities, including registration periods, release of results, and feedback sessions. It serves as a guide for administrators, educators, and students, fostering a sense of structure and predictability within the academic environment. Strict adherence to the academic calendar is crucial for maintaining the integrity of the educational system. This requires coordination among various departments, faculty members, and administrative staff. Any deviations from the schedule should be communicated promptly, and adjustments must be made with minimal disruption. In conclusion, an effective academic calendar is a comprehensive tool that plays a vital role in shaping the educational experience. Its careful preparation and strict adherence contribute to the successful execution of examinations and other related matters, fostering a conducive learning environment for all stakeholders involved.

2.6 – Student Performance and Learning Outcomes

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

<https://vijayateacherscollege.ac.in/wp-content/uploads/2023/12/programme-learning.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
Nill	BEd	CBCS Semester	92	90	97.82
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2.7 – Student Satisfaction Survey

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

<https://vijayateacherscollege.ac.in/wp-content/uploads/2023/12/AY2019-20-FEEDBACK.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	Nill	NIL	Nill	Nill
No file uploaded.				

3.2 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
	NIL	

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nill	Nill	NIL	Nill	Nill
No file uploaded.				

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Nill	Nill	NIL	Nill	Nill	Nill
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International

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

Name of the Department	Number of PhD's Awarded
NIL	Nil

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

Type	Department	Number of Publication	Average Impact Factor (if any)
Nil	NIL	Nil	Nil
No file uploaded.			

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

Department	Number of Publication
Dr. P T Meena	1
Sri Pradeep Kumar M	1
Dr. T D Praveen Kumar	1
Sri. Suresh Shetty	1
Smt. Kalyani K	1
Dr. Kotreshwara swamy	1
No file uploaded.	

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Nil	Nil	NIL	Nil	Nil	Nil	Nil
No file uploaded.						

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

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Nil	Nil	NIL	Nil	Nil	Nil	Nil
No file uploaded.						

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nil	Nil	2	Nil
No file uploaded.				

3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Swacha Bharat Abhiyana	NSS(VTC)	3	50
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nill	NIL	Nill	Nill
No file uploaded.			

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

Name of the scheme	Organising unit/Agen cy/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
	NIL	Nill	Nill	Nill
No file uploaded.				

3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
Nill	NIL	Nill	Nill
No file uploaded.			

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship Training	Action Research in School Internship	Government Schools KPS Uttarahalli and Sarakki	11/11/2019	11/12/2019	Nill
No file uploaded.					

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Nill	Nill	NIL	Nill
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing

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4.2 – Library as a Learning Resource

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

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Libsoft 9.8.5	Fully	9.8.5	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	14845	144382788	152	64976	14997	144447764
Reference Books	3135	Nil	Nil	Nil	3135	Nil
Journals	19	8500	Nil	Nil	19	8500
CD & Video	123	Nil	Nil	Nil	123	Nil
Others (specify)	5	7500	Nil	Nil	5	7500

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

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Nil	NIL	Nil	Nil

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	47	1	2	2	2	1	0	0	0
Added	0	0	0	0	0	0	0	0	0
Total	47	1	2	2	2	1	0	0	0

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

100 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	Nil

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
No Data Entered/Not Applicable !!!			

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

<p>Physical, academic, and supportive facilities of the institution are the resources of the institution, so we are very caring and accountable for them. We follow our own rules and regulations and accept policies regarding the maintenance of the institutions resources. We allotted our faculties as in-charge to laboratories, sports, computers, and other resources. Exclusive stock registers are maintained for respective laboratories and sports materials. And issue registers are maintained for the distribution of any lab and sports materials to our student teachers. The breakable register is also maintained to reimburse for any materials. A separate dos and don'ts chart is issued to students to maintain discipline in the laboratories. For the utilization of ICT materials, we gave separate login user names and passwords for the students and faculty. For the utilization of ICT gadgets, like laptop issues registered in the library, All the facilities are under the surveillance of CCTV 24/7, and any damages or losses to any facility will be replaced by the respective persons.</p> <p style="text-align: center;">https://www.vijayateacherscollege.ac.in/additional-facilities/</p>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	BHSHEs	8	160000

Financial Support from Other Sources			
a) National	Nil	Nil	Nil
b) International	Nil	Nil	Nil
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Yoga and Meditation	08/06/2016	100	Devambika
No file uploaded.			

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2019	NIL	Nil	Nil	Nil	Nil
No file uploaded.					

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

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
VIP school, NET public school, NPS group of institutions, Vidyanikethana, Sri Chaithanya techno schools	85	30	Nil	Nil	Nil
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of	Programme	Department	Name of	Name of
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	students enrolling into higher education	graduated from	graduated from	institution joined	programme admitted to
Nil	Nil	NIL	Nil	Nil	Nil
No file uploaded.					

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

Items	Number of students selected/ qualifying
Nil	0
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Sports	Institutional	42
Cultural	Institutional	38
No file uploaded.		

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nil	00	Nil	Nil	Nil	Nil	Nil
No file uploaded.						

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

In Vijaya Teachers College, the student council is also identified as the Student Activity Center (SAC). Every year, with each present batch, elections will be conducted democratically to select SAC office-bearers. The SAC office-bearers will be as follows: • President • Vice-President • Secretary • Joint-secretary • Treasurer After elections are conducted, all the students will be divided into several subgroups with a specific name. Each subgroup will select its own leader and deputy leader for the effective functioning of the subgroups. SAC bearers will also be part of each subgroup. Under each different subgroup, members will be selected for each different activity for the effective administration of the whole B.Ed. program. Members will be selected for the following posts: • Sports In-charge • Cultural In-charge • Excursion In-charge • CLC camp in-charge While conducting each program, it is taken into consideration that each group will be allotted different activities without repetition, along with the SAC office-bearers. During the whole B.Ed. program, each role is assigned to each group or members in such a way that everyone is actively involved in each and every activity. The leader and deputy leader of the subgroups are selected in such a way that they have different leadership qualities. Even though leaders don't have that skill, teachers try to train and develop the leadership qualities hidden in them by giving them regular training and feedback. All the students take part actively in conducting all common programs with the help of SAC members. Each group will take on different roles in every program in rotation, without repetition. Each group will receive guidance and instructions on how to conduct the programs that are allotted to them. The SAC amount will be used by the members to buy several items needed to

conduct each program. During pre-internship, leaders and deputy leaders are selected for each school based on the skills they show in conducting the programs. At the end of the course, all the students are given an opportunity to participate in all the activities, cultivating academic, administrative, and professional skills in them.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

500

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

20000

5.4.4 – Meetings/activities organized by Alumni Association :

Conducted meeting twice in a year

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

Decentralized and Participative Management : Vijaya Teachers College practices decentralized and participative management in • Academics • Administrative • Cultural activities The college management committee, the joint secretary of the managing committee, the dean of the B.Ed. college, and the principal are responsible for the operation and administration of the college. The institution follows a decentralized management system where the stakeholder groups of the college, i.e., the management committee, the principal, the IQAC head, teaching, non-teaching, parent members, student teachers, the SAC committee, and alumni, all work in a participative way in the decision-making process and execute their duties and responsibilities within their boundaries, and this is communicated through meetings of the teaching and non-teaching staff at regular intervals. IQAC monitors the quality of the teaching in different areas issues related to any deviations are discussed in the meeting at regular intervals for the rectification of the same. SAC (Student Activity Council) is formed for the cultural activities performed throughout the academic year. Their exits are different committees: anti-sexual harassment, anti-ragging, eco-friendly, grievance and redressal, guidance and counselling, scholarship, placement cell, and alumni. The above cells have a chairperson, coordinator, and student members who are functioning under the guidance of management and the head of the institution. The pre-internship, internship, and post-internship activities are conducted accordingly under the leadership of the internship head, following the guidance of the head of the institution. An educational tour is being conducted for the student teachers during their course, which is headed by the Educational Excursion In charge, who plans and executes the same under the guidance of the management and head of the institution. CLC camp is organized for the student teachers during their course heads by the camp chief under the guidance of management and the head of the institution.

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

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Curriculum Development	<p>Vijaya Teachers College is permanently affiliated with Bengaluru Central University the syllabus framed by the university is followed. Our teachers actively implement the syllabus using a well-planned timetable. Conducts all EPC in a well-allocated schedule with teacher demonstration followed by students presentation in files, framing, and in revised curriculum discussion workshops organized in various institutions.</p>
Teaching and Learning	<p>The quality of teaching is ensured by the continued observation by the Head of the Institution and the IQAC Coordinator, as well as feedback from the students. Use of digital resources for teaching and learning. The three phases of pre-internship, internship, and post-internship prepare you to be an effective teacher in the real world. Learning is not limited to classroom interaction students are also taken to educational, community-based camps for social learning. Internet access facility for students to explore online learning resources. Pedagogical teaching in the second and third semesters are The SAC committee conducts a variety of activities on a regular basis, which enhances the teaching-learning process and promotes holistic development for a student teacher.</p>
Examination and Evaluation	<p>Class tests, student seminars, interactive sessions, and practical examinations are conducted by the teacher educators to evaluate the students. Students teaching abilities are evaluated by teacher educators, peers, and themselves. Every year, results are analysed and discussed at the staff meeting.</p>
Library, ICT and Physical Infrastructure / Instrumentation	<p>Free WiFi access in the library barcoding system followed by the library computer, printer, printer and photocopier</p>
Admission of Students	<p>The students are admitted based on the norms of the Bengaluru Central University with 75 government seats and 25 management seats. The admission</p>

	process is through the website, prospectus, enquiry desks, and the admission committee. The management admission committee examines the applicant for the appropriate selection as Student Teacher.
Human Resource Management	A staff meeting is conducted every week, and all the staff democratically participate in the decision-making and problem-solving. Each staff member is assigned responsibilities for students in various committees and while organizing events.

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

E-governance area	Details
Planning and Development	The annual plan is framed every academic year through the college calendar. Biometric attendance is used for the attendance of students and staff.
Administration	Notices and circulars are pinned on the notice board and regularly updated. They are also communicated to the faculty and students through e-mail and WhatsApp.
Finance and Accounts	Transactions pertaining to daily expenses related to vouchers and bills are handled by the administrative office. The details of the income and expenditure statements are maintained and reviewed by the internal and external auditors. The students are helped to apply for various scholarships under different schemes.
Student Admission and Support	Details of students are stored in hardcopy as well as entered and maintained software right from the day of admission, and reports are retrieved whenever necessary. The orientation program about the college is conducted for a week. The college rules and regulations, details of teacher educators, infrastructure and instructional facilities, academic year plan, and syllabus are detailed by teacher educators.
Examination	Internal assessment marks obtained through internal examinations are transparent to all the faculties, and all the teachers are involved in their subject matter.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee

of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nil	NIL	Nil	Nil	Nil
No file uploaded.				

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

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	ICT enabled teaching	NIL	10/08/2019	12/08/2019	13	Nil
No file uploaded.						

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

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Art of Writing Research Article New Collar Training	1	10/10/2018	Nil	6
No file uploaded.				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Free Wi-Fi	Free Wi-Fi	Honoring the Toppers with cash prize

6.4 – Financial Management and Resource Mobilization

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

The internal accounts of the institution are audited by auditors from the chartered accounts N Nityananda Co., Chartered Accountants, Bangalore, to conduct the audit regularly, and the generated audit report is attested and forwarded to the institution. The statutory audit covering all financial and accounting activities of the college is scrutinized, including: Receipts from

fees, grants, contributions, scholarships, interest earned, and returns on investment All payments to staff, vendors, contractors, students, and other services are provided. All observations emanating from the statutory audit are documented in the report. Objections and irregularities are examined by the college's financial committee, internal auditor, and treasurer, and corrective actions taken. Contributions from external sources, such as alumni contributions and donations, are maintained in separate accounts for tracking. A major portion of the colleges funding comes from student tuition fees as well as levies in the fee structure under the autonomy fee. A major operational expenditure is the salary paid to unaided teaching and nonteaching staff. Clear accounts are maintained on software, including salaries, including paid and unpaid leaves.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Rotary Club of Bangalore Charitable Trust and BSHES	400500	Fees
View File		

6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Joint Director	Yes	Academic Advisory Body
Administrative	Yes	Joint Director	Yes	Management Office

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

Parents-Teachers Association plays an imperative role in enhancing the student-teacher relationship right from the induction program in the first semester until the placement activity of the student in their final semester. At the beginning of the 1st semester, parents of the previous batches are called upon to share the journey of their ward in our college as a motivational speech during their orientation program in the 1st semester. Also, parents contributed during the Vijaya Santhe as sponsors for the stalls installed, and that played a role as consumers for the stall. Parents are welcome at any time to meet the faculties and principal to learn about the progress of their ward during their course.

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

1.Faculty development programmes. 2.Inhouse discussion regarding issues and challenges in the implementations of curriculum. 3. ICT gadgets for teaching.

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

No Data Entered/Not Applicable !!!

6.5.5 – Internal Quality Assurance System Details

No file uploaded.

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

Title	Date of publication	Follow up(max 100 words)
Code of conduct for students and teachers	01/01/2019	<p>Student teachers are expected to wear institution uniform regularly and to conduct themselves in a professional manner. All kinds of ragging are prohibited. If any incident of ragging comes to the notice of the administrative authorities, the student will be given the opportunity to describe. If the explanation is not found Satisfactory, the institution has right to expel the student from the college. Student teachers are expected to conduct themselves in a manner that provides a safe working Environment for women. Sexual harassment of any kind is unacceptable and will attract Disciplinary action. At the time of admission, each student teacher must sign a statement accepting the code of ethics and conduct, and giving an undertaking that: The student will complete their studies in the Institute, If the student is forced to discontinue studies for any legitimate reasons, it will be done only with permission of the principal. If a student commits a breach of the code of conducts or rules, student will be instructed to leave the college and will not be eligible for the Re-admission and certificates for the courses studied. On account of misconduct or</p>

unsatisfactory work, the authorities may withdraw the scholarship at any time and/or decide that the scholarship has to be refunded from the date award. In various phases, one is faced with issues of integrity and conflict of interest. Behaviour of all student teachers (including faculty) at the college must be in conformance with the Academic Integrity policy. All students are bound by the rules and regulations of the college.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Swatch bharaoh abhiyan	06/05/2019	07/05/2019	92
Celebration of independent day	15/08/2019	15/08/2019	92
Mahatma Gandhi Jayanthi	02/10/2019	02/10/2019	92
Sadbavan Divas	20/08/2019	20/08/2019	92
No file uploaded.			

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

1. Turning off the lights and switching off electronic equipment around the office during off-hours will help conserve energy resources as well as save you a significant amount on your electric bill. Ensure that your workplace has communicated your policy around reducing energy consumption. Provide suggestions such as shutting off computers at the end of the work day and keeping the lights off when a meeting room is not in use. 2. Paperless office: For information dissemination by e-mail, what apps, such as Sapp and Facebook, are used by the students, faculty, alumni, parents, and other stakeholders? 3. Sustainable transportation: For the purpose of transportation, students are advised to use public transportation systems such as BMTB buses, BMRCL metro, and bicycles, e-scooters, or e-bikes. 4. In the institution, the use of plastic materials is completely banned. Students are advised not to throw any kind of broken glass utensils or materials in public places instead, they should be disposed of for recycling purposes. Students are advised to read the e-newspaper. During the internship program, students are advised to integrate e-resources for teaching and testing. 5. Limit Food Waste students are advised to not waste the food instead that food is distributed to needy persons in the community. While teaching in the class, all faculties are advised to use an LCD projector and an e-board (white board) for the delivery of lectures and instructions. Usage of any tobacco products in and around the institution is completely banned. To reinforce this, the institution observes Anti-Tobacco Day every year in the month of May.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Describe at least two institutional best practices. Upload details of two best practices successfully implemented by the Institution as per NAAC format on your institutions website provide the link 1. Every day after the prayer session, all the students and staff practice meditation and pranayama for 20 minutes to improve their mental health. 2. To develop scientific thinking among the students, the institution organizes seminar presentations by students on various topics of science. 3. The title: Dealing with Waste on Campus. Objectives of the practice: A group to deal with waste management on campus is formed, consisting of students and staff of the college. The objectives of this group are: a) to generate awareness among students about managing waste. b) to involve the students in cleaning their college campus. c) to set up waste bins in sufficient numbers to avoid littering. d) to generate consciousness among students about the accumulation and disposal of e-waste from the college campus. e) to promote a sense of hygiene among students.

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

<https://www.vijayateacherscollege.ac.in/>

7.3 – Institutional Distinctiveness

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

1. Girl's education: The institute is a boon for girls education. The teacher training course is a very attractive course for girls therefore, the institution is encouraging graduates to get admitted into the institution. For this purpose, the college is providing the following environment for girls education: a) The management has given scholarships to meritorious and needy students. b) Hostel facilities for girls c) For safety purposes, 'lady security guards, attendee's appointed d) First aid room for all girl students e) Celebration of Womens Day, observation of World Girl Child Day, Mother's Day f) Medical checkup g) Sex-education h) Programs for womens safety, security, and responsibility in the 21st century were conducted. i) For the safety of female students, the institution has an anti-sexual harassment cell. j) The Equal Opportunity Cell has been established in college to provide equal opportunities to girls as compared to boys. 2. Remedial classes: Remedial classes were conducted and provided course notes for students, especially the slow learners and those students who were on the verge of dropping out. 3. Communication skills: To enhance communication skills, institutions organized workshops. 4. IT literacy program: The main objective of this project is to promote IT literacy for education and improve the employment potential of students using FOSS (free and open source software). This IT literacy is organized in the college throughout the course by collaborating with IT for change. 5. Music competition: In association with the Alumni Association, every year, a vocal music competition at the intercollege level for undergraduate students is organized. 6. In-service teacher training activities: The institution has organized an in-service teacher's program for high school teachers and college teachers. 1. Girl's education: The institute is a boon for girls education. The teacher training course is a very attractive course for girls therefore, the institution is encouraging graduates to get admitted into the institution. For this purpose, the college is providing the following environment for girls education: a) The management has given scholarships to meritorious and needy students. b) Hostel facilities for girls c) For safety purposes, 'lady security guards, attendee's appointed d) First aid room for all girl students e) Celebration of Womens Day, observation of World Girl Child Day, Mother's Day f)

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Provide the weblink of the institution

<https://www.vijayateacherscollege.ac.in/>

8.Future Plans of Actions for Next Academic Year

The institution plans to start a nursery teacher training program, an intended research unit, and try to sanction more government posts. We also desire to start minor and major projects from national bodies. plan to enable all staff to be research-rich. Continuing with the tradition of striving for excellence, this year we plan to make the academic calendar more 'action-oriented', especially as per the needs of various departments. So, we plan to do the following additional activities in the next academic session:.

- To organize workshops for faculty to undertake research activities on local issues.
- To introduce new certificates and value-added courses.
- To increase the number of MoU's with other higher-level institutions, like Horticulture University, Bangalore, and NGOs.
- To prepare a budget for the enhancement and maintenance of college premises and campuses.
- To organize a one-day state-level workshop on intellectual property.
- To promote research activities and the publication of monographs prepared by the staff.
- To conduct a 15-day workshop to enhance ICT skills and capabilities for teaching staff.
- Maintenance and upgrade of the language lab.
- To start the Competitive Exams Resource Center with the assistance of philanthropists (donors) in the institution.
- To apply for major and minor research projects.
- To continue eco-friendly practices.
- To conduct workshops on bakery products, herbal juice, mehendi art, and making artificial arrangements for girl students.
- To conduct triple 'A' (academic administrative and audit)