Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**VIJAYA TEACHERS COLLEGE-CTE**
Name of the head of the Institution	**Dr P.T.MEENA**
Designation	**Principal(in-charge)**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**08026631413**
Mobile no.	**9448415010**
Registered Email	**vtccte1960@gmail.com**
Alternate Email	**vijayaiqac1960@gmail.com**
Address	**30Th cross,11Th main, Jayanagar Vijay Teachers College-CTE**
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 G.C.HARISH**
Phone no/Alternate Phone no.	**08026631413**
Mobile no.	**9448796584**
Registered Email	**vtccte1960@gmail.com**
Alternate Email	**vijayaiqac1960@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	**https://www.vijayateacherscollege.ac.in/wp-content/uploads/2023/12/AY2019-20AQAR.pdf**

4. Whether Academic Calendar prepared during the year

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	**https://www.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

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	Date & Duration	Number of participants/ beneficiaries

IQAC		
IQAC Meeting	28-Aug-2019 2	15
IQAC Meeting	12-Feb-2020 2	15
Go green committee organized a programme with in the campus ie Swatch VTC	30-Jun-2019 1	159
Workshop on Rubrics tool preparation for ICT lessons assessments and Enhancing Professional Competencies	12-May-2019 1	159

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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!!!				
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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)

1.Website is redesigned and also convert it into Kannada version. 2.Mentor mentee guidelines and execution put into practice. Allot the students teachers to different faculty members. 3.Released biannual college News Letter. 4.Personality

development and Communicate skills training programmes were organized. 5.Student teachers participated on "International' Yoga day at Adamya Chetana for mass prayer. 6.Visited to Chitrakala Parishat for Cultivating Visual arts and Culture.

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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
Recorded Video Lessons related to teaching skills	All the Pedagogy students to teachers observed previous years teaching skills video lessons. As a past of Preinternship activities
ICT Integrated Lessons for Internship Programme	All the students teachers designed one in each pedagogy lesson for the internship programme.
Theatre fest programme for performance skills	In different themes and with teams student teachers showcased performance and artist skills under theatre fest programme.
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14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
Academic Advisory Body	20-May-2020

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	2020

Date of Submission	14-Feb-2020

17. Does the Institution have Management Information System ?	Yes

If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	Partial MIS is for staff biometric attendance and for library lib soft is using.

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

As per the regulations and syllabus for 2 year B.Ed., programme under CBCS Semester scheme our B.Ed., program has weightage of 96 credits with 2400 marks spread over in all 4 semesters, with different courses broadly categories under 4 headings; 1.Hardcor 2.Soft core 3.Open Electives 4.Enhancing Professional competency courses As per the Institutional plan for 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 2 years B.Ed. program students. Even though university decided the curriculum we redesign it with re defining the concept and scope of it according to the present trend.
Blow up of syllabus also did if the scope is not up to the mark, program learning outcome will decided at the time of design only. For the transaction of it we consider lecture, tutoring, practicum, workshops, assignment method, experienced learning strategies and brain storming sessions according to the nature of courses. Especially professional competency enhance courses are spread over in all 4 semesters as communication skills, expository writing, teaching skills, school internship and post internship programs. These are all transacted in workshop and experiential mode and records are documented in the form of assignment. Photos, videos, and Episode by student teacher etc., The curriculum design was created by institution level planning committee which includes head, employer, faculty, experts, alumni and students representatives most importantly we consider the feedback of all the stakeholders of previous academic year.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
ICT integrated learning	NIL	12/08/2019	60	Focus on E mployability	ICT tools handling skill in teaching process

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	NIL	Nill
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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
Nill	NIL	Nill

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

	Certificate	Diploma Course
Number of Students	64	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	Nill	Nill

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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 for both Primary and Secondary level	64

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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)

Feedback Obtained

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 expect the feedback from last outgoing batch students, present faculty members, employer of our management and other educational institutions, our last 2 terminated batch students as alumni and parents of those. We created different tools for all 5 stakeholders to measure the qualitative aspects of our curriculum design. Tools are content validated by educational experts committee, reliability is also validated by using suitable statistical analysis. Tools are created by consider 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 sent through online mode as well as in the hard copy format also, and give complete freedom to express their views. Collected feed backs are consolidated and analysed by statistical technics 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 on the basis of rubric 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 prose 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 alumini of our Institution when they visit to our school and program parental feedback also one of the most for us we collect the

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	2 Years B.Ed., Programme under CBCS Semester Scheme	100	100	64

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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
2019	64	0	13	0	0

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	Numberof smart classrooms	E-resources and techniques used
13	10	5	4	0	5

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

Before the onset of the COVID-19 pandemic, our educational institutions had implemented student mentoring systems as part of their support services. These systems were designed to enhance the overall academic and personal development of students by providing them with guidance, support, and a structured framework for their educational journey. One common feature of these mentoring systems was the assignment of mentors to individual students or small groups. Mentors were typically faculty members, senior students, or professionals with relevant expertise, depending on the institutions structure and resources. The goal was to create a supportive and personalized environment where students could receive guidance tailored to their academic goals, career aspirations, and personal challenges. The mentor-student relationship often extended beyond academic matters. Mentors were encouraged to address the holistic development of students, offering advice on time management, study skills, and extracurricular involvement. This approach aimed to nurture well-rounded individuals capable of navigating both academic and real-world challenges. Regular face-to-face meetings between mentors and students were a fundamental component of these mentoring systems. These meetings provided a platform for students to discuss their academic progress, seek advice on coursework, and explore potential career paths. Additionally, mentors could offer insights into industry trends, share their own experiences, and provide valuable networking opportunities. Institutions also organized workshops, seminars, and training sessions as part of their mentoring programs. These events aimed to equip students with essential skills, foster a sense of community, and create networking opportunities. Workshops on resume building, interview preparation, and career exploration were particularly popular, helping students transition smoothly from

academia to the professional world. Furthermore, some institutions integrated technology into their mentoring systems, offering online platforms or dedicated software to facilitate communication between mentors and students. These digital tools often allowed for seamless scheduling of virtual meetings, document sharing, and tracking of academic progress. In summary, student mentoring systems before COVID-19 were comprehensive programs focused on the individualized support and development of students. They involved personal connections, regular face-to-face meetings, and a range of workshops and events aimed at preparing students for academic success and future careers. The emphasis on a holistic approach, combining academic and personal development, contributed to creating a nurturing and supportive educational environment within institutions.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
64	13	1:5

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
16	16	0	0	4

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
Nill	NIL	Nill	Nill
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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	B.Ed	semester	13/09/2021	11/10/2021
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Continuous Internal Evaluation (CIE) is a critical component of the educational system, designed to assess students progress and learning throughout the academic term. Before the onset of the COVID-19 pandemic, several institutions worldwide were actively engaged in reforming their CIE systems to enhance effectiveness and fairness. One notable reform was the shift towards diversified assessment methods. Traditional examination-centric evaluation systems were gradually replaced with a more comprehensive approach, encompassing project work, presentations, and practical assessments. This change aimed to provide a holistic understanding of a students abilities and foster a more well-rounded skill set. Moreover, institutions sought to reduce the stress associated with high-stakes exams and promote a more inclusive learning environment. Another significant reform involved leveraging technology for assessment purposes. Online platforms and digital tools were integrated into the CIE system to facilitate remote assessments, allowing students greater

flexibility and accessibility. This move towards digitalization not only modernized the evaluation process but also prepared institutions for unforeseen challenges such as the sudden shift to remote learning during the pandemic. Additionally, many institutions emphasized formative assessment as a key element of CIE reforms. Regular feedback mechanisms were introduced to enable continuous improvement, helping students identify their strengths and weaknesses throughout the learning process. This approach aimed to create a supportive learning environment that encouraged active engagement and self-reflection. In conclusion, the pre-COVID-19 era witnessed a significant transformation in the CIE systems at the institutional level. These reforms were driven by a desire to enhance the quality of education, reduce the undue pressure on students, and adapt to the evolving landscape of education through the incorporation of technology and diversified assessment methods.

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

Before the onset of the COVID-19 pandemic, academic calendars were meticulously prepared and strictly adhered to by educational institutions worldwide. These calendars served as comprehensive schedules that outlined the entire academic year, encompassing various critical activities such as the commencement and conclusion of classes, examination periods, holidays, and other essential events. The process of crafting an academic calendar involved careful consideration of multiple factors. Institutions had to align the calendar with predefined standards, taking into account the required instructional days, semester breaks, and public holidays. Additionally, academic calendars often incorporated contingency plans for unforeseen events or disruptions, although pandemics of the scale of COVID-19 were not typically considered in these scenarios. The examination schedule was a crucial component of the academic calendar, with set dates for mid-term and final exams. The timing of examinations was strategically placed to allow students sufficient time for preparation and revision. Institutions aimed to create an environment conducive to effective learning and assessment, ensuring fairness and transparency in the examination process. Furthermore, the academic calendar played a vital role in coordinating various administrative tasks, such as faculty meetings, curriculum planning, and registration periods. This meticulous planning and adherence to the academic calendar facilitated the smooth functioning of educational institutions, providing a structured framework for both educators and students. However, the advent of the COVID-19 pandemic disrupted these established norms. Lockdowns, social distancing measures, and the transition to remote learning necessitated swift adjustments to the academic calendar. Educational institutions had to adapt to the new normal, rescheduling examinations, implementing online assessments, and redefining academic timelines to accommodate the challenges posed by the pandemic. In conclusion, the academic calendar, as it existed before the COVID-19 pandemic, was a meticulously crafted schedule that guided the smooth functioning of educational institutions. It provided a roadmap for the entire academic year, including examination schedules and other essential activities. The pandemic prompted unprecedented changes, challenging institutions to be flexible and innovative in adjusting their calendars to ensure the continuation of education in the face of global adversity.

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
B.Ed	BEd	Teacher Education	64	64	100
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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/2024/02/VTC-CTE-SSS-2019-20-Responses.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	00	NIL	Nill	Nill
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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	NIL	Nill	Nill	Nill
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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	NIL	Nill	Nill	Nill	Nill
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
00	00	

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

Name of the Department	Number of PhD's Awarded

Nill	0

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)
Nill	NIL	Nill	Nill

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
Teacher Education	6

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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
Nill	Nill	NIL	Nill	Nill	Nill	Nill

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
Nill	Nill	NIL	Nill	Nill	Nill	Nill

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nill	Nill	2	Nill

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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
Swacch Bharat Abhiyan	NSS	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

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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/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
	NIL	Nill	Nill	Nill

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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

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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	64

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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

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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	Nill

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 patially)	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	14996	150880387	0	0	14996	150880387
Reference Books	3135	Nill	15	Nill	3150	Nill
Journals	23	Nill	0	Nill	23	Nill
e-Journals	90	Nill	0	Nill	90	Nill
CD & Video	123	Nill	0	Nill	123	Nill
Others(specify)	4	Nill	0	Nill	4	Nill

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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
Nill	NIL	Nill	Nill

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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	3	2	1	0	0	0	0
Added	0	0	0	0	0	0	0	0	0
Total	47	1	3	2	1	0	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
OER UBUNTU software	https://www.vijayateacherscollege.ac.in/ict-resource-center/

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 incurredon maintenance of physical facilites
Nill	**0**	**Nill**	**Nill**

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)

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) Physical, academic and supportive facilities of the institution are the resources of the institution so we are very care and accountable to it. We follow our own rules and regulations and accepted policies regarding maintenance of resources of institution. We allotted our faculties as in-charge to laboratory, 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. Breakable register also maintained to reimburse the any materials. Separate does 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 name and password for the students and faculty. For the utilization of ICT gadgets like laptop issue registered is maintain in library. All the facilities are under the surveillance of CCTV 24/7, any damages or loss of any facility will be replaced by the respective persons.

https://www.vijayateacherscollege.ac.in/curriculum-resource-room/

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 students welfare fund**	**10**	**200000**
Financial Support from Other Sources			
a) National	**NIL**	**Nill**	**Nill**
b)International	**NIL**	**Nill**	**Nill**
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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 implemetation	Number of students enrolled	Agencies involved
Yoga and Meditation	08/06/2019	64	Devambika
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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 passedin the comp. exam	Number of studentsp placed
Nill	NIL	Nill	Nill	Nill	Nill
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		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
VIP,NET,Jain group,Vidaya niketan,Chai tanya Tchno,Lady wellington	64	30	BHSHES,Lilly Rose,NPS,Pre sidency	30	15
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
Nill	Nill	NIL	Nill	Nill	Nill
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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

Nill	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 and Cultural	Institutional	41

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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
Nill	NIL	Nill	Nill	Nill	Nill	Nill

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

Vijaya teachers college has its own student council in the name of student activity center (SAC-2019-20). it is an elected body of the college formed by the student teacher of the student teacher and for the student teacher. We conduct election in a democratic way for each new batch for the selection of office bearers to the SAC. Executive office bearers are president, secretory, joint secretary, vice president and treasurer. Roles and responsibility of each post is pre-defined by the respective in charge teacher. The elected members are executing their work sincerely and in unbiased manner. All the students' activities both in scholastic and non-scholastics are monitored by these peoples. The whole class is divided into 5 sub-groups with significant name to decentralize the responsibility. We select two representatives for various activities like excursion, community living camp, sports, cultural and for different cells like anti raging cell, anti-sexual harassment, go green, notice board etc. all are under monitor of SAC executive members. totally student activity council work as a vehicle of all the activities of VTC.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

<div align="center">300</div>

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

<div align="center">20000</div>

5.4.4 – Meetings/activities organized by Alumni Association :

<div align="center">32nd Inter Collegiate Music competition 2019</div>

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 a 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 where the Stake holders of the College ie., The Management committee, The Principal, IQAC Head, Teaching, Non-Teaching, Parent Member, Student Teachers, SAC Committee, Alumni all work in a participative way in the decision making and execute their duties and responsibilities within their boundary and this is communicated through meeting of the Teaching and Non – Teaching Staff at regular period. 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 of cultural activity through out the academic year. Their exits different committees -Anti Sexual Harassment, Anti Ragging, Eco Friendly, Grievance and Redressal, Guidance and Counseling, Scholarship, Placement cell and Alumni. The above cells have Chairperson, Coordinator and student members which is functioning under the guidance of Management and Head of Institution. The Pre-Internship, Internship and Post Internship activities are conducted accordingly under the Leadership of Internship Head following the guidance of Head of Institution. Educational tour is being conducted for the student teachers during their course which is head by Educational Excursion In charge 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 head by the Camp Chief under the guidance of Management and Head of the Institution.

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

Partial

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	Redesign the prescribed curriculum to plug-in the loop holes and make the transaction more effective. Discussions will be held in the faculty meetings for restructuring the curriculum.Redesign the curriculum by respective faculty members to transact it as an on-line course on MOODLE Platform through LMS. Reconstructing the syllabus, structuring the activities and developing assessment tools suitable for on-line transaction will be done.
Teaching and Learning	Assess entry level of students regarding their content base and attitude towards teaching profession. Faculty to enhance learning by implementing strategies such as experiential learning, participatory learning, group discussions. Cooperative learning techniques,

	reflective practices, brain storming, blende and flipped learning. Sample lessons to be video graphed and document maintained. Faculty to integrate technology in teaching-learning process and documents maintained. Special programs like remedial teaching to be organized for slow learners and disadvantaged students. Mentoring system to check academic progress of students and stress related issues. Teaching skills to be developed through the course designed for that purpose by integrating technology and assessment done online using rubrics. Feedback to be taken from students regarding teaching-learning process. Online courses on areas which have National and Inter-National significance to be developed by faculty and uploaded as MOOC on Swayam portal and other recognized portals. Encourage students to take up at least two online courses related to the curriculum as add on courses.
Research and Development	Undertake at least one research project per year sponsored by Government agencies. Prepare proposals for that purpose. Faculty to attend at least two seminars/conferences/workshops / refresher courses per year and present papers. Faculty to publish at least one article in a year and encouraged to publish books. Extension activities to be conducted in the community, such as awareness programs and sensitization programs. Outreach programs to be organized through NSS and Red-Cross, like Swatcha Bharat, Yoga and meditation, Health camps. Prepare a plan of action for activities to be conducted through resource center for inclusive education and strengthen it.Organise National or Inter-National seminar / conference / workshop.
Library, ICT and Physical Infrastructure / Instrumentation	Automation of library using Integrated Library Management System (ILMS). ICT lab to be updated with required hardware and software for development of e-content, such as audio and video recording facility, editing facility, lecture capturing system (LCS).Institution's web site to be updated and converted into dynamic site.

Human Resource Management	Staff meeting is conducted every week and all the staffs democratically participate in the decision making and problem solving Each staff are allotted with responsibilities students in various committees and during organizing programmes.
Admission of Students	The students are admitted based on the norms of the Bengaluru Central University with 75 Government seats and 25 management seats. The admission process is through Website , Prospectus, Enquiry Desks, Admission Committee. The management admission committee scrutinizes the applicant for the right selection as Student Teacher.

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

E-governace area	Details
Planning and Development	The annual plan is framed every academic year through college calendar Biometric attendance is used for the attendance of students and staff.
Administration	Notices and circulars are pinned in the notice board and regularly updated also communicated to the faculty and students through e-mail and Whats App.
Finance and Accounts	Transactions pertaining to daily expenses related vouchers and bills are handled by the administrative office The details of the income 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 as 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 about the college rules and regulations, details of Teacher Educators, infrastructure and instructional facilities, academic year plan, 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 concern.

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
Nill	Nill	NIL	Nill	Nill

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 te achingNIL	NIL	10/08/2019	12/08/2019	13	Nill

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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
NIL	Nill	Nill	Nill	Nill

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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	Free Wi-Fi and 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 are scrutinized, including: Receipts from fee, grants, contributions, scholarship, 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, donations, are maintained in separate accounts for tracking. A major portion of the College funding comes from student tuition fee as well as levies in fee structure under autonomy fee. A major operational expenditure is the salaries paid to unaided teaching and nonteaching staff. Clear accounts are maintained on a software, 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 Charitable Trust Bengaluru	245000	Tution and Exam fees
View File		

6.4.3 – Total corpus fund generated

245000

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	Department of Collegiate Education	Yes	Management Committee
Administrative	Yes	Department of collegiate Education	Yes	Management Committee

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

Moral support for all the college activities.Financial assistance for school internship programme.Involved in celebrating National festivals.

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

Welfare scheme introduced to all the supporting staff in our management. Fees concession for there children and provided promotional facilities those who have upgraded the qualification.

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

Fire warden training programme for safety measures Go green committee organized a programme with in the campus ie. Swatch VTC A Rubrics tool preparation for ICT lessons assessments

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
Nill	NIL	Nill	Nill	Nill	Nill

No file uploaded.

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Debate competition on gender issues in media and education sector	03/03/2020	04/03/2020	5	5
More opprtunities as office beares	01/01/2020	01/04/2020	4	2

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
1. Rain water harvesting:-In the institution rain water harvesting unit is installed in the complex. Here the Rainwater is collected from a roof-like surface and redirected to a underground tank ,their the water that is collected is absorbed by the soil, this results in the improvement of ground water level. 2. Waste water recycling:-Institution does not have any waste water recycling mechanism 3. Reservoirs/tanks/bore wells:-Institution has bore-wells for the purpose of domestic use 4. Economical usage/reduced wastage:-Institution doesn't have any such provision Percentage of power requirement of the College met by the renewable energy sources.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Ramp/Rails	Yes	64
Rest Rooms	Yes	1
Scribes for examination	Yes	0
Any other similar facility	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadva	Number of initiatives taken to engage with and contribute to	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff

	ntages	local community					
Nill	Nill	Nill	Nill	00	Nill	Nill	Nill
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 Code of conduct for teachers	01/01/2020	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: a. The student will complete their studies in the Institute, b. 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 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. Behavior 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 bharath abhiyan	05/06/2019	07/06/2019	64
Celebration of Independent day	Nil	15/08/2019	64
Mahatma Gandhi Jayanthi	Nil	02/10/2019	64
Sadbavan Divas	Nil	20/08/2019	64
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1.Go green campaign intiated by students activity center to create awareness programme to school students. 2.Plastic is completely banned in the Institution. 3.Landscaping with fruit trees and plants. 4.Organic manure used to maintain the Institution garden. 5.Plantation of more and more trees.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Celebration of teachers day:-Institution gas a traditional practice of teachers day celebration. Every year honour two/three teachers who are working in our locality to award as Best teachers. Meditation:-After assembly session all students teacher and faculty members have to do meditation in multipurpose hall.On rotation basis students teacher lead the session in the hall by maintaining dignity of the profession. Nearly 20 minutes all of them get involved in it for concentration, peace if mind and up-lip the good mental health through the day.

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/yoga-gallery/

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: Institute is a boon for Girls education. The teachers training course very attractive course for girls therefore the institution encouraging graduates to get admit into the institution for this purpose the college giving the following environment for girls education a.The Management has given Scholarship for meritorious and needy students b.Hostel facilities for girls students c.For safety purposes 'lady security guards, attender's appointed d.First aid room for all girl students e.Celebration women's day, observation of world girl child day, mother's day f.Medical checkup g.Sex-education h.Programs for women safety, security, responsible of women in the 21st century conducted i.For the safety of the female students the institution has Anti-Sexual harassment cell j.EQUAL OPPRTUNITY CELL has been established in college to provide equal Opportunities to girls as compare to boys 2.REMEDIAL CLASSES: Remedial classes conducted and provided course notes for students especially the slow learners and those students who are at the verge of dropping. 3.Communication skill :To enhance communication skill institution 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 course by collaborating with IT for change 5.Music competition: In association with alumni association every year vocal music competition at intercollege level for the undergraduates students are organized 6.In-service teachers training activities: Institution has organized in-service teacher's program for high school teachers and college teachers

Provide the weblink of the institution

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

8.Future Plans of Actions for Next Academic Year

The institution has plan of action for the next academic year. They are 1. Introduce certificate and value-added coursed in the institution 2. Organize workshop for faculty to undertake research activities 3. Augmentation and maintains of college premises 4. To promote research activities, publications and monographs preparation. Maintenance and up gradation of language laboratories 6. More eco-friendly practices 7. Conduct triple 'A' (Academic Administrative and Audit)