YEARLY STATUS REPORT - 2020-2021

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 its own campus? Yes

- Alternate phone No. 08026631413

- Mobile No: 6361729391

- Registered e-mail ID (Principal) vtccte1960@gmail.com

- Alternate Email ID vijayaiqac1960@gmail.com

- Address 30Th Criss,11Th Main,Jayanagar

- City/Town Bengalore

- State/UT Karnataka

- Pin Code 560011

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution Co-education

- Location Urban

- Financial Status **UGC 2f and 12(B)**

- Name of the Affiliating University **Bengalore City University**

- Name of the IQAC Co-ordinator/Director **Dr.HARISH G.C.**

- Phone No. **08026631413**

- Alternate phone No.(IQAC) **7019044714**

- Mobile (IQAC) **9448796584**

- IQAC e-mail address **vijayaiqac1960@gmail.com**

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

3.Website address https://vijayateacherscollege.ac.in/

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

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

- if yes, whether it is uploaded in the Institutional website Web link: https://vijayateacherscollege.ac.in/wp-content/uploads/2024/03/Calendar-of-events-2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**2.97**	**2005**	**28/02/2005**	**27/02/2010**
Cycle 2	**B**	**2.47**	**2013**	**05/01/2013**	**04/01/2018**

6.Date of Establishment of IQAC **14/06/2003**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines   **Yes**

- Upload latest notification of formation of IQAC   [View File](#)

9.No. of IQAC meetings held during the year   **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   **Yes**

- (Please upload, minutes of meetings and action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   **No**

- If yes, mention the amount

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

•Conducting IQAC meetings •Organized two days Online National webinar on National Education Policy-2020 •Organised three days National webinar on Online Digital Tools For Teaching and Assessment:-Nearpod-An Interactive ICT tools, Synchronous and Asynchronous Assessment tools and Creation of Interactive content through H5P. •The webinar on Prevention and Management of common Dental Problems was organized. • Constituted different committees under the name of Chairperson, faculty In charge and students representatives

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Organization of Webinars on different themes	Two days National webinar on NEP-2020 and three days National webinar on Online Digital Tools for Teaching and Assessment.
Encourage to all the faculty members to use online digital tools for teaching and assessment	All the faculty members used LMS,OER and other tools for classroom transaction.
Formation of mentor-mentee groups	Groups were formed and also orient the major purpose of this group.
Constitution of different committees as per UGC guidelines	Formed the different committees such as;womens grievence,sexual harassment,anti-ragging,go-green ,magazine,newsletter,website,dis cipline,etc.
Tribute to teachers-Free webinar	Meritrain Education services in association with Vijaya Teachers College organized a webinar on Tribute to teachers on the occasion of teachers day on 5Th and 6Th September for school teachers.

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic Advisory Body	30/06/2021

14.Whether institutional data submitted to AISHE

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 its own campus?	Yes
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• Mobile No:	6361729391
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• Address	30Th Criss,11Th Main,Jayanagar
• City/Town	Bengalore
• State/UT	Karnataka
• Pin Code	560011

2.Institutional status	
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• Type of Institution	Co-education
• Location	Urban
• Financial Status	UGC 2f and 12(B)
• Name of the Affiliating University	Bengalore City University

• Name of the IQAC Co-ordinator/Director	**Dr.HARISH G.C.**	
• Phone No.	**08026631413**	
• Alternate phone No.(IQAC)	**7019044714**	
• Mobile (IQAC)	**9448796584**	
• IQAC e-mail address	**vijayaiqac1960@gmail.com**	
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13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic Advisory Body	30/06/2021

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	11/02/2022

15.Multidisciplinary / interdisciplinary

Excellence in teacher education is the vision of VIJAYA TEACHERS COLLEGE-CTE in this connection the programmes focus on all round personality development of students teacher for the inculcation of 21St century skills. The Institution aims at developing all capabilities for humane teachers through intellectual, aesthetic, social, physical, emotional and moral values in an integrated manner.

The Institution provides knowledge from intellectuals at the domains such as cognitive, affective and psychomotor. The wide knowledge from the divergent subjects such as childhood and growing, philosophy and sociology in education digital technology, environment and its sustainability, management of school education with administration, gender issues, assessment and evaluation, health, yoga, meditation, art and craft, phases of internship programme and even almost all types of knowledge system are given priority in the form of training. The teacher educators impart knowledge and experience in all the disciplines for their fullest development and hence they are well equipped with multidisciplinary approach of instruction.

Holistic and multidisciplinary education system is adopted in the Institution adopted the curricula as suggested by NCTE and University. Regarding to credit-based courses, projects, community services, environmental education and value-based education are parts of the course and have been practising from many decades.

This approach of education easily competes with the present days need and helps to enhance and enriched teaching-learning process. The Institution is awaiting directions from the authorities to offer flexible curriculum that enables multiple entry and exists. The curriculum of university or NCTE should help in this direction.

The Institution facilitates the students teacher and society to have ample opportunity to develop new approaches and method of teaching and they can easily impress the learners and enrich their multidimensional skills and experiences. The Institution engages with society by taking research endeavours issues and challenges to find solutions particularly in school education.

The Institution has its own mechanism and tradition of good practices for many decades. The most important and relevant as per NEP-2020 are interdisciplinary and trans-disciplinary.

Interdisciplinary approach is the method of bringing together the knowledge of two different disciplines and implementing in to teaching and learning. Integration of two different subjects happens and makes a hybrid content or topic or subject in order to enrich the students learning experiences. Trans-disciplinary approach of curriculum is the method of removing the boundaries of different subjects and integrating them to create or construct complete and new sets of abilities to fulfill the aspiration of the new societal phenomenon.

Thus, multi-disciplinary approach in teacher education program opens various scopes and opportunities to the stakeholders particularly the faculties and the students teacher. Which include most recent and relevant teaching techniques such as critical pedagogy, digital pedagogy, andrologies related to multi-level teaching as well as evaluation techniques. Teaching children with different abilities and special needs, uses of digital technology, and learner- centric approach, collaborative and experiential learning.

16. Academic bank of credits (ABC):

The teacher education system has not taken any initiative with regard to fulfil of requirements of Academic bank of credits as proposed by NEP-2020. Academic and administrative aspects of Teacher Education Programmes under the control and directions of National Council for Teacher Education, University, Commissioner of Collegiate Education and Department of State Educational Research and Training. ABC requirements and its modalities are brought in to the notice of said agencies. So far Institution is not receiving any guidelines to switch over to ABC.

17. Skill development:

The Institution has made some efforts on strengthening vocational education and soft skills development. The Institution will plan certain activities in the beginning of the course as per industry requirements and also feedback received from stakeholders. The main efforts are digital skills training, inviting employers for career planning as per demands and supply, organised different soft-skills programmes and arranged talks by inviting experts from different departments on different areas, planning field visits and outreach activities in the line of National Skills Qualifications Framework. All the programmes and activities are organised by the institution are related to integrating into mainstream education.

For value-based education institution organises the events during the course in the form of theatre in education, role play, visit to ashramas, old age and orphanage homes for development of humanistic temperament. Visit to Vishweshwaraya Industrial technological Museum, Venkatappa art gallery and Chitrakala parishad for developing reflective, scientific and critical thinking skills to integrate into teaching-learning process. Also, the Institution provides the platforms for organising key days such as celebrating National festivals, Human rights, Women's, Yoga and Constitutional during the course. In addition to this the other values such as satya, dharma, shanthi, prem and ahimsa are also the part of the course in the form of programmes and activities while transaction of curriculum.

Also, the Institution put a lot of efforts in transforming skill-based programmes to become a humane professional through pre and post internship programme. Projects-based Learning, Mentor-Mentee meetings, Team-Teaching, Group Activities, Community living camp are organised. he students teacher are engaged in various activities through which they can exhibit and acquire themselves vocational and soft skills.

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

The Institution has faculty members and students teachers from diverse culture, language and geographical backgrounds. The Institution organises various programmes for promotion of Indian rich culture, values, tradition and customs are integrating in one or the other way to highlight the Indian Knowledge system. The Institute celebrates NAVARATRI(Nada Habba), Sri Ramanavami, Sankranti, southern states special festivals, Christmas, etc for all the years by worshipping of our Indian knowledge system in offline during the course.

The medium of instruction in our Institution is in Kannada and English medium. The Institution provides all the facilities and requirements to faculties for classroom transaction. The Students teacher have flexibility to write university examination and present assignments and project work in any medium. Classroom transaction is done in both the languages. The faculty members and students teachers have ample opportunities to enhance linguistic abilities. A rich library facility including good number of titles, reference books, magazines, journals, OERs and encyclopaedias are facilitated in the college. Communication skills, expository writing, experiential learning, cooperative

and collaborative activities and acquiring skills are given importance.

Vijaya Teachers College-CTE is a traditional and reputed college established in the year 1960 in Karnataka. It maintained and preserved best practises to solve societal issues in the form of Holistic health, Psychology, Environment, Sustainable Development and Health. Practices to promote Indian languages, traditional knowledge, arts, culture and traditions for developing good values among students teacher are also the subset of them.

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

The teacher education programme is designed to transform the curriculum on the basis of revised Blooms taxonomy educational objectives into Instructional and specific outcomes. The outcome-based education has been integrated in the curriculum with seminars, workshops and deliberations to understand the way to have constructive framework with the different pedagogies. The institution has innovative initiatives in this regard by forming team teaching, project-based learning, small group activities, field visits, discussions and debates. An emphasis is placed on a clearly articulated ideas of what students are expected to know and be able to do with skills and knowledge to measure educational effectiveness. The PLOs and CLOs of the institution promote a student-centred approach to learning and integrating into develop graduate attributes.

Vijaya Teachers College-CTE has adopted to capture the outcome-based education in teaching learning process through critical pedagogy and problem-solving approach. Good practices and some efforts made by the Institution to transform the curriculum through students centric activities, team activities, individual presentations, critical thinking, reflective practices, independent learning, relevance of education to real world situation, accountability and lifelong learning skills.

20.Distance education/online education:

The Institution continuously address the students teacher to continue their education offered by GOI-MOE initiatives in online mode. During covid-19 faculty members and students teacher exposed to various online platforms for teaching, learning and assessment. Always Vijaya Teachers College-CTE encourages the students teacher to make use of SWAYAM, Swayampraba. e-PG patashala and various IGNOU platform for enriching knowledge, certificate courses and skill development.

For curriculum transaction variety of digital tools were used such as LMS.OERs, pedagogy related software and UBUNTU software for lesson designing. Keeping in view of teaching, learning, evaluation 21St century skills required tools are the equipment's of the institution to facilitate technological transformation and blended learning facilities. Our Institution programmes to cover area not covered in the regular curriculum transactions. Also, engaging them in online instructions for scholastic and co-scholastic related activities.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**186**

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**40**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**85**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**85**

File Description	Documents
Data Template	View File

| 2.6

Number of students enrolled during the year | **100** |

File Description	Documents
Data Template	View File

2.Institution

| 4.1

Total expenditure, excluding salary, during the year (INR in Lakhs): | **1** |
| 4.2

Total number of computers on campus for academic purposes | **47** |

3.Teacher

| 5.1

Number of full-time teachers during the year: | **13** |

File Description	Documents
Data Template	View File
Data Template	View File

| 5.2

Number of sanctioned posts for the year: | **16** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The Institutional curriculum process of planning for new academic

year begins with academic activities review of previous year and then begin to preparing annual calendar of events. In-house curriculum planning will do by keeping in view of local context along with stakeholders. The curriculum was enriched with the suggestions, recommendations and analytic observations of the employers and school heads related to school education.

Institution is required to follow the syllabus set by BCU, which is the parent university of our institution. Academic processes are streamlined with timetable and workload for each academic session. Each pedagogy teachers and their accountability reports are collected at the end of the academic session. Teacher educators regularly update their knowledge through active involvement in research and faculty development programs.Faculty members are part of curriculum review, assessment, and evaluation committees at the university level. Different levels of internship, projects, feedback reports and field trips facilitate to imbibe experiential learning aspects will consider in curriculum review. Steps included in the curriculum design are: faculty members prepare the syllabus for respective courses; revised curriculum is put forward to the members of the Statutory Bodies for review, suggestions, and approval before the new curriculum is transacted.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice

A. All of the above

teaching schools Employers Experts Students Alumni

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**A. All of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://vijayateacherscollege.ac.in/wp-content/uploads/2023/12/programme-learning.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

10

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

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

01

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

01

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

100

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

85

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The critical pedagogy, problem solving skills and project-based learning opportunities were preceded by demonstrations, life skills, employability skills, e-tools desigining,etc are provided to students to acquire knowledge. Collaborative skills enable them to work productively with their colleagues. The institution believes in providing opportunities for students to acquire and demonstrate knowledge, skills, values, and attitudes related to various learning areas. Teacher education is the process of attending to people's needs, experiences, and feelings. Interventions commonly take the form of questioning, listening, giving information, or explaining some phenomenon, skill, or process.

The institution promotes self-development by giving scope for: learning new skills to realize their intellectual potentials to the fullest, acquiring leadership qualities, building self-esteem and professional ethics, developing strengths and talents through competency-based learning and co-curricular activities. Promoting spiritual development, enhancing urban life style with updated curriculum. Fulfilling the aspirations of students from any part of India through enriched methodological practices. Improving social abilities through field activities. Our students teacher were widely exposed to enhance their communication skills which are developed through the EPC activities, which is communication and expository writing. For the development of critical thinking and emotional intelligence, we provide lot of opportunities in the curriculum through co-curricular activities.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Diversity is everything that makes people different from each other. This includes many different factors: ethnicity, gender, socio-economic status, ability, age, religious belief, or political belief. Diversity in the classroom does not just improve social skills; it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence. Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change does not happen overnight, but the most important step is getting started. With respect to the development of the school system, our institution provide a lot of theoretical input was provided in the hard-core subject development nd management of school education in India. Practicum and assignments related to that paper were done by students teacher through a survey of the schools to know about school system. In the same course, various boards of school education, like the state syllabus, CBCS, IGCS, and ICSE, will be introduced, and a workshop will be organized to discuss the features. We organize internships at different schools that follow the state and CBCS curricula. We do organize visits to special schools and residential schools to observe the functions, norms, standards, and assessment techniques of different schools within the state. All the activities are carried out and documented in the form of student teacher assignment reports.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Our institution follows the curriculum in such a way as to provide varied experiences to the students. In order to achieve this aim, students are given professional training in teaching through the following measures: We engage in many activities from the

induction program. We have introduced the students to the profession by inducing many values required for the teaching profession. The Institution follows a student-cantered, constructive approach in education and focusing on the needs of the students. The staff provides a healthy environment for the teaching and learning process through various activities like group discussion, lesson plan presentations and many other group activities. The teaching skills are taught deliberately through micro and macro teaching workshops and team teaching. Demonstration lessons are delivered in micro and macro teaching before the commencement of actual practice teaching. Detailed discussion and feedback carried out till completion school internship programme. Students teacher will interact senior teachers at the school for curriculum related aspects and also organise various school events under co-scholastic activities in the school.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

50

2.1.2.1 - Number of students enrolled from the reserved categories during the year

64

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

00

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The Institutionfollows the admission process and allocation of the students as per the regulations of the Bangalore City University. The students teacher entry to the college is allotted by central admission cell based on the merit list(75%) and management quota

admission seats(25%). During induction programme faculty members take informal interview with the students to understand their need, purpose and inclination towards two tears B.Ed programme.

The assessment process at the entry level plays a crucial role in identifying the diverse learning needs of students and evaluating their readiness for a professional educational program. This process typically involves a combination of tools, such as diagnostic tests, interviews, and academic background reviews.

To meet learning needs the Institution will support students academically and professionally various platforms and resources.This may include orientation programs to familiarize students with the program requirements, tutoring services for those requiring additional assistance, and mentorship programs to guide students in their academic journey. Moreover, ongoing assessments and feedback mechanisms help educators adjust their teaching strategies, ensuring a supportive learning environment that caters to the unique needs of each student. Content test will be administered to assess mastery in content in all the pedagogies at the entry level.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**All of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:14

2.2.4.1 - Number of mentors in the Institution

13

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The rationale was to make students not just be gather information but as a collaborative group convert the information into useful knowledge which can lead to fulfilling the course and eventually program outcomes. The students were sensitised to diverse classroom situations. In adopting a multiple-mode approach to teaching and learning, educators employ various strategies to enhance student learning across different courses within each program. Experiential learning engages students in practical, real-world experiences, fostering a deeper understanding of theoretical concepts. Participative learning encourages active student involvement, promoting collaboration and communication skills. Problem-solving methodologies emphasize critical thinking and the application of knowledge to solving complex issues. Brainstorming sessions stimulate creative thinking and idea generation.

Focused group discussions facilitate in-depth exploration of topics, encouraging peer-to-peer learning and diverse perspectives. Online modes leverage technology for flexible and accessible learning, catering to different learning styles. The rationale for employing these varied modes lies in recognizing the diversity of student preferences and optimizing the learning experience. By integrating these approaches, educators aim to address different learning needs, promote engagement, and ultimately facilitate a comprehensive understanding of the course material across diverse programs.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	**No File Uploaded**

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/NjQyNDIwNjQ 3MzUw/p/NjI4Njg2MTU4NzY4/details
Any other relevant information	**No File Uploaded**

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

86

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The mentoring programme in our Institution is a lengthy process across all the four semesters. In different levels mentoring happens with principal, peer, teams and SAC group. The topics of mentoring revolve around self- discipline, study habits, adjustment, behavioural issues, professional ethics and requirement, attitudinal balance during the examination,etc.In our institution, continual mentoring plays a pivotal role in fostering the holistic development of students by focusing on various professional attributes.

Mentoring was a strong support for academic, social and emotional well being of the students. Mentoring sessions were useful especially during internship. Thus, mentoring at the Institute also took feedback from students regarding any suggestion or challenges. The feedback brought out that it helped students handle the challenges with more positivity and determination. Every month in the timetable mentoring slot was maintained so the students felt connected.Guidance is provided on maintaining a healthy work-life balance, managing stress effectively, and promoting overall well-being. The mentors also encourage students to stay updated on recent developments in education and life, fostering a commitment to lifelong learning. Through personalized guidance, our institution aims to mould students into well-rounded professionals equipped with the interpersonal skills and adaptability necessary for success in their professional life.

File Description	Documents
Documentary evidence in support of the claim	*View File*
Any other relevant information	**No File Uploaded**

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

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

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

In our Institution B.Ed programme is not only delineated to pedagogy, teaching skills, electives and disciplinary knowledge but also encourage HOTS and LS. At the metacognitive level transaction of teaching learning process nurtures students teacher creativity, innovation and different thinking skills.

Case-1:During school internship one of our students teacher in science, employs project-based learning to foster creativity and critical thinking among her students. Instead of traditional lectures, she assigns complex real-world problems, allowing students to collaborate and develop solutions. As a result, students became more engaged and began exploring unconventional ideas.

Case-2: In a primary school setting, one of our humanities students teacher imbibed empathy and life skills into his lessons. Recognizing the importance of emotional intelligence, he incorporates literature that explores diverse perspectives and cultures. Through book discussions and role-playing activities, students learn to understand and empathize with characters facing different challenges. Additionally, he dedicates time to teach practical life skills, such as decision-making and conflict resolution. The impact is remarkable, as students not only enhance their reading comprehension but also develop a deeper understanding of human emotions. Parents notice positive changes in their children's behavior, citing improved communication and problem-solving skills.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

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

`Ten/All of the above`

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	`No File Uploaded`
Any other relevant information	`No File Uploaded`

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

`All of the above`

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	**All of the above**

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

`All of the above`

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

`All of the above`

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

It is done very systematically and meaningfully at the Institute to make every experience in the internship schools contribute to the evolution of students as teachers. The institution selected schools on the basis of the nearness to students residence. Before the process of actual internship started the schools were sent request letter to permit for the internship and a discussion with the principal. After taking consent letter will send to DDPI of concerned zone for final approval. The institution meticulously organises school internship program through a systematic approach. The selection of schools for internships is a participative process involving collaboration with educational institutions or upon specific requests.

Students preparing for internships receive comprehensive orientations to familiarize them with the expectations and dynamics of the educational setting. Clear roles are defined for teachers from the institution, outlining their responsibilities in mentoring and supporting interns. To gauge student performance during internships, the institution streamlines various assessment modes, ensuring a comprehensive evaluation. Moreover, the program emphasizes exposure to diverse school setups, allowing interns to gain a broad understanding of educational environments.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

85

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	**No File Uploaded**

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports	**Nine/All of the above**

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	**No File Uploaded**
School-wise internship reports showing student engagement in activities claimed	**No File Uploaded**
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

In ensuring the optimal impact of internship programs in schools, the institution employs a multifaceted monitoring approach. Teacher educators play a pivotal role by conducting regular assessments and providing constructive feedback to interns, guiding them through reflective practices to enhance their

teaching skills. The school principal actively participates in the monitoring process, overseeing the alignment of interns' activities with school objectives and fostering a positive learning environment.

School teachers engage in collaborative evaluations, offering insights into interns' classroom performance and facilitating a dynamic exchange of teaching methodologies. Additionally, peers contribute significantly to the monitoring process, engaging in peer observations and constructive dialogues to share best practices and collectively improve teaching strategies. Feedback through meeting with the Principal and school teachers are done. Analysis of feedback from students, college supervisors help to have a quality check on the internship. The monitoring of the internship was also done during the mentoring where students were asked about their challenges and difficulties. The mentors and peers shared their suggestions and advice from different perspectives. This comprehensive monitoring framework ensures that the internship experience is not only a valuable learning opportunity for interns but also contributes positively to the overall educational ecosystem within the school.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above

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

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

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

2.5 - Teacher Profile and Quality

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

14

File Description	Documents
Data as per Data Template	*View File*
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	*View File*
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

5

File Description	Documents
Data as per Data Template	*View File*
Certificates of Doctoral Degree (Ph.D) of the faculty	*View File*
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

13

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

Name of full time teachers Total teaching experience in years Dr. P T Meena 21 YEARS Dr.G C Harish 16 YEARS Dr. M Pradeep Kumar 6 YEARS Dr. Preeti Saxena 4 YEARS Dr. Nandini N 8 YEARS Smt. Kalyani K

File Description	Documents
Copy of the appointment letters of the fulltime teachers	*View File*
Any other relevant information	**No File Uploaded**

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

Teachers actively engage in professional development to stay updated in their field. Through in-house discussions, they collaboratively explore current developments and issues in education, fostering a culture of continuous learning within their school. This exchange of ideas helps educators gain insights into innovative teaching methods and emerging trends. Research papers were published to share their contributions in the field of education. Students were also encouraged while mentoring, coaching to include research-based, e-resources like N-List, e-journals in their lessons, assignments and community work learning resources. Faculty completed relevant short-term courses, FDP and certificate courses. The faculty used this knowledge for introducing different webinars, certificate courses, value-added courses and MOOC. The faculty equipped themselves with OER creation and validation and could support the students quest towards preparing beneficial OERs.

Furthermore, teachers extend their professional networks by sharing information with colleagues and other institutions. They actively participate in forums where policies and regulations are discussed, ensuring they stay informed about any changes in the educational landscape. This proactive engagement allows teachers to adapt their teaching practices to meet evolving standards and provide students with a well-rounded and up-to-date education.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation (CIE) at the institution is a systematic approach to assess and monitor student learning throughout the academic term. It comprises various components designed to provide a comprehensive understanding of students' progress. Major components include regular quizzes, assignments, projects, and class participation, offering diverse methods to evaluate different aspects of students' knowledge and skills.

Formative assessments, such as weekly quizzes, gauge understanding

on a topic-by-topic basis, providing immediate feedback for improvement. Assignments and projects assess application and critical thinking skills, fostering a deeper comprehension of the subject matter. Additionally, class participation evaluates students' engagement and communication skills. This multifaceted CIE system ensures a holistic evaluation of students' academic performance, allowing educators to tailor their teaching strategies and support individual learning needs. Continuous feedback from these assessments helps create an adaptive and responsive learning environment within the institution. Assignment slots are given on the timetable and the submission deadlines are indicated on the timetable. Qualitative feedback is given to the students regarding their assignments. Orientation regarding each activity and the expected teacher competences. Peer observations and feedback Criteria for evaluation is communicated to the students clearly beforehand.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

The grievance redressal mechanism related to examinations is a vital component in ensuring fair and transparent evaluation processes. Typically, educational institutions establish a dedicated Grievance Redressal Cell (GRC) or committee responsible for handling examination-related concerns. Students can file grievances through an online portal or a physical complaint form, outlining the nature of their complaint and providing relevant details.

Upon receiving a grievance, the GRC conducts a thorough investigation, considering evidence and consulting relevant parties. The procedure often involves meetings, interviews, and a systematic review of examination-related documents. The committee then formulates recommendations or corrective measures to address the issue. Communication with the aggrieved party is crucial throughout the process, ensuring transparency and clarity.

Regular reviews of the mechanism's effectiveness and feedback loops contribute to its continuous improvement. A well-operationalized grievance redressal system enhances trust, accountability, and the overall integrity of the examination process within educational institutions.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

In order to adhere to the academic calendar for the conduct of internal evaluation, the institution employs a systematic mechanism that integrates assessment activities seamlessly with the established academic schedule. The process begins with the formulation of a detailed assessment plan at the beginning of each academic year, outlining specific evaluation periods and deadlines. This plan is communicated to faculty, students, and relevant stakeholders.

Regular communication channels, such as institutional websites, notice boards, and electronic communication platforms, are utilized to disseminate information about assessment dates and expectations. The institution ensures that internal evaluation tasks are distributed evenly throughout the academic term, preventing unnecessary overlap and ensuring sufficient time for thorough assessment. Additionally, a monitoring system is implemented to track progress and address any deviations from the established timeline promptly.

By closely aligning internal evaluation activities with the academic calendar, the institution promotes transparency, accountability, and the overall effectiveness of the assessment process, contributing to a conducive learning environment.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The institution ensures alignment between stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process through a systematic and integrated approach. This involves curriculum design that incorporates PLOs and CLOs, ensuring that each course contributes to the overarching program goals. Faculty members actively participate in the

development and review of curricula to guarantee alignment with educational objectives. The teaching methods employed emphasize the attainment of specific learning outcomes, and assessments are designed to measure the achievement of both course and program-level outcomes. Regular faculty training sessions and professional development opportunities are provided to ensure instructors are well-versed in aligning their teaching strategies with the intended learning outcomes. Continuous feedback loops, including assessments and evaluations, are implemented to monitor and adjust the alignment between PLOs, CLOs, and the teaching-learning process, fostering a dynamic and responsive educational environment.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

In the context of monitoring and recording student progress, the transcript serves as a comprehensive document capturing both cognitive and professional attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). For cognitive attributes, the transcript delineates the academic achievements of students, detailing grades, GPA, and specific course performances. This provides a clear representation of the students' understanding and application of theoretical knowledge.

Simultaneously, the transcript includes a section dedicated to

professional attributes, showcasing students' development in skills essential for their future careers. This may encompass achievements in internships, practical experiences, or project work, illustrating hands-on application of knowledge. Additionally, the transcript may highlight the attainment of soft skills such as communication, teamwork, and problem-solving, crucial for professional success.

Regular updates to the transcript reflect ongoing assessment and evaluation, allowing for a dynamic record of the progressive performance of students. This data-driven approach facilitates informed decision-making for continuous improvement in the curriculum and teaching methods, ensuring alignment with evolving educational goals and industry demands.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

85

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	[View File](#)
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	[View File](#)
Any other relevant information	**No File Uploaded**

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Assessment tasks serve as valuable indicators of how well educational strategies address students' identified learning needs. For instance, if a student initially struggles with mathematical concepts, an assessment task focusing on application rather than rote memorization can reveal whether the teaching approach effectively meets their needs. Similarly, a student with language difficulties may benefit from assessment tasks that emphasize visual aids or practical communication scenarios.

Consider a scenario where a student's learning need is identified as improved critical thinking. An assessment task requiring analysis and synthesis of information, rather than simple recall, can gauge the extent to which this need is being addressed. On the contrary, if assessment tasks predominantly assess memorization, they may fail to reflect and cater to the identified need for enhanced critical thinking skills. In summary, alignment between assessment tasks and identified learning needs is crucial for accurately measuring and addressing student progress.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://vijayateacherscollege.ac.in/wp-content/uploads/2024/02/VTC-CTE-SSS-2020-21-Responses-1.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

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

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, | All of the above

think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

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

4

File Description	Documents
Data as per Data Template	<u>View File</u>
First page of the article/journals with seal and signature of the Principal	<u>View File</u>
E-copies of outer jacket/contents page of the journals in which articles are published	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

01

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

02

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

135

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

193

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

193

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Report on Community Development

This report delves into Vijaya Teachers College for the academic year 2020-21. The intricate relationship between community development and the cultivation of sensitivity among social beings. Sensitivity, comprising emotional intelligence, cultural awareness, and interpersonal skills, proves integral to the fabric of positive social interactions. By examining specific community initiatives, such as cultural exchange programs and diversity workshops, we uncover their success in nurturing sensitivity among participants. These initiatives not only enhance individual

understanding but also contribute to improved communication, conflict resolution, and collaborative efforts within communities. Despite challenges like resistance to change and cultural barriers, strategies to overcome these hurdles are proposed to maximize the effectiveness of sensitivity-focused programs. Education emerges as a key player in this narrative, with formal and informal channels shaping socially conscious individuals. The report concludes by advocating for continued investment in initiatives that prioritize the development of empathy, understanding, and inclusivity, emphasizing the crucial role sensitivity plays in building resilient and harmonious societies. In essence, this exploration underscores the transformative potential of community-driven efforts to nurture sensitivity, creating a ripple effect that positively influences the social fabric of communities at large.

Hence, our students learned tremendously from this community activity of helping each other, which has made them better human beings as well as teachers.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

01

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

1

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

01

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	All of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Our institution has a well-structured building exclusively for teacher education with all amenities as per the regulations of UGC and NCTE. Class rooms are well-spacious, ventilated, and well-furnished for students and teachers. We have two lecture halls, one multipurpose hall, one seminar hall, and eight classrooms, along with well-equipped laboratories for physical science, social science, mathematics, biological science, and language labs. All the lecture halls, seminar halls, and 4 class rooms are LCD projectors and system-oriented, utilized by teacher educators and student teachers for class room transactions and seminar presentations. Along with that, we have a separate ICT lab with almost 30 computers with WIFI connections for the purpose of online learning, collaboration, and knowledge access. We also give more importance to the co-scholastic aspects of our student teachers; for that, we have a separate cultural room, a music room, and a sports room with all the equipment related to Indore and outdoor games. Our college has all the amenities required to support the all-round development of our student teachers.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

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

07

File Description	Documents
Data as per Data Template	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Link to relevant page on the Institutional website	**https://vijayateacherscollege.ac.in/curriculum-resource-room/**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Our institutional library has a model teacher education library that includes the necessary facilities for teacher education. It was renamed the Information Center, which facilitates both offline and online information gates. It has more than 10,000 books related to different disciplines of teacher education, access to various journals and magazines, encyclopedias, Ph.D. theses, and old significant books. The whole library is maintained by libsoft software; physical records are also maintained by the librarian. We also provide computers for faculty and students separately for online access to information. It includes e-books, e-journals, magazines, and search engines for internet surfing. Separate norms are created for both faculty and students to maintain discipline

in the library.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://vijayateacherscollege.ac.in/library/
Any other relevant information	[View File](#)

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The gateway for accessing library information is maintained systematically in the library. We maintained two different ledgers for the entry of information, along with a time and date for faculty and students separately. For the book issue, we maintained the online documents with a bar-coding facility. Separate folders for each student and faculty are constituted in the software of the library. Name and number of the book issued to which person, and when it was returned to the library. Fines will be collected if the return date is delayed. The books and laptops used in the library are encoded with bar codes, and their information is recorded in digital mode.

File Description	Documents
Landing page of the remote access webpage	[View File](#)
Details of users and details of visits/downloads	[View File](#)
Any other relevant information	**No File Uploaded**

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**All of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

21860

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

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

14 +85

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institution is equipped with high-speed internet and a Wi-Fi-enabled campus. There are LCD projectors, three laptops, and a digital camera. The office is furnished with high-configuration systems, connected to the internet and Wi-Fi, and has a biometric system and closed-circuit cameras. Computer systems are upgraded as per the requirements of the college.

Library: There are computers available for the student-teachers to access e-resources with internet and Wi-Fi connections. Computer Cum Language Lab has a server and twenty-seven systems with LAN and internet connections. The language lab has headphones. Our To expand the library holdings, the college embarked on a journey to identify pertinent e-books related to education programs and educational research. Electronic copies in pdf format and/or links to the e-books are sent to the library email; the electronic books are downloaded to the drive, catalogued, and uploaded into the library catalog. All e-books can be accessed online without eliminating the physical check-out requirement. More than one user can access the e-book simultaneously. Students and faculty are continuously involved in the process of identifying e-books. The e-books thus submitted are vetted by the librarian before being uploaded into the ILMS.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

6 : 1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	A. ?1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Two of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=44n19j-lvBA&t=146s
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=44n19j-lvBA&t=146s
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

634435/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

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 institution's 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 ICTS gazets, 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.

File Description	Documents
Appropriate link(s) on the institutional website	https://vijayateacherscollege.ac.in/curriculum-resource-room/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by	One/Two of the above

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable — **Nine or more of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for — **B. Any 3 of the above**

submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
3	85

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

0

File Description	Documents
Data as per Data Template	No File Uploaded
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

02

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Vijaya Teachers College has an active student council that participates in both the academic and administrative functioning of the college to contribute to the welfare of students. Every year, we conduct elections in democratic digital mode and select the following positions: 1. President; 2. Vice President; 3. Secretary; 4. Joint Secretary; and 5. Treasurer. They are actively involved in conducting all the college scholastic and co-scholastic activities. Then all 100 students at the college are divided into five student association canter (SAC) groups. They look after each and every activity conducted at the college separately. Each SAC group has a leader, a deputy leader, a magazine committee, a sports committee, a CLC committee, and an excursion committee. As per the positions allotted, they too take care of all the activities as per the rules and regulations of the college.

File Description	Documents
Copy of constitution of student council signed by the Principal	<u>View File</u>
List of students represented on different bodies of the Institution signed by the Principal	<u>View File</u>
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

113

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Vijaya Teachers College Alumni Association (VTCAA) came into being in the year 1970. The main intention was to strengthen the bond between old students and the institution. The vision was to create an active alumni network that maintains a symbiotic relationship between the college and its alumni. The mission is to facilitate constant interaction with the alumni, maintain an academic support mechanism for the alumni network, and create a healthy and sustainable relationship with the alumni. Vijaya Teachers College visualizes its alumni as ambassadors to the teaching world, especially pursuing excellence in secondary-level school education. VTCAA has been functional in organizing several academic and non-academic activities and programs for the past 40 years. Prof. B.S. Satyanarayana Memorial Lectures are organized annually on January 7th on topics related to philosophical, psychological, and sociological areas. Some of the eminent personalities and educationists who have delivered the lectures are the late Dr. T.K. Jayalakshmi, Dr. Gururaj Karjagi, Dr. Ananthapadmanabha Rao, Prof. Rohedekar, and Mrs. Radha Nagaraj. The crown of the alumni programs is the inter-collegiate music competition. This competition is conducted for college-level students every year.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	**Three/Four of the above**

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

01

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Vijaya Teachers College has a heritage of well-known dignified alumina. Outputs of VTC are not only excellent teachers but also resources to society. They worked in various sectors like teaching and administration; all are gathered under the roof of the Vijaya Teachers College Alumina Association. Every batch of students, at the time they are admitted to the VTC, pay a nominal fee for membership in this association. After they complete their course, they automatically become members. Even though it is not a legally registered body, they work with passion and great love towards college. They organize an inter-college music competition every year for up to two to three days. It is one of the Distiguness and best practices of our college. All the alumnus are ready to contribute anything to any program that is organized at our college. They also organized Teachers Day in the last year on a grand scale and honored the legendary teachers of the institution.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution's vision and mission are well defined, and it has also laid down some objectives to attain through some actions. The quality policy of the college was developed in tune with the institutional vision and mission The vision of the Institution is Excellence in teacher education to promoting quality pre-service teacher education along with in-service training programme. Management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes through involvement of staff in the various committees, acts as a resource person, as a subject expert

for recruiting teachers in various other educational institutions and department confidential work. The Institute has initiated skill related, various certificate and value-added courses for the curriculum enrichment which can be beneficial for the students teacher. The programs are planned in consensus with the academic advisory bodies,IQAC and in the faculty meetings.

The governance is futuristic, and goal oriented for supporting the sustainable development of the Institute in the times of radical educational reforms. The governance reflects its vision and mission in the different ecological, research, internship, evaluation and curriculum reform policies.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Vijaya Teachers College practices decentralized and participative management in academic and administrative areas. The institution functions in a democratic way with inclusive and participatory approach promotes smooth functioning and growth of the institution. The decentralized and participative management is clear through the planning and implementation of the plans throughout the year. The regular meetings, open door policy, various forums, etc for understanding managerial parts in different perspectives. The teaching and non-teaching staff works together in the various committees under the guidance of the management and principal for the efficient administration of the institution. Every faculty is assigned one or more responsibility to get involve and execute efficiently.

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 decision-making and execute their duties and responsibilities within their boundaries, and this is communicated through meetings of the staff at regular intervals.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial: All accounts of the Institution are audited by chartered accounts and internal audited in every year. All the purchase is made through purchase committee and payments are made through cashless(cheques). Accounts of the Institution after being rechecked by the Principal and the accounts department are then sent to the external audit. The receipts, payments, income, expenditure account is verified and later endorsed as true and correct by the office of the institution.

Academic: Academic advisory body constituted by management will take care of academic activities planned and chalked out for entire academic year. This was analysed in the meeting with the Dean, Principal and IQAC coordinator. The Institution prepares academic calendar of events and uploaded in institutional website, time table for each semester will be displayed in notice board,PLOs and CLOs are given in the Institutional website. All the academic matter communicated through social media for all the students teacher in advance.

Administrative: A decentralised mechanism is practicing in the college in which various responsibilities are divided among faculty members. The staff and IQAC meetings are regularly held to take decisions on important matters. A decentralised mechanism is practicing in the college in which various responsibilities are divided among faculty members. The staff council and IQAC meetings

are regularly held to take decisions on important matters. Various clubs and committees are function under the guidance of principal and faculty members.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The institutional strategic plan for effective teaching ,learning and evaluation was to adopted to provide latest changes. Keeping in view of digital transformation and innovations institution planned a strategy.

Strategic plan area-Teaching, Learning and Evaluation.

Strategy- Improvement in academic planning, Creation of e-learning resources, Curriculum transaction is based PLOs and CLOs, Conduct experiential based assignments and Improvement in instructional materials.

Deployment- As per the university guidelines and in-house planning institution systematically organised academic event for the benefit of the students in their respective pedagogy domains. At the end of the programme collect feedback from all the stakeholders related TLP. Later, focus on students feedback to ascertain their satisfaction in connection to teaching learning process. In different levels of internship created many opportunities to engage students to perform themselves allotted time for students to engage in hands on experiences and make meaningful connections. As per the course outcomes provided various platforms regularly reframe activities, improvement in instructional materials and programmes according to students need.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://vijayateacherscollege.ac.in/wp-content/uploads/2023/12/strategic-plan-and-eployment.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The Institution has

1.Management Committee

2.Academic and Administrative Body

3.Dean of the college

4.IQAC

5.SAC

For effective and efficient as visible from the following functional bodies;

Policies:- Institution will follow policy framed and guidelines from management, department, UGC,NAAC and other bodies. Mainly department and management policy decisions uphold by head of the institution.

Administrative setup:- As per our Institutional organogram both academic and administrative work will carry out. Our institution is aided and self-financed. Management is the ultimate authority to set administrative guidelines in any matter. A separate code of conduct for teaching and non-teaching staff specified by management.

Appointment:- Management is the authority for appointment of aided and ad hoc staff. Aided appointment is as per UGC and state government norms and unaided staff will be through advertisement and followed by management policies for recruitment.

Service rules:- Rules, regulations and statutes of government of Karnataka KCSR followed by all employees of the Institution. For any welfare means and service matter the office manager will take care to provide facilities with latest amendments made by government.

File Description	Documents
Link to organogram on the institutional website	https://vijayateacherscollege.ac.in/wp-content/uploads/2024/02/ORGANOGRAM-vtc.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	**No File Uploaded**
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The effectiveness of various bodies, cells, and committees is evident through minutes of meetings and the implementation of their resolutions and decisions. The college has the following committees, which function in an effective manner, implement any decisions as required, and also solve issues if any. Important

decisions are communicated through social media and institutional website.

- IQAC is the main body that maintains the quality of education.
- SAC (Students Activity Council) for all the events in the college
- Anti-Sexual Harassment
- Anti Ragging
- Eco Friendly
- Grievance and Redressal
- Guidance and counselling
- Scholarship
- Placement cell
- Alumni association

All the above-mentioned cells have a chairperson, coordinator, and student members. On specific issue a meeting will be convened and all are involved in the decision-making process for the development of the institution.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The Institution makes arrangement for availing existing the government and BHSHES management schemes for teaching and non-teaching staff. They are;

Teaching staff:- Festival advance, gratuity, provident fund, earned leave, casual leave, maternity leave and fraternity leave with salary, permission to attend professional development programmes, fees concession for children studying in our institutions, well maintained staff room with wi-Fi access, first aid facilities, personal loan facilities with less interest from

BHSHES welfare scheme, financial support for professional development. OOD facilities for attending national and international seminar and worshops,permission to act as a resource person for academic matters, time bond facilities facilities, etc. All the above measures are effectively implemented and monitored for teaching staff.

Non-teaching staff:- Festival advance, gratuity, provident fund, earned leave, casual leave, group insurance, maternity leave and fraternity leave with salary, first aid, fees concession for children studying in our institutions, well maintained staff room with wi-Fi access, personal loan facilities with less interest from BHSHES welfare scheme,ESI facilities, time bond facilities,etc.All the above measures are effectively implemented and monitored for teaching staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	[View File](#)
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Institutional Policy document on providing financial support to teachers	**No File Uploaded**
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	**No File Uploaded**
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Brochures / Reports along with Photographs with date and caption	**No File Uploaded**
List of participants of each programme	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

05

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

An effective performance appraisal management system plays a crucial role in teacher education programme for managing the organisation in an efficient manner. The institution strictly follows the NCERT standard and UGC Regulations on Minimum qualifications for appointment of teachers and non – teaching staff. The Performance Appraisal System has significantly helped in the evaluation of the performance of staff, in motivating them, analyzing their strengths and weaknesses and ensuring better performance .The performance appraisal is collected by the Principal and the IQAC for understanding the incremental growth as well as the hurdles in the path of progression of the staff both teaching and non-teaching.

Teaching Staff -The appraisal forms are filled by all teaching staff every year before completing that academic year. Common form is used for all teaching staff. This is to enable the faculty to reflect on their performance across the two semesters of the academic year. The appraisal report is based on the annual performance of the faculties on the basis of their academic, research and extra- curricular activities of the institution. Non-teaching Staff - All non-teaching staffs are also assessed through annual performance appraisal.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institution conducts internal and external financial audits on the financial transactions every year to ensure financial compliance. Internal audit:-All financial(Management and government) accounts of the college are audited. The accountant maintains the accounts of the funds in the college. The management is appointed by the internal auditor to audit the financial records twice in a year. The auditor carefully verifies the income and expenditure details and the report of internal audit is submitted to the management by Charted Accountant N Nityananda & Co. at the end of each financial year.

External audit:- The external audit is done by local audit circle and Joint director of collegiate education department audited once in three or five years. The receipts, payments, income, expenditure account is verified and later endorsed as true and correct by the department related to mobilisation of funds.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File](#)
List of audit objections and their compliance with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

1131500

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	**No File Uploaded**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	[View File](#)
Any other relevant information	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The institution always monitors the effective and efficient use of available financial resources for the infrastructure development, financial assistance, maintenance purpose etc. The main source of mobilisation of fund is students fees as per the government rules and regulations are one of the sources of funds, which are mobilised for academic activities. The salary grant received from the government is utilised for the aided staff salary. Clear and transparent records of grant mobilisation are maintained. The governing body reviews of the mobilization of funds and the utilization of these sources periodically in their meetings. Library resources are utilised for the benefit of the students and the faculty. Endowment fund is distributed for endowment purpose. The BHSHES students welfare fund for is reserved for giving scholarship and financial assistance to the needy students. Also, mobilise the fund from rotary and trusts in the form of scholarship for financially poor students. Part of the fund is set apart for daily expense of the college and purchase stationary items

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Internal Quality Assurance Cell (IQAC) has significantly contributed to institutionalizing quality assurance strategies. This cell is meant for planning, guiding, and monitoring the "quality assurance and quality enhancement" of academic and administrative activities of the college throughout the year. The IQAC is the central quality monitoring body of the college. The main task is to create quality, maintain quality, and enhance quality in all spheres. The IQAC meets frequently to plan, direct, implement and evaluate the teaching, learning and research,

Extension activities and publications of the college. Academic and administrative audits are conducted every year under the leadership of IQAC to maintain the quality of the institution. Apart from this IQAC takes the following quality initiatives in the college. Activities Planned for Quality Assurance Organizing Workshops and Webinars Conducting Academic and Administrative and Finance Audit Conducting regular IQAC meeting. Encourage to attend faculty development courses. Feedback collection from students and stakeholders. Evaluate the performance of staff through self-appraisal mechanism.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institution and strictly followed. The IQAC and Inhouse Planning Committee conducts periodical meetings with faculty and reviews the teaching learning process of the year. IQAC analyses teacher's performance through self-appraisal mechanism at the end of each academic year. The performance of the teaching and non-teaching staff is collected through self-appraisal report and feedback provided for the improvement.

Outcome based approach in teaching, learning and evaluation : For the student learning to be more focussed and goal oriented with an holistic plan , the outcome based approach was adopted by the Institution with the vision, mission and policies. The planning was done with constructive alignment of the teaching methods and the evaluation process. The IQAC stressed the Institute to be a hub for analytical and deep discussions of the recent policies in education. The latest policies on ecology, inclusion, assessment, teaching, blended learning, resources were also discussed in small groups by the teachers. The faculty presented innovative, recent and research-based presentations after every monthly staff meeting.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

3

File Description	Documents
Data as per Data Template	[View File](#)
Report of the work done by IQAC or other quality mechanisms	**No File Uploaded**
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Link to the minutes of the meeting of IQAC	https://vijayateacherscollege.ac.in/wp-content/uploads/2023/12/AY2020-21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://vijayateacherscollege.ac.in/wp-content/uploads/2023/12/AY2019-20AQAR.pdf
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	[View File](#)
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	[View File](#)
Any other relevant information	**No File Uploaded**

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Incremental improvements achieved in academic and administrative domains in cycle-1 is as follows;

1.Institution upgraded good computer laboratory by changing nomenclature as ICT resource center.This canter is exclusively for students teacher equipped with 34 desktops with 100mbps Wi-Fi connectivity and battery backup.Also,provided projector and well-equipped seating arrangements.

2.For the benefit of students teacher Institution increased the library visiting time. In the time table group wise period was allotted to visit library weekly once and every day after class hours and Saturday afternoon and also vacant period rule was framed for library usage.

Incremental improvements achieved in academic and administrative domains in cycle-2 is as follows;

1.Institution encouraged all the faculty members to take research projects at different organisation in the name of the college. Faculty members published articles in ISSN and ISBN reputed research journals. Four of our faculty members completed Ph.D work with the encouragement of the Institution.

2.Instituion provided all the technological gadgets to use during school internship programme.Also,MOU with NGOs for enhancing ICT skills through certificate programme in the college offered by the management.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our Organization frequently focuses on energy strategies to improve conservation and effectively satisfy our power needs. Our college adopts a more resilient and cleaner energy by encouraging an energy-responsible culture so that it not only meets current power requirements, but clear the path for a future energy conservation and sustainability.

This makes it necessary to adopt solutions, like promoting eco-friendly behavior, using energy-saving technologies, and optimizing building layouts. Implemented smart grid and advanced metering technologies for efficient energy usage and monitoring.

We took initiatives that guarantee sustainable resource usage, deter wasteful behavior, lower pollution, and promote material reuse. During induction students are oriented in energy saving and use these ideas in their teaching careers. Consistent assessments of energy-efficient programs and the 'Plastic Free Campus' show the dedication. We use workable fixes, such as electronic tripping system, switching to CFL lighting, and replacing faulty wiring. Energy efficiency is promoted by natural lighting and ventilation.

The 3R principle and reminders to use resources responsibly are deeply engrained. Electronics, scrap paper, and artwork created from used CDs are examples of recycled materials. The college actively uses approaches to spread energy conservation by encouraging Students to participate in activities such as World Environment Day.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

Our organisation is dedicated to environmentally friendly waste management cultivating with the values of resource efficiency and a positive interaction between society and environment. Through teaching and other programmes, the college's action plan fosters civic involvement and self-development to prepare student teachers for professional achievement.

Through neighborhood initiatives, college magazine articles, internships, and campus events, the policy hopes to raise awareness. The SAC committee and college is working towards becoming a zero-waste campus by emphasizing "3R's." The principal, staff, and student teachers that make up the waste management team work together to transform solid waste into useful resources.

Every day, solid waste is gathered from a variety of sources, and instructions are given to guarantee correct disposal. In order to dispose of waste, the college collaborates with BBMP, recycling old paper to create items like paper bags and relics. Following internships, teaching tools are donated to government schools, promoting community development.

Apart from trash management, the college prioritises water conservation and conducts routine maintenance on its facilities to avoid wastage. Rainwater collection, e-waste disposal, and inventive material repurposing—like repurposing obsolete CDs—all highlight the organization's comprehensive dedication to sustainable methods in a clear and plain manner.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	**Four of the above**

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	View File

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

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Our institution has a competent backup team that is dedicated to

maintaining the cleanliness of the campus. Every day, significant areas like the IQAC Cell, the principal's office, staff rooms, labs, hallways, and windows are cleaned. In order to protect the equipment, the ICT lab is kept dust-free. Tank maintenance on a regular basis and facilities with clean drinking water are ensured. Every restroom has continuous supply of clean, disinfected water available 24/7, along with the necessities for personal hygiene. Dumpsters specifically for disposal are emptied on a daily basis. Plenty of restrooms are available, and students receive instruction on good hygiene habits. The BBMP is in charge of sewage system maintenance.

The campus offers green space to alleviate difficulties with noise and air pollution in the city and it features a range of plant varieties. Routine pruning is overseen by designated gardener and the Principal. Sustainable living concepts are ingrained during teaching sessions. The sky-atrium is shuttered and kept clean to keep out dust and other particles, while the library is kept free of dust. By following WHO COVID guidelines and ICMR standards, the organization helps to create a campus that is both safe and environmentally conscious.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

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

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The institution benefits from being centrally located to all that one needs to be near within a one-kilometer radius. The college is situated near bus stops, banks, hospitals, schools, and temples. Regular conferences, seminars, and workshops feature guest speakers who are among the experts from BCU. Sports, activities, and large-scale events are held in the Rani Chennama playground and the auditorium. The college provides cultural events, on-campus sick rooms, and access to essential services like immigration and travel agencies. Many low-cost hostels are available nearby. Women's issues are addressed through NGO alliances. UG students are sent to special schools to receive academic and career advice for Children with Special Needs (CWSN)

after completing their internship.

In order to encourage inclusivity and increase knowledge of the services accessible to students with disabilities, the college engages in partnerships with nearby rehabilitation centers. Strong linkages with nearby universities facilitate resource sharing, and teacher candidates can access scientific equipment during their internships. The Bangalore Institute of Legal Studies highlights diversity in admissions to promote community involvement, engages with human rights associations, and offers legal advice. Every group participates in a community living program designed to foster social, cultural, moral and economic attributes

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

| **7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized** | A. All of the above |

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View File](#)
Web-Link to the Code of Conduct displayed on the institution's website	[View File](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

The best practises of the institution is uploaded in the website in the link given below;

https://vijayateacherscollege.ac.in/wp-content/uploads/2024/02/2020-21_best_practice.pdf

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The details related to one area of distinctiveness is uploded in the document file.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	**No File Uploaded**

View File