



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

| | |
|--|----------------------------------|
| Part A | |
| Data of the Institution | |
| 1.Name of the Institution | Vivekananda College of Education |
| • Name of the Head of the institution | Dr. Abha Sharma |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 05712523132 |
| • Mobile No: | 9837054588 |
| • Registered e-mail ID (Principal) | vcealigarh@gmail.com |
| • Alternate Email ID | sudha.saraswat8@gmail.com |
| • Address | GONDA ROAD MATHURA BYE PASS |
| • City/Town | ALIGARH |
| • State/UT | Uttar Pradesh |
| • Pin Code | 202002 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |
| • Location | Urban |

| | | | | | |
|---|---|----------------|-----------------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the Affiliating University | Raja Mahendra Pratap Singh State University, Aligarh | | | | |
| • Name of the IQAC Co-ordinator/Director | DR. SHELJA SINGH | | | | |
| • Phone No. | 7037779026 | | | | |
| • Alternate phone No.(IQAC) | 8077159712 | | | | |
| • Mobile (IQAC) | 7037779026 | | | | |
| • IQAC e-mail address | osvctmaligarh@gmail.com | | | | |
| • Alternate e-mail address (IQAC) | vcealigarh@gmail.com | | | | |
| 3.Website address | https://vcealigarh.in/ | | | | |
| • Web-link of the AQAR: (Previous Academic Year) | https://vcealigarh.in/media/pdfs/vce/AOAR_21_22.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://vcealigarh.in/media/pdfs/vce/AcedemicCalender2022-23.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B | 2.20 | 2011 | 27/03/2011 | 26/03/2016 |
| 6.Date of Establishment of IQAC | | | 25/07/2011 | | |
| 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc. | | | | | |
| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount | |
| None | NA | NA | 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 | 4 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>S.U.P.W. Camp: On March 16, 2023, the three-day Socially Useful Productive Work (S.U.P.W.) The camp concluded in the college campus. This camp was organized under the leadership of Mrs. Minto Dagaur. In this camp, B.Ed. students were taught various activities like table pose, candle elephant stand, mirror decoration, ball hanging, tie and die painting, Thappa painting, and using jute bags, and waste materials. On the occasion of the conclusion of this camp, Mrs. Sudha Saraswat, Vice Chairperson of the college, appreciated the work done by the students in the camp and motivated them for a better future. Health Camp: "Health Camp" was organized in Vivekananda College of Education on 14.10.2022, in which Dr. Sonal from "Community Health Centre" Lodha, along with Mr. Nikhil Pratap remained present throughout the camp. All the students were informed about it beforehand so that they could discuss their problems related to health like general weakness, loss of hunger, vomit feeling, lethargy, lack of concentration, frequent headache, loss of hunger, general weakness, less RBC count, etc. Yoga Camp: The five-day yoga camp of Vivekananda College of Education was held from 13 February 2023 to 17 February 2023. In the yoga camp, meditation, pranayama, Ashtanga yoga, asanas, etc. were explained by yoga instructors Mr. Vikas Upadhyay and Mrs. Shashi Sharma, in which all the students participated with interest. There was cooperation from all the teachers including the principal in the yoga camp. The camp was conducted by in-charge Dr. Pashpendra Sharma. Workshop: Vivekananda College of Education organized a three-day workshop (31 May 2023 to 02 June 2023) on the topic "Fundamentals of Research</p> | | |

Methodology". The objective of this workshop is B.Ed, M.Ed. The aim was to develop a research attitude and scientific approach among the students. Guest Lecture: A guest lecture on women empowerment was organized at Vivekananda Education, Aligarh on 25 November 2022 in which girl students were provided information related to their rights and law.

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 |
|--|--|
| Teaching learning process (Traditional and power point) | Teaching learning process started for session among the students of semester running traditional and innovative both methods were used for teaching. |
| Tree Plantation | Tree plantation done in the college campus on 11-08-2022 |
| Mehandi Competition | Mehandi Competition organized on the occasion of "Hariyali Teej" on 30-07-2022 |
| Independence Day | Independence day was celebrated with great zeal and enthusiasm. Students presented solo dance, group dance, drama, etc. after flag hosting ceremony. |
| Azadi ka Amrit Mahotsava | Azadi ka Amrit mahotsava celebrated from 11 to 15 Aug 2022. Poem writing, slogan writing, painting and many more. This programme conducted on the order of state govt. |
| Teacher's Day Celebration | Birthday of Radhakrishnan celebration as teacher's day on 5th September. Students and teachers celebrated this day with joy and pleasure. |
| Hindi Week | Hindi week celebration from 14th September to 20th September 2022. Many programmes were conducted for the students poem, |

| | |
|---|---|
| | poster making, quiz, etc. |
| Gandhi Jayanti | Gandhi ji and Lal Bahadur Shastri Jyanti celebrated with gaiety and simplicity. Patriotic songs by the students |
| Health Camp | A health camp organized on 14 oct 2022 in which Dr. Sonali and her Colleague Nikhil pratap community "Health Care Centre" diagnosed and advised the students. |
| Induction Programme | B.Ed. I semester 2022-24 batch commenced with induction programme on 14 Nov 2022. |
| Guest Lecture cum workshop on women empowerment | Guest lecture cum workshop on women empowerment on 25 November 2022. |
| Skill teaching | Skill teaching conducted from 19 dec 2022 to 21 January 2022 successfully. Students learned different of skill of teaching in this programme |
| Alumni meet | Alumni meet organized on 3 oct 2022. Students presented different cultural programme for their senior. |
| M.Ed. Internship | M.Ed. 2020-22 batch students were placed for internship from 22 Nov 2022. |
| Fate | Fate organized on 02 jan 2023 to celebrate new year. |
| Yoga Shivir | Yoga camp for the students of the B.Ed. organized from 13 Feb. 2023 |
| Republic day | 26 Jan 2023 celebrated with great zeal and enthusiasm |
| School Internship | B.Ed. II Year students placed for internship from 27 Jan 2023 to 20 Feb 2023. |

| | |
|-------------------------------------|---|
| Induction Programme M.Ed. | Students of M.Ed. 2022-24 batch commenced with induction programme on 06 Feb 2023. |
| SUPW Camp | SUPW Camp arrange from 14 to 16 march 2023. |
| Guest Lecture | A guest lecture organized for women sensitization under save girl child campaign on 31 march 2023 |
| Sessional Exam | Sessional exam conducted from 26 April 2023 for all students of B.Ed. and D.El.Ed. |
| Scout and Guide Camp | Scout and guide camp organized for students of B.Ed. 2022-24 batch from 3 April to 7 april 2023. |
| Internship | Internship for the students of B.Ed. first year from 1 may 2023 to 15 may 2023 successfully. |
| Har Ghar Dhyan Yojna | Har Ghar Dhyan for mental health and meditation organized on 29 April 2023 |
| Poster making, quiz and competition | A Poster making and quiz competition organized on 15th may 2023. |
| Workshop | Workshop on the topic Fundamental of research methodology from 31 may 2023 to 2 June 2023. |
| e-content development | 12th may, 19th May, 26th May 2023. |

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

- Name of the statutory body

| | |
|----------------------------|--------------------|
| Name of the statutory body | Date of meeting(s) |
| COLLEGE MANAGEMENT | 01/07/2022 |

14. Whether institutional data submitted to AISHE

| | |
|---------|--------------------|
| Year | Date of Submission |
| 2022-23 | 15/02/2023 |

15. Multidisciplinary / interdisciplinary

- The institution promotes an interdisciplinary approach to maintain diversity and integrity within the system. An interdisciplinary curriculum involves using knowledge and methodology from more than one subject area to address related issues and problems within the teaching-learning process. In education, it is essential to address psychological issues and problems that students may face. Basic interdisciplinary subjects such as philosophy of education, social problems in Indian society, language, and curriculum issues are crucial in creating integrity within diversity.
- Institute helps students to recognize bias and think critically. When students put aside their pre-existing notions, they position themselves to learn facts more readily and are more open to adopting a range of methodologies that promote understanding.
- Identifying, and nurturing the unique abilities of each student, sensitizing faculty to promote holistic development of each student in both academic and non-academic spheres.
- The institute enables an individual to study one or more specialized areas of interest at a deep level and develop character, ethical and constitutional values, intellectual curiosity, scientific temperament, creativity, spirit of service, and 21st-century capabilities in a range of disciplines including engineering, and vocational subjects.

The multiplicity of courses at the college facilitates interaction among students from diverse disciplines thus helping them to develop the multi-disciplinary approach.

16. Academic bank of credits (ABC):

Vivekananda College of Education is an affiliated Institute with Raja Mahendra Pratap Singh State University, Aligarh, and is in the process of requiring itself with the Academic Bank of Credits.

17. Skill development:

Life skill-based education is a form of education that focuses on implementation of personal life skills like - accountability, responsibility, honesty, problem solving, thinking, reasoning obedience etc. In modern scenario, educationists are playing an important role in developing skills in the students different curricular and co-curricular activities improve these skills effectively in the student teaches. They also learn co-operation, coordination, empathy and kindness, etc.

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

The National Education Policy 2020 aims to restructure the education system of India on the framework of the ancient Indian system. With this, it emphasizes Indian languages and culture. We promote the Indian knowledge system through curricular and co-curricular activities. There are different subjects that promote the Indian knowledge system in the students of M.Ed. B.Ed. & D. El. Ed . In cultural activities, we encourage regional songs and folk dances, and classes run through a bilingual system. Our teacher explains the subject matter in Hindi as well as in English.

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

The whole curriculum planned in the academic calendar is based on Outcome-based education. VCE aims to nurture its students so that we give society such teachers who are equipped with the latest knowledge of subject and teaching, who are also abreast with life skills like cooperation, empathy, communication, problem-solving, stress management, etc.

20.Distance education/online education:

The faculty in VCE used a blended mode of teaching in this session to combine both online and traditional methods of teaching.

Extended Profile

1.Student

2.1

424

Number of students on roll during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2

300

| Number of seats sanctioned during the year | | |
|--|---|-------|
| File Description | Documents | |
| Data Template | View File | |
| 2.3 | | 150 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | | |
| File Description | Documents | |
| Data Template | View File | |
| 2.4 | | 177 |
| Number of outgoing / final year students during the year: | | |
| File Description | Documents | |
| Data Template | View File | |
| 2.5 | Number of graduating students during the year | 143 |
| File Description | Documents | |
| Data Template | View File | |
| 2.6 | | 247 |
| Number of students enrolled during the year | | |
| File Description | Documents | |
| Data Template | View File | |
| 2.Institution | | |
| 4.1 | | 13.29 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | | |
| 4.2 | | 36 |
| Total number of computers on campus for academic purposes | | |
| 3.Teacher | | |

| | |
|---|----|
| 5.1 | 44 |
| Number of full-time teachers during the year: | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |
| Data Template | View File |

| | |
|--|----|
| 5.2 | 44 |
| Number of sanctioned posts for the year: | |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The institution ensures effective curriculum delivery through a well-planned and documented process at the commencement of the Academic year. As part of it, we formed a curriculum planning committee consisting of 8 resourceful members. We also prepared an academic calendar comprising the whole year's work plan, including assignments, tasks, practical, seminars, webinars, unit tests, internal exams, and model exams. For curriculum planning, reviewing, and updating, the committee suggest innovative alterations and modifications. The Academic calendar is prepared by the Committee organized for the said purpose. At the beginning of the Academic year the teachers prepare the session plan of their respective subjects. Planning, reviewing, Revising the Curriculum & adapting it to local context the institution has IQAC that conducts quarterly meetings to plan all the curricular and co- curricular activities of the students.

The cell conducts meeting in the beginning of a trimester in which activities are plan according to the academic calendar. In-charge of each activity deputed and each in-charge along with the committee members execute the plan activities in that quarter and submit the report to the principal.

Following committees are constituted for the distribution of work and activities.

Time Table Academic Calendar Committee, Social Activities Committee, Literary Activities Committee, Science and Mathematics Resource Committee, Psychology Resource Committee, Seminar/ Workshop Committee.

| 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 teaching schools Employers Experts Students Alumni

C. Any 3 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme

A. All of the Above

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

| File Description | Documents |
|--|--|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | https://vcealigarh.in/media/pdfs/vce/VCE-CO-PO-Statement.pdf an d Programme Specific Outcomes.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

28

| 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

3

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

3

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochure and Course content along with CLOs of value-added courses | View File |
| Any other relevant information | View File |

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

367

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

367

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

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

One of the fundamental pillars of quality education is the curriculum and syllabus. To improve student learning outcomes and capabilities, it is critical to have a relevant, thorough, and well-organized syllabus. The institution ensures effective curriculum delivery through a well-planned and documented process at the commencement of the Academic year. As part of it, we formed a curriculum review committee consisting of 8 resourceful members. We also prepared an academic calendar comprising the whole year's Work plan, including assignments, tasks, practical, seminars, webinars, unit tests, internal exams, and model exams. For curriculum planning, reviewing, and updating, the committee Suggest innovative alterations and modifications. The Academic calendar is prepared by the Committee organized for the said purpose. At the beginning of the Academic year the teachers prepare the teaching plan of their respective subjects. The teaching plan is verified by the principal. There is sufficient flexibility in the teaching plan, to adopt the changes if any. The evaluation of the students is carried out periodically as per the norms of the University. As a result, the institution has a regular in-house practise of developing, reviewing, updating, and adapting curriculum.

| File Description | Documents |
|--|---------------------------|
| List of activities conducted in support of each of the above | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |
| Photographs indicating the participation of students, if any | 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

In our college, there are various sorts of diversity. The students come from various districts, religions, and cultures. Teachers and administrators never discriminate between students. Alternative education is a feature of our institution. Alternative education is largely focused on the interests and needs of the individual student. This course is intended to offer students with information and awareness of current alternative education systems on a national and international level, as well as the various types of alternative education. As part of this we conducted a visit to special schools nearby us such as B. B. Girls Inter College Aligarh, S R S Public School Aligarh, and Indian Public School Aligarh.

| 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

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. In Vivekananda College of Education, Aligarh we have an effective monitoring mechanism during internship programme. In which first the student teacher educators are given opportunity to observe the five classes of the teachers. Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and makes managing more effective at identifying areas for further growth. During the initiatory programs the mentor teacher observes the classes of the teacher trainee and gave advice for necessary corrections. During the internship programs the mentor teacher also observes the five classes of the teacher trainee. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment we keep a supervision dairy to develop students' professional and instructional skills for improving teaching process. The teacher educators are also instructed to keep a record of all the innovative activities that has conducted during their internship programme.

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

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

Four 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

Feedback collected, analyzed and action taken

process adopted by the institution comprises the following

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

247

2.1.1.1 - Number of students enrolled during the year

247

| 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

146

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

146

| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

1

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

1

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| 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.

Vivekananda college of Education, Aligarh has developed a five-point observation schedule to map the teaching skills, social skills, general awareness, language proficiency and basic ICT knowledge of the student teachers. Assessment is done after two weeks of the start of the academic session every year. A three-point observation

schedule spanning the teaching skills, subject knowledge, and practical knowledge to assess the entry level behaviour of the student teachers in each Core and Pedagogy subject is designed. The data collected is analysed by the teacher educators and the students are identified according to their levels ranging from slow learner to Fast learners' performance. The curriculum is designed accordingly. The slow learner is given personal mentoring and proper counselling to induct them into the learning programme. Personal mentoring and sharing sessions are arranged which helps educators to identify the entry level difficulties and anxiousness faced by the student teachers and appropriate guidance is given. It was observed that more than 85% of the students showed a marked improvement in their performance. The working of the college is furnished in such a way students enter the vocation immediately and can contribute their best to the betterment and development of the society.

| 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

Four/Three 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

Three of the above

| File Description | Documents |
|--|---------------------------|
| Relevant documents highlighting the activities to address the differential student needs | View File |
| Reports with seal and signature of the Principal | View File |
| Photographs with caption and date | View File |
| Any other relevant information | View File |

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

31

| 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 teaching learning process is enriched with the help of many techniques including PowerPoint presentation, online teaching, blended learning, group discussion, experimental learning, assignments, sessional, class room seminars, brain storming etc. Teachers make use of blended teaching technique by sending the content online and then discussing in the class and vice versa. Students are also encouraged to discuss various topics in groups and individually through presentations and peer teachings. The course wise academic calendar prepared at the beginning of the session is properly implemented by the IQAC in the college. In the most of professional courses like engineering, medical field (Medicine, surgery, Ophthalmology, Radiology) Teaching courses i.e. B. Ed., M. Ed., D. El. Ed., and others involve 'participative learning, problem solving, focuses Group Discussion (in respective teaching subjects chosen by the learners based on their relevant degree). Teaching courses i.e. B. Ed., M. Ed., D. El. Ed., and others involve 'participative learning, problem solving, focuses Group Discussion (in respective teaching subjects chosen by the learners based on their relevant degree).

| File Description | Documents |
|--|---------------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | View File |
| Any other relevant information | View File |

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

12

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Link to LMS | Nil |
| 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

424

| 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 | No File Uploaded |
| 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

Three 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

- Teaching at any level is a "Team work" as one teacher cannot be the "Master of all".
- Every Education Institution of every level deal with "students diversity" in terms of family, economy , educational ,rural or urban, religious background etc.
- Different Economical and educational backgrounds.
- The relationship with collagenous and authorities depend upon cultural and social background of the concerned persons and their nature /behavior.
- Balancing home and work stress depend upon the nature /behavior of the concerned person and his /her surroundings.
- There is regular provision of newspaper (Hindi, Urdu, Punjabi, and English) in the college library through which one can easily remain updated regarding the present solution in the surrounding /states /country, Neighboring countries, Depended, Developing, such information's and recent development in education at all the levels have their own importance in the field.

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

2.3.6 - Institution provides exposure to

Two of the above

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

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | View File |
| Any other relevant information | View File |

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

A vibrant teaching-learning process in a teacher education college acts as a fertile ground for nurturing essential 21st-century skills in student-teachers. This includes creativity and innovation fostered through open-ended tasks, collaborative projects, and technology integration, as seen in the science class where students designed and presented innovative solutions for local waste management using recycled materials. Intellectual and thinking skills blossom through inquiry-based learning, critical analysis of case studies, and problem-solving activities. For instance, the history class employed simulations and debates on historical events, enhancing students' ability to analyse diverse perspectives and form well-reasoned arguments. Empathy flourishes through service-learning projects and role-playing exercises, as evident in the language class where students conducted storytelling sessions for underprivileged children, developing their emotional intelligence and social responsibility. Life skills, including communication, teamwork, and self-management, are honed through group presentations, peer feedback, and reflection sessions. The English class utilized collaborative writing activities and peer editing sessions, equipping students with effective communication and teamwork skills. This holistic approach empowers student-teachers to

become well-rounded individuals and future educators who can effectively nurture these crucial skills in their own students.

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

2.4 - Competency and Skill Development

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

Three/Four 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 | View File |

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

Four/Five of the above

| learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement | | | | | | | | | | | | | |
|---|---------------------------|-----------|---------------------------|---------------------------|--|---------------------------|--|---------------------------|---|---------------------------|--------------------------------|---------------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="86 297 552 365">File Description</th> <th data-bbox="552 297 1477 365">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 365 552 432">Data as per Data Template</td> <td data-bbox="552 365 1477 432">View File</td> </tr> <tr> <td data-bbox="86 432 552 539">Reports and photographs / videos of the activities</td> <td data-bbox="552 432 1477 539">View File</td> </tr> <tr> <td data-bbox="86 539 552 678">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="552 539 1477 678">View File</td> </tr> <tr> <td data-bbox="86 678 552 781">Documentary evidence in support of each selected activity</td> <td data-bbox="552 678 1477 781">View File</td> </tr> <tr> <td data-bbox="86 781 552 846">Any other relevant information</td> <td data-bbox="552 781 1477 846">View File</td> </tr> </tbody> </table> | File Description | Documents | Data as per Data Template | View File | Reports and photographs / videos of the activities | View File | Attendance sheets of the workshops / activities with seal and signature of the Principal | View File | Documentary evidence in support of each selected activity | View File | Any other relevant information | View File | |
| File Description | Documents | | | | | | | | | | | | |
| Data as per Data Template | View File | | | | | | | | | | | | |
| Reports and photographs / videos of the activities | View File | | | | | | | | | | | | |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | View File | | | | | | | | | | | | |
| Documentary evidence in support of each selected activity | View File | | | | | | | | | | | | |
| Any other relevant information | View File | | | | | | | | | | | | |
| 2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback | Two of the above | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="86 1317 552 1384">File Description</th> <th data-bbox="552 1317 1477 1384">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1384 552 1451">Data as per Data Template</td> <td data-bbox="552 1384 1477 1451">View File</td> </tr> <tr> <td data-bbox="86 1451 552 1630">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="552 1451 1477 1630">View File</td> </tr> <tr> <td data-bbox="86 1630 552 1697">Any other relevant information</td> <td data-bbox="552 1630 1477 1697">No File Uploaded</td> </tr> </tbody> </table> | File Description | Documents | Data as per Data Template | View File | Details of the activities carried out during the academic year in respect of each response indicated | View File | Any other relevant information | No File Uploaded | | | | | |
| File Description | Documents | | | | | | | | | | | | |
| Data as per Data Template | View File | | | | | | | | | | | | |
| Details of the activities carried out during the academic year in respect of each response indicated | View File | | | | | | | | | | | | |
| Any other relevant information | 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 | Three of the above | | | | | | | | | | | | |

| Rating Scales | |
|--|---------------------------|
| File Description | Documents |
| Data as per Data Template | View File |
| Samples prepared by students for each indicated assessment tool | View File |
| Documents showing the different activities for evolving indicated assessment tools | View File |
| Any other relevant information | 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 | Three 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 | View File |
| Any other relevant information | View File |
| 2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event | Two of the above |

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

Four of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples of assessed assignments for theory courses of different programmes | View File |
| Any other relevant information | View File |

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

Under the Internal Quality Assessment Cell meeting, discussions are held to organize various educational programs, these programs are organized smoothly by the officials of the educational committees. Internship I and II are also included in various educational programs. Through internship, efforts are made to make the trainees proficient in the subject chosen by them for teaching. The process of internship is as follows-

1. The person in-charge of each internship is appointed by the IQAC meeting held every quarter of the session. Schools are selected by the in-charge through mutual participation.

2. Before sending the trainee for internship, the school principal and teachers are given complete information about the internship process by the in-charge.
3. The students going for internship are sent on internship after becoming proficient in skill teaching, simulation teaching and complete information about the process of internship is also given in advance by the subject expert.
4. During the internship process, the job of the subject teachers of the institution is to visit various schools and provide supervision and guidance.
5. The academic performance of students is evaluated through text criticism by the teachers of the institution.

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

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

2.4.9.1 - Number of final year students during the academic year

169

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Plan of teacher engagement in school internship | View File |
| Any other relevant information | View File |

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

Three/Four of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sample copies for each of selected activities claimed | View File |
| School-wise internship reports showing student engagement in activities claimed | View File |
| Wherever the documents are in regional language, provide English translated version | View File |
| Any other relevant information | View File |

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

During the internship, the trainee students are supervised by the principal and subject teachers of the institution so that they keep improving their teaching work day by day. The school teachers also provide proper guidance to the trainee students as to what is the syllabus of which class and where. Where to start from and what is the way to control some mischievous children in the class so that they can do effective teaching? Trainee students along with her peers does peer group teaching. Under this, the students are also loved and the supervisors are also loved. A positive effect is seen as it encourages trainee teachers to do their work even better than other training teachers.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of the response | View File |
| Any other relevant information | View File |

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

Three of the above

| File Description | Documents |
|--|---------------------------|
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | View File |
| Two filled in sample observation formats for each of the claimed assessors | View File |
| Any other relevant information | View File |

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

Three of the above

| File Description | Documents |
|--|---------------------------|
| Format for criteria and weightages for interns' performance appraisal used | View File |
| Five filled in formats for each of the aspects claimed | View File |
| Any other relevant information | View File |

2.5 - Teacher Profile and Quality

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

44

| 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

13

| 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

211

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

211

| 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

Vivekananda College of Education Aligarh has resourceful and professionally competent group of teacher educators that serves as the pillars of institution. Faculty initiates efforts to ensure that they are academically and professionally updated. Frequent discussions on the innovative teaching practices, implementation of national polices etc are conducted to keep abreast with the changing scenario of education. The expertise and knowledge of senior faculty members of the college has been utilized to train the junior teachers in matters pertaining to conduct of tasks, submission of various practical etc. In case of any change in curriculum, the notifications are thoroughly analysed and studied to understand the gist and the problems. ICT workshops are conducted frequently. Faculty participated various enrichment programmes of different colleges. Teacher educators has also undertaken research and development works and they publish research papers and articles in national and international journals. During the formal and informal

meetings discussions on innovative practices, changes to be adopted during teaching practice and the improvements to be made in the task and assignments are discussed. "Synergy" talks are also enabled for the teachers which has helped them to improve their language and to get familiarised with the modern-day technologies.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence to support the claim | View File |
| Any other relevant information | View File |

2.6 - Evaluation Process

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

Proper assessment of the personality of the students is done by the institution through curriculum and various co-curricular activities. These activities are the basic elements of internal assessment of the students. Internal assessment is based on some special elements-

1. According to Raja Mahendra Pratap University norms, 70 to 75% class attendance of every student is mandatory.
2. Full adherence to the rules of college discipline by students.
3. To engage the students in various activities.
4. Two assignments are given to the students throughout the year, their presentation reflects the personality of the students.
5. Two sessional tests are conducted every year.
6. Every week, as per requirement, teachers discuss and conduct oral examination on those topics which have beentaughtearlier.

| File Description | Documents |
|--|---------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

Three of the above

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

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

Vivekananda College of Education Aligarh has been ardent in keeping the transparency of the examinations conducted. The college ensures that the students are well informed of their internal marks by publishing them prior to the final submission to the university. Grievance redressal cell has been actively operating in the college which investigates the matters pertaining to a wide range of problems. The college management has allowed the students to raise issue in case of any discrepancy in marks for which an expert panel has been constituted consisting of Principal and senior teachers to investigate the matter. On the administrative side, the college has ensured that the documentation works pertaining to the examinations

are up to date and separate ledgers and records are maintained for the same. A senior teacher has been given the duty in charge to oversee the conduct of the examinations and documentation works. The administrative staff and academic wing work hand in hand for the successful conduct of the examinations. The college is always there as a helping hand for those in need both mentally and financially.

| 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.

The institution adheres to the academic calendar for continuous internal assessment and for arrangement of theory and practical classes. Transparency, security technology are effectively and appropriately used during these all process. The institute strongly believes in honesty in its functioning. It has well-structured operating process to develop the academic teaching plans and we aim to follow this well-planned academic calendar. The academic calendar committee prepares the academic calendar by understanding every detail so that the activities are planned accordingly. Because, we believe that academic calendar lays down foundation of the academic delivery. It represents the institution's mission and vision. The academic calendar shows the beginning and end of every year encompassing all the curricular co-curricular, internship etc. activities to be conducted, the internal evaluation schedule and the tentative schedule of external evaluation. Each paper and their respective teacher follow the pattern of theory classes and internal assessment based on practical's, presentations, assignments, and other related activities. The IQAC ensures the implementation of the academic calendar by monitoring the progress. The internal evaluation is based on all the activities planned throughout the session.

| 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 Vivekananda College of Education explicitly articulates its Programme Outcomes, Programme Specific Outcomes, and Course Outcomes. Both the Vision and Mission statements are prominently showcased on the College website and within its campus. These outcomes are thoughtfully designed, considering the diverse range of programs offered and the diverse student population. Principal and IQAC Co-ordinator raise awareness about POs, PSOs, and COs to students. Faculty, mentors, coordinators also emphasize outcomes. College follows mechanism to communicate learning outcomes to all. Hard Copy of syllabi, Program Outcomes, Program Specific Outcomes and Course Outcomes available in the departments for ready reference to the faculty Course File and Session Plan. Cos, POs are published in College Principal Office and Faculty Staff Room.

| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

The Vivekananda College of Education adheres to university-

prescribed curriculum, incorporating POs, PSOs, and COs. Outcome-based education ensures COs and POs achievement. Departments utilize direct (assignments, Sessional Exam and, attendance) and indirect (exit surveys, course surveys) assessments. POs are aligned with Cos via standard rubrics for theory and practical exams. Assessment analyses are reviewed by department committees and forwarded for approval. Faculty strive for timely course completion, offering extra classes if needed. Continuous evaluation includes tests, assignments, and presentations, while end-semester exams are three-hour written exams. Improved student strength, passing percentage, and placements have been observed, aided by a dynamic placement cell meeting diverse company requirements.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View File |
| Any other relevant information | View File |

2.7.4 - Performance of outgoing students in internal assessment

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

169

| 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.

Initial learning reflects in their final assessment that is mostly average and good performance. Slow learners gain average performance

in comparison to bright students but overall, the result is good. Many activities such as Scout-guide camp, Sports week, SUPW camp, competitions etc. that were planned to develop cooperativeness and leadership in students were fruitful and the students learned to work as a team. The Internship was planned to develop teaching competencies in the student-teachers. The students came out with flying colours by using teaching skills in the schools allotted to them.

Student teachers of the college has always shown an incremental development. It has been observed that more than 90% of the students showed a significant improvement in the pedagogic and attitudinal styles once they have undergone the various workshops and mentoring sessions. The entry level tests have helped to identify the vacuum in each and the proper management techniques adopted by the college has further helped to rectify the problems in those students that has developed them into a full-fledged professional. Student teachers has optimally utilized the library facilities available in the college for references, note making and for acquiring extra knowledge.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://forms.gle/KQaWxfm5cwtF1epJA>

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, think

One of the above

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 | View File |
| 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

3

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| First page of the article/journals with seal and signature of the Principal | View File |
| 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

24

| 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

152

| File Description | Documents |
|---|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | No File Uploaded |
| 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

152

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

152

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the claim along with photographs with caption and date | View File |
| Any other relevant information | View File |

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

Vivekananda College of Education, Aligarh organise various Academic Activities as IQAC meetings held regularly, Induction programs for new students, Sessional exams conducted for various semesters, Workshops and guest lectures organized on various topics. Co-curricular Activities as Mehndi competition, Tree plantation drive, Independence Day and Republic Day celebrations, Hindi week celebration, Awareness program on drug abuse, Health camp, Fete, Yoga Shivar, SUPW camp, Poster making and quiz competition, International Yoga Day celebration. Other Activities: Teacher's Day celebration, Gandhi Jayanti celebration, School internship for B.Ed. students, Scout Guide camp, Meditation, and mental health program.

The report highlights the various academic and co-curricular activities conducted by Vivekananda College of Education during the session 2022-23. These activities aim to provide a holistic learning experience for the students and develop their overall personality. The report also acknowledges the contribution of the staff members in the success of these activities.

| 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

1

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 | View File |
| 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

0

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| 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

Three/Four 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 | View File |

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

College has a well-developed infrastructural facility with well-furnished classrooms and a serene environment. The rooms are well lit and spacious with all amenities for storage and use. The software and ICT facilities are up to date and the psychological and science labs are well furnished and updated. The campus is wi-fi enabled and user friendly in nature. The college has a Smart classroom cum computer-lab with 24 desktop computers with broadband facilities and one laser printer cum copier. The sports ground has vast area, Volley ball court, badminton court and other sports accessories are there as assets of the institution. Carrom board, chess, table tennis, Magnet Dart Board, Ludo are also provided by the college for indoor sports activities. Constant voltage power supply is ensured from the transformer installed near the campus for the purpose of the college.

| 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

03

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Geo-tagged photographs | View File |
| Link to relevant page on the Institutional website | https://vcealigarh.in/facilities |
| Any other relevant information | No File Uploaded |

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

36.89

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View File |
| Any other relevant information | 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.

The library is semi computerized. Software Tech Lib is used for issuing books and maintaining records. The main terms used for effective retrieval of books in the library are author, title and publisher. The library has four distinct sections - Acquisitions, Cataloging Circulators, Issues and Returns. Tech lib's tasks are the acquisition entry of the total number. Book Delivery - Issuance and Return of Books Subscribers - Access and Quick Return Reports - Daily Delivery Online - Internet Access Serials - Magazines and Newspapers OPAC - Search Book by Title, Publisher, Author, Different Types of ISBN, SSBN etc. The college library has computers and internet facilities. Students and teachers use the library frequently as needed. Teachers and students use computers and internet in various areas of innovation in the field of classroom interaction, teaching aids, effective use of audio-visual teaching materials etc. Teachers and students can compare efficiency with other countries in the field of research. It provides great support

to students and teachers.

| File Description | Documents |
|--|---|
| Bill for augmentation of library signed by the Principal | View File |
| Web-link to library facilities, if available | https://vcealigarh.in/pages/Library |
| Any other relevant information | No File Uploaded |

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

Basic facilities in the college library have been satisfied and is growing in phased manner, now with more than 12781 books and 1993 reference books. 30 journals have been subscribed. Library has a seating capacity of 50 students. Card system is followed for the issue of books. Two desktop computers with LAN connection are provided for detailed reference. Library digitalization is progressing with KOHA installation under process. The official procedures for obtaining INFLIBNET and other remote access facilities has been initiated. The college puts forth all necessary efforts to upgrade the library facilities yearly.

| 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

| File Description | Documents |
|--|------------------|
| Data as per Data template | No File Uploaded |
| Receipts of subscription /membership to e-resources | No File Uploaded |
| 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)

1.89342

| 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

402

| 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 | https://drive.google.com/file/d/1ootbD2n_aW7BxE_mPdLvtfS29MbIochq/view?usp=drive_link |
| 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 | View File |

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

Recognizing the transformative power of technology, our institution has embarked on a journey to update its ICT facilities, including a revamped Wi-Fi network. This modernization brings a multitude of benefits for our community. Faster, more reliable internet fuels research, fosters collaboration, and enhances the learning experience. Expanded Wi-Fi coverage ensures seamless connectivity across campus, enabling students and faculty to learn and work

wherever inspiration strikes. This commitment to ICT excellence empowers our community to innovate, explore, and excel in today's interconnected landscape.

| 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

1:2

| File Description | Documents |
|---|---------------------------|
| Data as per data template | View File |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View File |
| Any other relevant information | View File |

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

E. < 50 MBPS

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

One of the above

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to videos of the e-content development facilities | https://docs.google.com/document/d/1YDBoJb0ZflFnP_WIGx05JSWX7o3OGdx4/edit?usp=drive_link&oid=113496539431046193221&rtpof=true&sd=true |
| List the equipment purchased for claimed facilities along with the relevant bills | No File Uploaded |
| Link to the e-content developed by the faculty of the institution | https://drive.google.com/file/d/1IYXeOtWHg4j_lxpOD9woTjg6UEc3Hr00-/view?usp=drive_link |
| 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)

36.89

| 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

The College ensures regular maintenance and upkeep of all infrastructural facilities. Maintenance is arranged with proper technicians as it needed. IT machines and software are continuously upgraded to ensure according to the market relevance. Principal along with teachers, IQAC and other committees draw Standards of Procedure and guidelines for overall development of college and accordingly frame policies based on guidelines of UGC. Different

committees for maintenance are 1. Purchase Committee Furniture and equipment are purchased on regular basis as per the requirements with Purchase Committee consisting of the Principal as Chairman, Bursar, 3 faculty members 2. Library Advisory Committee The library has advisory committee with a Librarian as convener and faculty members nominated as member of the committee by principal. This committee meet to discuss the function, requirements, utilization of resources, distribution of funds and other matter pertaining to the library.

| File Description | Documents |
|--|---|
| Appropriate link(s) on the institutional website | https://vcealigarh.in/media/pdfs/vce/IQACReport2022-23.pdf |
| Any other relevant information | View File |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three of the above

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

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

Seven/Eight of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo-tagged photographs | View File |
| Any other relevant information | View File |

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

B. Any 3 of the above

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

One 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 | No File Uploaded |
| Report of the Placement Cell | View File |
| 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 |
| 07 | 143 |

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

15

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Details of graduating students and their progression to higher education with seal and signature of the principal | View File |
| Documentary evidence in support of the claim | 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)

07

| 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

The Student Council is elected by the VCE students and plays an active role in the college in conducting all activities throughout the session. It is also responsible for conveying the grievances of the students to the administration and management of the institution.

| File Description | Documents |
|---|---------------------------|
| Copy of constitution of student council signed by the Principal | View File |
| List of students represented on different bodies of the Institution signed by the Principal | View File |
| Documentary evidence for alumni role in institution functioning and for student welfare | 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

13

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports of the events along with the photographs with captions and dates | View File |
| Copy of circular / brochure indicating such kind of events | View File |
| Any other relevant information | View File |

5.4 - Alumni Engagement

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

The alumni association structured well and function well in Vivekananda college of education (VCE). The alumni association of

VCE still not registered but is fictional. The alumni association plays an important role in providing guidance towards teaching learning process and takes part in providing professional guidance of current year students. Alumni association organizes programme like "communication with alumni" and "alumni meet" etc. time to time. In such programme students participate well and receive lot of guidance from their seniors (Alumni) about teaching learning process professional and non-professional guidance, also about research related work.

Our alumni association also play an effective role of a guardian to the new student of VCE. alumni feel like home in Vivekananda college of education they also receive guidance and love from their teachers.

| File Description | Documents |
|--|---------------------------|
| Details of office bearers and members of alumni association | View File |
| Certificate of registration of Alumni Association, if registered | View File |
| Any other relevant information | View File |

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

Three/Four of the above

| File Description | Documents |
|---|---------------------------|
| Documentary evidence for the selected claim | View File |
| Income Expenditure statement highlighting the alumni contribution | 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

4

| 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 | No File Uploaded |

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

The alumni association structured well and function well in Vivekananda college of education (VCE). The alumni association of VCE still not registered but is fictional. The alumni association plays an important role in providing guidance towards teaching learning process and takes part in providing professional guidance of current year students. Alumni association organizes programme like "communication with alumni" and "alumni meet" etc. time to time. In such programme students participate well and receive lot of guidance from their seniors (Alumni) about teaching learning process professional and non-professional guidance, also about research related work.

Our alumni association also play an effective role of a guardian to the new student of VCE. alumni feel like home in Vivekananda college of education they also receive guidance and love from their teachers.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students

and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The governance of the institution is reflected of an effective leadership and participative mechanism in tune with the vision and mission. In the vibrant halls of our teacher education college, we do not just build teachers; we sculpt architects of young minds. We envision a future where classrooms pulse with innovation, where learning is a kaleidoscope of experiences and where educators are lifelong learners, adept navigators of a dynamic educational landscape. The mission of our teacher education college lies in nurturing the architects of tomorrow. It strives to cultivate not just competent educators, but inspiring mentors who ignite the minds and shape the characters of young learners. Some of the committees in the college are -1. Discipline Committee 2. Admission Committee 3. Time Table and Academic Calendar Committee 4. Examination Committee 5. School Internship Committee Although the power of decision making is delegated to the head of the institution, the faculties of the college are highly encouraged for participation in institutional activities. Faculty members through several committees in coordination with fellow faculty fraternity carry out different activities and report to the principal.

| 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

The institution practices decentralization and participative management. The success of an institution is the result of the combined efforts of all who work towards attaining the vision of the institution. We conducted meeting of management committee, decision making bodies, before the next academic year. Evaluated the college functions, infrastructure, technology, teaching-learning process, student's performance in academically and non- academic events

previous year, to arrange a meeting that gives inputs for the strategic plan as per the vision and mission of the institution. Then beginning of the academic year, we decided duties of the teachers and non-teaching staff next academic year. Following committees are constituted for the distribution of work and activities. 1. Discipline Committee 2. Admission Committee 3. Time Table Academic Calendar Committee 4. Examination Committee 5. School Internship Committee 6. Social Activities Committee 7. Literary Activities Committee 8. Cultural Committee 9. Science and Mathematics Resource Committee 10. Psychology Resource Committee 11. ICT Committee 12. Art and Craft Committee 13. Magazine Committee 14. Women's Cell 15. Seminar/ Workshop Committee 16. Sports and Camp Committee 17. Alumni Meet Committee 18. Tour Committee 19. Library Advisory Committee 20. Guidance Counseling Cell.

| 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.

The governance of the institution is reflected of an effective leadership and participative mechanism in tune with the vision and mission. In the vibrant halls of our teacher education college, we do not just build teachers; we sculpt architects of young minds. We envision a future where classrooms pulse with innovation, where learning is a kaleidoscope of experiences and where educators are lifelong learners, adept navigators of a dynamic educational landscape. The mission of our teacher education college lies in nurturing the architects of tomorrow. It strives to cultivate not just competent educators, but inspiring mentors who ignite the minds and shape the characters of young learners. Some of the committees in the college are -1. Discipline Committee 2. Admission Committee 3. Time Table and Academic Calendar Committee 4. Examination Committee 5. School Internship Committee Although the power of decision making is delegated to the head of the institution, the faculties of the college are highly encouraged for participation in institutional activities. Faculty members through several committees in coordination with fellow faculty fraternity carry out different activities and report to the principal.

| 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 institution maintains its website www.vcealigarh.in, in which faculty details, photographs, annual reports, IQAC minutes of meeting information, financial balance sheet etc. are displayed. In the way the institution maintain transparency in its financial, academic and administration functions. It strives to cultivate not just competent educators, but inspiring mentors who ignite the minds and shape the characters of young learners. Some of the committees in the college are -1. Discipline Committee 2. Admission Committee 3. Time Table and Academic Calendar Committee 4. Examination Committee 5. School Internship Committee Although the power of decision making is delegated to the head of the institution, the faculties of the college are highly encouraged for participation in institutional activities. Faculty members through several committees in coordination with fellow faculty fraternity carry out different activities and report to the principal.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://vcealigarh.in/media/pdfs/vce/AnnualReport22-23.pdf |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

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

The college has well-functioning organizational structure managed and administrated by the corporate educational agency; N.L. Educational Society is the highest authority of organogram of the institution. The president of the managing body is manager who is

assisted by the corporate Educational Secretary. It recommends strategic plans that can be adopted in matters like infrastructural development enhancement in the quality in teaching learning process, promotion of research and healthy practices. Principal who is the executive head of the institution is entrusted with the responsibility of managing the day-to-day affairs of the college. staff council and student council also conduct meeting for important decisions taken daily in college. Vacancies are reported to the management executive bodies, the corporate educational agency. The direct recruitment to the posts of assistant professor is based on written test and interview, through all Aligarh advertisement, followed by selection of a constituted committee as per the provision of RMPSS University Aligarh rules and regulations and NCTE norms also. After the appointment first year is probationary period, After the one-year manager gives the permanent appointment order to the new comer. Medical, transport and other welfare measures is given to the staff regularly in the college.

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | https://vcealigarh.in/media/pdfs/vce/IQACReport2022-23.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

One/Two 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 | No File Uploaded |
| Any other relevant information | View File |

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

Vivekananda College of Education, Aligarh strives for perfection through various cell, committees, curricular and co-curricular activities. These committees work for the development of the college. The college conducted skill development programmes such as debate, quiz, day celebrations, different society-oriented programmes etc. Different bodies such as staff & student Councils, PTA, Decision making bodies, Managerial bodies etc. work every year. Prior to the commencement of academic year policy revision of the cells are conducted and allots curricular and co-curricular activities, society related programmes, for future. College calendar settings, strategic plan preparation, semester plan preparation and preparation for daily time table and teaching manual. Etc are part of the plan. The cells are the heartbeat of our college, because these cells work for maintaining our college discipline. Some cells in our college such as women cell, Antiharassment and grievance redressal cell, Anti-mobile squad, anti-ragging cell, etc works effectively in solving the various problems. The effective feedback system in the college helps to identify and solve the problems effectively.

| File Description | Documents |
|---|---------------------------|
| Minutes of the meeting with seal and signature of the Principal | View File |
| Action taken report with seal and signature of the Principal | View File |
| Any other relevant information | 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

Vivekananda College of Education, Aligarh considers the welfare of the staff and students with outmost importance with the view of harmonising the job done by them and setting an effective work environment. Relief funds has been allocated to the teaching and non-teaching staff in case of emergency and medical benefits are allotted. Understanding the need and urgency of the situation monetary helps are rendered to the needy staff during hospitalisation, construction of house etc. Festival bonus viz Holi, Diwali, Dussehra etc. period serves as a thrust to the conducive work environment. Staff tours to environmentally and historically important places are conducted by the Management. Welfare measures for teachers

1. Transport Facilities for female staff 2. Free first-aid 3. casual leaves 4. Canteen 5. Reprographic Facilities 6. Wi- fi

| 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 | No File Uploaded |
| Any other relevant information | View File |

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

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.

1

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochures / Reports along with Photographs with date and caption | View File |
| List of participants of each programme | View File |
| Any other relevant information | View File |

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

0

| File Description | Documents |
|--|------------------|
| Data as per Data Template | No File Uploaded |
| Copy of Course completion certificates | No File Uploaded |
| 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.

There is an Internal Performance Appraisal system for all its staff members headed by the Principal of the Institution. The principal monitors and evaluates the performance of all its staff and communicates the areas of improvement or the overall performance annually or as per requirement. The students at the end of their course give online feedback about all the teachers subject wise. In our institution modern ways are introduced for professional excellency. Along with curricular activities were included the system. To develop the proficiency of teacher's seminars and extensional lectures were conducted. After the participation in seminars teachers presented papers and improve their excellency. They published their research works in notable publications. In accordance with professional appraisal all published works organized and made a book. In this all-teacher's published works are coordinated. There are Grievance Redressal and Suggestion box placed at strategic locations in the campus where the students can express their query or concern about teachers which is also considered by the principal. Online feedback is also obtained from all student's time to time. All these are scrutinized and assessed by the principal.

| 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

Yes, the institute conducts financial Audits regulaly.

| 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)

0

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

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

IQAC of the college strives its best to bring about incremental changes in the infrastructure and allied developmental and quality prospects of the college. During the last five years a major portion of the fund available is very well utilized for the betterment of the college through activities of the IQAC. Over the years the IQAC has taken concerted efforts to increase the resources of the college and hence a major amount was allocated over the years for the procurement of library books, staff and students welfare activities, infrastructural development etc. Income expenditure audit analysis over the past 5 years clearly projects the increment in the allocation of fund for various developmental activities. IQAC has in the past years concentrated more on the allocation of fund towards the betterment of ICT facilities in the college and for the training and refresher courses for the students and the staff of the college.

Fund has also been allocated to the conduct of various programmes and day observations conducted in the college. It is worth mentioning that the infrastructural developmental activities put forth by the IQAC like the up gradation of science and psychology lab, smart class rooms, LED projectors etc. Expenditure has also been allotted to the documentation and advertisement of the various programmes that served as important quality enhancing measures. It is vivid that there has been adequate financial support for adopting measures that facilitated a learner centric environment conducive for quality education and faculty maturation.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View File |
| Any other relevant information | View File |

6.5 - Internal Quality Assurance System

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

The IQAC plays a pivotal role in the enhancement and sustainability of quality in the educational services provided by the institution. The major initiatives include: Devising quality strategies, monitoring the extension and outreach programmes of the college, evaluating curricular and co-curricular activities, promoting high professional standard by integrating research in teaching. Introducing best practices Organising workshops and seminars Introducing quality initiatives like accreditation and ranking, consultancy, collaboration, attendance, feedback analysis, internal promotion guidance, research quality enhancement etc. In this academic year we conducted many innovative programmes for the quality development. And Free Health Testing Camp for the benefit of the local community. To improve our quality in education -to technology in our classes, LCD projector, Technological camp, computerised classroom facilities. Etc. Refresher programmes are conducted for the teachers to ensure professional development and quality practices in teachers. IQAC organises induction programmes, synergy programmes, paper presentation, curriculum seminars etc. Each programme of the college is conducted by the IQAC with outmost care and guidance to ensure continuous and comprehensive development of the faculty and students.

| File Description | Documents |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View File |
| Any other relevant information | View File |

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

Teaching learning process also comes under the purview of IQAC and is continuously monitored making sure that the system is functioning smoothly and abreast with the developments in the educational scenario worldwide. Continuous feedback is collected from the students to understand the quality of the deliverance of subject and the probable changes to be adopted if any is discussed among a panel of expert teachers and necessary measures are adopted. Thrust is given to modernise the classes to the best possible extent by encouraging the faculty and students to use ICT as the major tool for theoretical and practical works. IQAC makes sure that the different strategies and teaching methods are adopted by the faculty to deliver the subject through direct and indirect feedback mechanisms. Periodically the tasks and records of the student teachers are scrutinised by the expert panel of teachers to ensure that they are in congruence with the possible course and programme learning outcomes. The changes in the approach towards curriculum and the growing demands of the society is considered and marked changes are introduced yearly through constructive discussions in the Curriculum planning committee.

| File Description | Documents |
|---|---------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

4

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of the work done by IQAC or other quality mechanisms | View File |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View File |
| Any other relevant information | 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

Two of the above

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | https://drive.google.com/file/d/1v8ZAw_u9OkI_bhfhLQo-e0TqTZky3zaOC/view?usp=drive_link |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | https://vcealigarh.in/media/pdfs/vce/IQACReport2022-23.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

Based on the recommendations of the NAAC peer team visit 2011 the college has initiated many conscious post-accreditation activities:

-

TEACHING AND LEARNING

- Reinforced programmes viz., NET, SET, KTET coaching.
- Introduced add-on and value-added courses as part of the curriculum enrichment.

INFRASTRUCTURE AUGMENTATION AND LIBRARY

Construction of an Auditorium ICT based class, computerized office system, Air-conditioned smart room, guest room and Manager's room. Seminar hall with a seating capacity of 150, and library facilities and structural changes in the college has been successfully initiated.

- Modification of library to digitalized process initiated and, software is under process.
- As suggested by the NAAC peer team more reference books and academically important books are added.

STUDENT SUPPORT

- Placement for students is ensured in the various schools in the vicinity
- Merit day celebrations to congratulate and motivate the best students with awards and recognition
- Special facilities for the differently abled on the campus (Wheel Chair, Ramps in all buildings)

GOVERNANCE AND LEADERSHIP & HEALTHY PRACTICES

- The IQAC organized guest classes workshops, medical camps, day celebrations etc. during 2022-23
- New Feedback System revamped
- Performance Appraisal System for teaching and non-teaching

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Vivekananda College of Education is committed to energy conservation. The staff and students and all the employees are instructed to reduce the consumption of energy by using least and only required amount of energy service .energy conservation is a part of the concept of co sufficiency which is also taught is the paper of Environmental education. All faculty weakness and students keep a vigil on light and fan switches while living classes and laborites. A full time peon is also deployed for regularly checking the building power supply and water taps. Full time plumber and electrician have also been appointed by the institute for checking any leakage and faults. All the instructions regarding energy conservation are being documented in the institute code conduct. The institute is planning to further reduce the energy conjunction by installing solar panels in the near future.

| 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.

Awareness about pollution due to waste and method of disposal is spread through talks on environment conservation and students are encouraged to create less waste and are instructed for proper disposal. The institution takes initiatives for the management of waste which is generated within its campus. Several dustbins have been installed at different points in the college campus for collecting the solid waste. All the student and teachers and other

are instructed to throw the waste material in green and blue dustbins. Waste from dustbins is taken away regularly by the waste collection agency of the municipal body. The biodegradable waste is dumped in pits for decomposition. During autumn season a large quantity of dry leaves are collected and dumped to decompose into vermicompost. Other solid waste like newspaper, used papers are collected at the end of the year and disposed of to scrap venders. All the instructions are been given in the college code of conduct and are time to time repeated by the discipline committee of the institution.

| 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

Three 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 | No File Uploaded |

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

None 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 | No File Uploaded |
| 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

Vivekanand College of Education is committed to maintain a green and clean environment for this, a number of plants are being planted in the college campus. Tree plantation is a compulsory activity organized in the institution regularly every year. For this maintenance of the green cover in the college adequate staff is appointed. The campus is kept clean by the sweepers and all the employees and students are asked to adhere to the college code of conduct regarding cleanliness inside the campus. The parking is situated outside the campus and pedestrian friendly roads are provided inside the college campus. The students are strictly advised to minimize the use of plastic and use Steel dustbin accordingly.

| File Description | Documents |
|--|---------------------------|
| Documents and/or photographs in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

One 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 | No File Uploaded |
| Snap shots and documents related to exclusive software packages used for paperless office | No File Uploaded |
| 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)

23.86

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statement on green initiatives, energy and waste management | View File |
| Any other relevant information | 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

Vivekananda College provides an inclusive environment with tolerance and harmony towards cultural, Socio-economic and their diversities for everyone. Different social, cultural and sports activities are organized in the campus to promote harmony towards each other. All students regardless of their religion, caste, language etc. learn to cooperate like Scout-Guide camp, SUPW camp, tour, sports week etc. Commutative days like- women's festivals and national festivals are celebrated together to inculcate the values of brotherhood and patriotism among students. Students are also sensitized towards gender equalities, environmental conscious ness for developing a harmonious society

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

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

B. Any 3 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 | No File Uploaded |
| 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 | View File |
| 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

Awareness about pollution due to waste and method of disposal is spread through talks on Environment conservation and students are encouraged to create less waste and are instructed for proper disposal. The institution takes initiatives for the management of

waste which is generated within its campus. The number of dustbins has been installed at different points in the college campus for collecting the solid waste. All the students and teachers and other are instructed to throw the waste material in Greenland blue and steel dustbins. Waste from dustbins is taken a by regularly by the waste collection agency of the Municipal body. The biodegradable waste is dumped in pits for decomposition. During autumn season a large quantity of dry leaves are collected and dumped to decompose into vermi compost other solid waste like newspaper, used papers are collected at the end of the year and disposed of to scrap venders .All the instructions have been given in the college code of conduct and time to time repeated by the discipline committee of the institution.

| File Description | Documents |
|---|---------------------------|
| Photos related to two best practices of the Institution | View File |
| Any other relevant information | View File |

7.3 - Institutional Distinctiveness

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

The vision, mission and objectives of Vivekananda College of Education clearly points towards quality teaching without any discrimination. The aim of the institution is to produce educationally sound and morally strong future teachers. It is pledge bound to provide effective environment for learning. For this purpose, the institution recruits highly qualified and skillful teachers, who have good academic record and communication skills who are knowledgeable and are dedicated to teaching. Teachers provide clear explanation through face-to-face traditional method of teaching and through the use of power point, internet, projector etc. We also emphasize pupil teachers to use activity-based teaching techniques in their teaching and use working models, games, storytelling and appropriate teaching aids in provided adequate facilities on teaching learning process. This list of all physical & academic support facilities are following:

1. ICT enabled classrooms
2. Well ventilated and well light rooms
3. Auditorium
4. Seminar hall
5. Discussion Room

6. ICT lab
7. Psychology resource center
8. Health and physical education resource center
9. Science and mathematics resource center.
10. Art and craft resource center.
11. Library cu reading room.
12. Play field
13. Wi-Fi and internet facility.
14. Separate toilets for boys and girls.
15. Common room
16. Sick Room
17. RO drinking water

| File Description | Documents |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View File |
| Any other relevant information | View File |