YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution   GVM's Dr Dada Vaidya College of Education

- Name of the Head of the institution   Dr Jojen Mathew

- Designation   Principal

- Does the institution function from its own campus?   Yes

- Alternate phone No.   08322335880

- Mobile No: 9423813450

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

- Alternate Email ID   ganeshchandra40@yahoo.co.in

- Address   Post Box No 139, Farmagudi

- City/Town   Ponda

- State/UT   Goa

- Pin Code   403401

2.Institutional status

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

- Type of Institution   Co-education

- Location   Rural

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **Goa University**

- Name of the IQAC Co-ordinator/Director   **Mr. Ganesh Chandra Naik**

- Phone No.   **9158639188**

- Alternate phone No.(IQAC)

- Mobile (IQAC)

- IQAC e-mail address   **gvm.educol.@gmail.com**

- Alternate e-mail address (IQAC)

3.Website address   http://www.gvmcollege.com

- Web-link of the AQAR: (Previous Academic Year)   https://www.gvmcollege.com/pdfs/AQAR_2019-20.pdf

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

- if yes, whether it is uploaded in the Institutional website Web link: https://www.gvmcollege.com/academic_calendar/Terms21-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.77**	**2011**	**16/09/2011**	**15/09/2016**
Cycle 2	**B+**	**2.51**	**2017**	**23/01/2017**	**22/01/2022**

6.Date of Establishment of IQAC   **07/06/2012**

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

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

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

- Upload latest notification of formation of IQAC

[View File](#)

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

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

- (Please upload, minutes of meetings and action taken report)

[View File](#)

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

- If yes, mention the amount

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

Office staff have been given ten days training in Excel,Tally and Google Apps and a training Program for the MTS of GVM.

Library automation work started.

Online feed back was taken from the students of last year for each teacher and institution and the analysis of data was done. .

Proper installation of sound system in the main hall and auditorium is going on.

Special training was given to Second year students on e-teaching and learning.

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
Planned for setting up auditorium with all the facilities required for larger audience.	Proper installation of sound system in the main hall and auditorium is taken up
Preparing the students for online teaching with skills of e-learning teaching process.	Special training was given to Second year students on e-teaching and learning which helped the students for online teaching.
Preparing the students for online teaching with skills of e-learning teaching process.	Special training was given to Second year students on e-teaching and learning which helped the students for online teaching.

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	29/03/2022

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Dr Jojen Mathew
• Designation	Principal
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• Registered e-mail ID (Principal)	gvm.educol@gmail.com
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• Address	Post Box No 139, Farmagudi
• City/Town	Ponda
• State/UT	Goa
• Pin Code	403401

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• Type of Institution	Co-education
• Location	Rural
• Financial Status	Grants-in aid
• Name of the Affiliating University	Goa University

• Name of the IQAC Co-ordinator/Director	**Mr. Ganesh Chandra Naik**
• Phone No.	**9158639188**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	**gvm.educol.@gmail.com**
• Alternate e-mail address (IQAC)	
3.Website address	http://www.gvmcollege.com
• Web-link of the AQAR: (Previous Academic Year)	https://www.gvmcollege.com/pdfs/AQAR_2019-20.pdf
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• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gvmcollege.com/academic_calendar/Terms21-22.pdf

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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	2	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	29/03/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	14/01/2022

15.Multidisciplinary / interdisciplinary

16.Academic bank of credits (ABC):

17.Skill development:

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

06-10-2022 03:38:26

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

20.Distance education/online education:

Extended Profile

2.Student	
2.1 Number of students on roll during the year	**276**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**150**

File Description	Documents
Data Template	No File Uploaded

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**51**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**130**

File Description	Documents
Data Template	No File Uploaded

2.5Number of graduating students during the year	**130**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	134

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	19,07,600
4.2 Total number of computers on campus for academic purposes	65

5.Teacher

5.1 Number of full-time teachers during the year:	15

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	16

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The year 2020-2021 being the pandemic year all necessary changes in the transaction of the curriculum from offline to online mode,with regard to theory and practicum was done.The institution had regular staff meetings with, well drawn out agenda, to plan and review the curriculum. The institution planned the execution of the practicum and the theory, to equip students with knowledge and skills to launch into the realm of teaching-learning . The annual calendar of the school was considered to organize practice teaching and internship. The students were allotted urban and rural schools, government and management schools thereby, providing opportunities to adapt their teaching to the challenges in the various local context. The practicum, was executed by the various in-charges : micro-teaching, peer teaching, practice teaching, internship. The staff meetings were held to discuss each of the practicum in threadbare details: orientation, schedule, assigning of duties.

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	D. Any 2 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	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.gvmcollege.com/gvm_files/Syllabus/First_Year_B.Ed._Syllabus.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	View File

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

42

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	**No File Uploaded**
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

0

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

00

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

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

00

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

00

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
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	**One of the above**

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

00

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

00

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.

The curriculum has relevant topics in different courses, to offer sufficient understanding about the field of teacher education.It gives a broad spectrum of topics dealing with philosophers, social and cultural contexts, contemporary concerns in secondary education, different stages of human development and various strategies of teaching.

EDU 01: FOUNDATIONS OF EDUCATION

The Social, Cultural and Political Contexts of Education,

Contributions of Great Educators ,

Education in a 'knowledge society',

Contemporary Concerns and Issues in Secondary Education,

The Education System in Indian Society

EDU 02: LEARNER AND LEARNING

Leaner as a Developing Individual (Childhood and Adolescence),

EDU 04: TEACHING: APPROACHES AND STRATEGIES

Understanding Teaching

Reflective Practice in Teaching

The essential inputs for creating efficient teachers for different levels of school education is included in the curriculum under different courses.

EDU 2

Understanding Learner Diversity, Factors Influencing Learning and Classroom implications,

EDU 3

Emerging Technologies to facilitate learning

EDU 4

Instructional approaches and strategies

METHODS OF TEACHING/PEDAGOGY COURSES

EDU 2

Development of an Integrated Personality

EDU 3

Multisensory Learning Media for Classroom Teaching

Technology Enhanced Learning

Emerging Technologies to facilitate learning

CAPACITY DEVELOPMENT EDU 14

COMMUNICATION SKILL

EDU 3

Resources for promoting Self-learning and Learning to Learn Skills

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

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

In paper 1, students are familiarized on development of school system in India. Difference between working of private and government schools are also given through assignment and students presentation. Working of Open school system is there as topic in paper 1. Comparision of syllabus and assessment practices is ther in Method of Teaching History. in Unit 1. Here students are given project to compare history textbooks of different school boards. Project is also given to compare assessment in in class X history of different state Board examination.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**No File Uploaded**
Documentary evidence in support of the claim	[View File](#)
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

The Internship period of 1 month for FY B.Ed. and 4 months for SY B.Ed. gives the students opportunities to practice the skills and

methods. The pandemic didn't dampen the spirit of internship which is the culmination of teacher education.The use of technology entwined the with assortment of learning engagements gave the students to abundant opportunities to get acquainted with the professional field. the students were given a refresher programme, to use the skills and methods online. the internship consists of delivering the stipulated number of lessons observed by the college faculty, conducting tests in their area of pedagogy, organizing activities for the school , organizing national events, field trips and awareness programmes.

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	**One of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

150

2.1.1.1 - Number of students enrolled during the year

134

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

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

60

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

39

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

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

01

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

01

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
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.

Our college has assessment process right from the beginning to the end of the program. So at entry level to identify different needs of the students we implement two important programs which helps us to know our students level and needs. These programs are as

follows Talent Search Program Microteaching Program In talent search program, students are divided into different groups to perform and expose theirs talent. In each group a teacher is assigned to assess their performance. Such assessment helps us to divide students finally into different homogenous groups where students are equally divided on the basis of theirs talent. There are many criteria to assess their talent.

In microteaching sessions, students execute lessons by using different teaching skills and theirs lessons are assessed by the teachers to know theirs strength and weakness in different areas and accordingly they are supported by the teachers for the enhancement of teaching skills which makes them ready to enter into the real teaching arena(Practice teaching and internship).

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	View File

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

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

15

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

Teachers are enough sensitive about the needs and requirements of students for theirs holistic development. To achieve this target teachers are frequently using multiple mode of teaching and learning likeexperiential learning where students actively participateto have first hand and direct learning experience through experiments, field trip, discussion, seminar presentation as well as learning and teaching through online mode. Different sessions are conducted where students have enough space to discuss among each other, to discuss with the teachers and participating as a panelist in panel discussion. Through seminar/ content presentation, students are having ample of opportunities to enhance theirs learning.

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

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

15

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://www.gvmcollege.com/pdfs/ICT-modes-used-in-the-academic-year-2020.pdf
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

265

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	**Four 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	**No File Uploaded**
Link of resources used	https://www.gvmcollege.com/pdfs/ICT-modes-used-in-the-academic-year-2020.pdf
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

College does continual mentoring by the teachers for achieving the objectives of professional growth among the students. Teachers are involving students in different scholastic, co-scholastic activities such as microteaching, where students are getting opportunities to develop theirs teaching skills.In communication skill students are having a platform to enhance theirs English communication skills. Students are divided into different groups with a mentor who ments them to identify theirs mistakes and rectify them accordingly. For ensuring all round development of students Co-curricular activities are regular features of our college where students are exposing theirs talents under different mentors. Here is few cultural events

- Goa Revolutionary Day - 18th June 2020
- India's Independent Day -15th August 2020
- Remembering Dr. Dada Vaidya - 18th Sept 2020
- Hindi Divas - 14th Sept 2020
- Gandhi Jayanti - 2nd Oct 2020
- Rashtriya Ekta Divas - 31st Oct 2020
- Goa Liberation Day - 19th Dec 2020
- Christmas Celebration - 21st Dec 2020
- Republic Day - 26th Jan 2021
- AV lab opening ceremony- 29th Jan 2021
- Marathi Language Day - 27th Feb 2021

- **International Women's Day - 8th March 2021**
- **India's freedom struggle - Azadi ka amrit mahotsav - 12th March 2021**
- **Goa Revolution Day - 18th June 2021**

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 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	**Three of the above**

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

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

Case 01: GVM'S Dr. Dada Vaidya College of Education, Ponda - Goa in collaboration with Department of Science and Technology, Govt. of Goa organized National Science Day program on the theme "Popularizing Science " on 1st March 2021 under the leadership of Dr. Anna Neena George. Our college Science Department have this project to popularize science in secondary schools of Goa and neighboring states. Students of First Year BEd. and Second Year BEd. visited different schools to conduct different science experiments. This activity is a regular creative feature which

helps students to develop scientific temper, innovativeness and nurtures creativity.

Case 02: GVM'S Dr. Dada Vaidya College of Education, Ponda - Goa have regular feature in conducting Yoga/ Meditation / Physical Exercises for the students. Such activities not only helps the students to maintain their physical strength and activeness but at the same time helps them to be mentally fit, intellectually active and showing creativity. Shri. Shaunak Pagi, Physical Education Director has conducted many sessions during the period of 2020-21. The college has organized World Yoga Day on 21st June 2021 in the college campus where students took part wholeheartedly.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities 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 learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Four/Five of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
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	All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence showing the activities carried out for each of the selected response	[View File](#)
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	[View File](#)
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	**Three of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Samples of assessed assignments for theory courses of different programmes	[View File](#)
Any other relevant information	**No File Uploaded**

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

The internship programme for the FYB.Ed started from 20th November-18th December 2020 and from 28th September-19th December 2020 SYstudents were having their internship. Later, it was extended till January 05th 2021.

There was an Orientation programme for Internship conducted by our college. In that students were explained about various tasks to be completed during the period of Internship besides the regular class teaching. Due to covid, students were given freedom to choose the school of their choice. Once the group gets ready with the school and gets the permission from the Head of the School. As the In-charge of internship gets the list of students along with school details, they go through the lists. Along with that, supervisors were also allotted to the schools. Once the list gets approved by the Principal of the College, these lists are later given to office to prepare a covering letter to be given to the respective school. Once the students have handed over letter to Head of the School, students began their internship.

Students are given a handbook on internship which have all the process activities and features of internship program which helps students to have clear idea about practice teaching and internship.

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

198

File Description	Documents
Data as per Data Template	View File
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

Five/Six 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	No File Uploaded
Any other relevant information	No File Uploaded

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

The internship programme for the First Year B.Ed. started from 5th January to 6th February 2021 and Second year Internship from 28th September 2020 to 15th January 2021.

3 to 5 teacher-trainees were assigned to each school for this period. The lessons were supervised by the college lecturers and school teachers.

Before delivering lesson method teacher decided whether student had to write lesson plan or lesson notes and helped to prepare a lesson plan/ lesson notes to whatever possible extent.

A teacher in-charge was allotted to a group of students who looked after all the queries of the students regarding the Internship. Lesson Execution was done with the help of the school teacher. Besides journal and observation book, Student had to maintain a diary, record of everything which helped them to write a report of the internship.

The lesson delivery was as per the convenience of the school, as per the situation (online/offline /recorded) Student sent link of all the lessons. Students had to conduct different types of school based activities during your internship. Presentations, quizzes, teaching aids used, links used to deliver lesson, lesson plans etc. Students had to keep a record of the attendance.

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)	Four of the above

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	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

15

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

4

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

220

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

220

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

GVM's Dr Dada Vaidya college of Education organises various webinars, Workshops in order to provide a platform for the

teachers to update themselves. Teachers are constantly motivated to participate in the webinars, workshops orgabnised by various orgaisations like the Goa university, DHE Goa, central Govt. bodies and so on. In-house Staff seminars are organised where the faculty members take up various topics of educational interest. The college has a Research cell which alsoconducts several webinars and workshops for the faculty members.

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

In accordance with the Special Ordinance OS-01, the UGC revised guidelines on Examination and Academic Calendar for the universities in view of Covid-19 Pandemic University has given flexibility in conducting internal assessment. The practical like Micro-teaching/Peer Teaching/ Internship which is not only compulsory part of B.Ed. Curriculum but also a mandatory teaching skills achievement activity. But today's pandemic situations have forced schools and educational institutions to make a sudden Pragmatic shift from face to face interaction to online classes. So moving ahead with B.Ed. Curriculum and preparing our students for such situations as well is need of the time. Initially college has conducted Micro e-teaching Refresher workshop for SYBEd students as pilot and then with the success of it and positive feedback from SYBEd students Microteaching workshop for FYBEd students in blended mode was planned from 6th October 2020-27th October 2020 and executed from from 6th October 2020-13th November 2020. And with the skill set student-teachers earned successfully completed online classes during their internship.

College modified observation/evaluation ratingscale accordingly evaluation was done online mode. Even autonomy is given to individual teachers to plan, execute, improvise internal assessment in their respective papers, in adherence with the requisites of the University.

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	**No File Uploaded**
Documentary evidence for remedial support provided	**No File Uploaded**
Any other relevant information	View File

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

This academic year is a Covid-19 pandemic affected year. Goa University in accordance with the Special Ordinance OS-01, the UGC revised guidelines on Examination and Academic Calendar for the universities in view of COvid-19 Pandemic, issuedguidelines for the conduct of final year examination for repeat as well as regular students. Following the Guidelines College has conducted online examination. Before conducting,college ensured the facilities of internet like Google Classroom, Moodle, Email, Whatsapp students have. Students were even given appropriate flexible timings to upload answersheets. College had a dedicated mobile number with whatsapp facility to address redressal related

to examination on the same day.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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 Goa University prepares an academic calendar and based on that the college prepares Annual Plan. This ensures that the curriculum is enriched through related activities like assessment activities, guest lecture, extension services, co-curricular and extracurricular activities teaching practice and other activities. Academic calendar of the college is jointly prepared by experienced teacher keeping in mind several factors, particularly in conjunction with the School calendar, considering the Internship program. This is then given to students in the beginning of the year so that they know the working of the academic programmes and related activities in advance. All college teaching, assessment, sports and other co-curricular activities are planned based on the academic calendar. Assignment of projects are also specified in the calendar to help teachers to give projects on time. Submission of projects and assignment by the students is specified therin. The calendar is to be followed, but if required the institution maintains a flexibility to alter as per the need of the time and thereby does not hesitate to deviate from the plan to accommodate quality changes. Overall, the calendar becomes a guide to plan execute our academic curricular programs in a planned manner and to conduct of Internal Evaluation.

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 college has its mission and objectives in line with the Program Learning Outcomes as to achieve excellence in the professional development of teachers. The institution is constantly introducing innovations in the field of teacher education for genuine learning. The Institution is known for its

warm interpersonal relations and technology integration. The results of the institution have been consistently high quantitatively as well as qualitatively. Institute has syllabus booklet separately for FYBEd and SYBED courses where the PLOs and CLOs are very well stated for every theoretical and practical component of the course.

The syllabus booklet is distributed among the students at the beginning of the year only and the college teachers also develop their Annual Plans aligned with the stated PLOs and CLOs. Even students also can refer those booklets time to time during the course to plan, adopt, monitor and achieve it 100% .

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

2.7.2 - Pass percentage of Students during the year

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

In aligned with the Program Learning Outcomes (PLOs) and the Course Learning Outcomes (CLOs) college conducts various activities like Talent search program at the beginning of the year to gauze the need and understand the professional and personal skills the students perusing at the entry point only.

College also conducts a special course to improve communication skills which always benefits students to cope with the deficit they may have in communication skills

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

208

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	[View File](#)

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.

This year was an altogether different year than previous years. In March 2020 the lockdown was imposed due to Covid-19 pandemic and the academic year 2020-2021 started late but through online mode. This all of sudden change in a completely face to face program in to online mode made us think innovatively and differently to every aspect of the BEd- Undergraduate teacher training program. We have done experiments and successfully tried to execute almost every component TEP through online mode.

For example: Microteaching Program 2020-2021

Microteaching is not only compulsory part of B.Ed. Curriculum but also a mandatory teaching skills achievement activity. But pandemic situations have forced schools and educational institutions to make a sudden Pragmatic shift from face to face

interaction to online classes. So moving ahead with B.Ed. Curriculum and preparing our students for such situations as well is need of the time. Initially college has conducted Micro e-teaching Refresher workshop for SYBEd students as pilot as our Second year students had learned teaching skills during first year but they need a refresher program in technological aspect to enhance their skills for online education then with the success of it and positive feedback from SYBEd students Microteaching workshop for FYBEd students in blended mode was planned and executed for FYBEd. Where the through assessment (Observation) we identified initially the learning needs.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

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	**Two of the above**

File Description	Documents
Data as per Data Template	<u>View File</u>
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	<u>View File</u>
Any other relevant information	<u>View File</u>

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

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	[View File](#)

3.2 - Research Publications

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

1

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

9

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

64

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	View File

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

200

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	<u>View File</u>
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

200

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

200

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

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

The College puts efforts leveraging local environment, locational knowledge and resources, community practices and challenges through the academic andpractical components of its B.EdProgram such as Working with the Community (WCC) andCocurricular activities as well Swacha Bharat Abhiyan,and Student Internship Program. Various activities and assignments are taken up by the students of both FY B.Ed & SY B.Ed, for which they are duly assessed. Students are grouped based on their House System wherein each House has a Group Mentor and students need to submit their Working With the Community Report/ File with proper documentary evidence, to their respective mentors at the year-end.

Working with the Community (WCC) 2020-2021 was done in collaboration with the GDP Foundation, Goa's Talking Talukas – Cluster 03. GDP Foundation aims to build social entrepreneurship of the rural youth, reinvent CSR and facilitate large-scale community integration. GDP Foundation (Growth & Development Platform) is one of its kind Trust. This Trust is a spiritual, intellectual, emotional and social culmination of various initiatives undertaken by our decade-old consulting firm Ideaz Unlimited. GDP Foundation aims at promoting cultural collaboration and speeding up the working of community services. It aims at creating social start-ups and entrepreneurs fueled with instruments of CSR and philanthropy.

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

3

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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

3

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

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	[View File](#)

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

4

File Description	Documents
Data as per Data Template	[View File](#)
Copies of the MoU's with institution / industry/ corporate houses	[View File](#)
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

Our college has a sports playground the size of a hockey field which is shared with other GVM's Institutions. The college has a Multipurpose auditorium of 300 seating Capacity with ICT Facilities/ for indoor sports and yoga. Equipment in sports is 3 carroms, 2 table tennis tables, 50 yoga mats, badminton rackets and portable poles, and Athletics field equipment. The college has an Audiovisual studio fully equipped with equipment like 5 High Definition Cameras, Audio Recording Facilities, 3 Way Light Setup, and a video editing System with soundproof Acoustic. The college has 5 Laboratories, 1 ICT enabled Seminar hall, 9Classrooms with Wi-Fi/ LAN, 9 Classrooms with ICT Facilities, a Fully equipped Computer lab with 60 Computers merged with a Language lab, and a Counseling room, and a Conference room.

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

9 class rooms and 2 Seminar Hall

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://www.gvmcollege.com/gvm_files/campus.pdf
Any other relevant information	**No File Uploaded**

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

? 1,77,82,422

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.

Library Automation using NewGenLib

The Library is partially automated with NewGenLib Integrated Library Management System. The ILMS is regularly updated and the version currently in use is NGL Core Engine Version 3.2 Helium. NewGenLib is free open source software of Verus Solutions Private Limited. It has functional modules such as Technical Processing, Circulation, Acquisition, Serial Management, OPAC, Administration, Queries, and Utilities.

Library uses the following modules of NewGenLib

1. Technical processing: In this module library use primary cataloguing, search catalogue and import catalogue records.
2. Circulation: This is the most used module of the system. Library use Check-out (Issue), Check-in (Return), Renew items on loan.
3. OPAC: OPAC is used to browse the Library collection and locate the desired book easily and efficiently. It is the catalogue of library holdings.
4. Administration: used for creating patrons, circulation privilege, general setup.
5. Queries: all issues related to the acquisition, circulation, and serial Management can be handled in this module.

The library has a collection of over 10000 books and provides open access to its bar-coded Books. Student's library cards are bar-coded to facilitate easy check-in and check out of the documents. The library has three computers in the digital library section for OPAC search and for students' use.

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

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

Remote Access to library holdings using OPAC:

Online Public Access Catalogue (OPAC) or simply a Library Catalogue is a digital database of materials such as text files, e-books, journals, etc held by a library. Patrons can use the OPAC to find out any item under the control of a library. It displays the query search results in an easy-to-understand format to enable patrons to find digital material quickly. OPAC provides easy & remote access to a vast number of library materials.

Library OPAC system requires login credentials & password to access the digital catalogue of materials. Once users logs in to the online library system, a complete library collection is made available to the user. Users can search desired library documents by entering various fields such as – Title, Author, Subject, Keyword searching, etc. The search results give out the physical location of the documents in the library. Patron also gets the access to view their own record of online book issuing/transactions from the library catalogue online. Using OPAC patrons can renew documents issued without visiting the library.

Information about documents can be searched using the following fields:

- Title
- Accession Number

- **Author**
- **Subject**
- **Class Number**
- **Anywhere**
- **Keywords**

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

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
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)

0.706 Lakh

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

48

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://dvcoel.wordpress.com/library-usage/
Any other relevant information	View File

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	**Two of the above**

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

4.3 - ICT Infrastructure

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

The Institution has a well-developed system to integrate IT facilities for an effective teaching-learning experience. The Campus is wi-fi enabled with two Bsnl fibre tariff plans namely Fibro 55GB CUL and BSNL 22GB CUL with an internet speed of 55 MBPS and 22 MBPS respectively. The need for additional routers/amplifiers is periodically assessed and accordingly fixed to ensure that the campus has a proper coverage/range of wifi.

All classrooms, Auditorium, Computer Lab, Library, conference room etc. are updated with LCD Projectors and Interactive PanelswithEthernet Networking Access points for the Internet and network connectivity. Subscription of antivirus K7is updated regularly.

Computers systems, printers and scanners of the Institution which are under warranty period are maintained by the respective vendors. Laptops with the latest configurations are purchased at regular intervals. UPS batteries are also replaced at regular intervals as per requirements.

The institution has also purchased D Link wifi Adapters for the wifi access required for Desktop Computers. NAS (Network Access Storage) is also purchased along with Two hard Disks having a storage capacity of 4 TB each, require to store all the data of the Institution so that any staff can access and download /Upload the data whenever they want.

The college Website is maintained by Demerg System. All the regular updating of the website including periodic notifications, documents, and Events is managed by Demerg System.

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

3:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**
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	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=mXMBzOwByCM
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=eVuZJlZ6Vpo, https://www.youtube.com/watch?v=VHJe_Ms4V0M
Any other relevant information	View File

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)

676973

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

General cleanliness of the campus and classrooms: The regular support staff/ multitasking staff ofthe college are in-charge of maintaining the cleanliness of the classrooms. The Office head clerkmaintain a register allotting the classrooms to them. Outside area of the college that includes garden, parking areaand open space is maintained by a gardener so appointed on contract.

Library:Books are given to only the students and staff of the college.There is rule for library registration and issue of books to the students. All such rules arecommunicated to students during induction programme.

Sport facilities: The college has a separate sport room wherein required sport equipment arekept. Maintenance of these facilities is looked afterby the Sport director with Office staff.

Computer room: A dedicated computer technician has been appointed to look after the computerroom and the computers. Student complete their projects and assignment in this roomusing the facilities. All computers are connected to net.

Classrooms: The classrooms regularly cleaned by the multi-tasking staff monitored by a teacher.Students are given clear instruction to maintain cleanliness of the room. In each room dustbin arekept.

File Description	Documents
Appropriate link(s) on the institutional website	**Nil**
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

5.1.3 - The Institution has a transparent	C. Any 2 of the above

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
6	**Nil**

File Description	Documents
Data as per Data Template	<u>View File</u>
Reports of Placement Cell for during the year	**No File Uploaded**
Appointment letters of 10 percent graduates for each year	**No File Uploaded**
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).

22

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

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

02

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

Student Council serves as the effective communication medium between administration and students. Mr. Khwaja Sohail Sirajuddin was the UCR selected for the year 2020-21. The suggestions and the difficulties of the students werecommunicated to the Principal by the Chairman/UCR of the Student Council. Miss Apoorva Dhoomwad, Miss Kanaka Tari, Miss Shruti Naik , Miss Smita Gauns Dessai, Mr. Saideep Naik, Miss Irsa Mulla, Miss Nikita Gawas, Miss Sandeela Faldessai, Miss Stella D'Souza were the other members elected as Committee. All the students were divided into ten groups in order to organize different Cultural and Sports activities. For the first year B.Ed. -Phoenix,Prerna, Tribhuvan, Asmitai andAbhyday were the groups and the leaders were Mr. Sitendra Sawant, Miss Raksha Salgaonkar, Miss Divya Morajkar, Mr. Nilesh Mapari and Miss Mrunal Kurdiker respectively. For the Second year B.Ed. - Tandav, Agni, Sanskruti,Urja, and Morpankhwere the groups and the leaders

were Miss Preethi Prabhu, Miss Achita Naik, Miss Priyanka Dhumal, Miss Apoorva Dhumvad and Miss Stella D'Souza respectively. Students' Council also assists in planning and development of various Cultural, Sports, Community work, Work Experience, Social, Recreational and other educational interests of students in 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	View File
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	No File Uploaded

5.4 - Alumni Engagement

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

The alumni association is a constant support to our institution. It acts as a system that time and again served for the college's best interest. The ex-students often visit as guests and guest-speakers to deliver lectures to students and to update the

institution of their experiences, changes in the work-spheres, to suggest coping techniques for the new and upcoming problems of the industry and so on. The year 2020-21, being pandemic year, there was restraint on most of the physical activities which created a lot of limitations for teachers, students and staff members of the college.The Alumni association, recognising the need of using online mediums for teaching-learning during the pandemic, organised special lectures by an ex-student for students as well as teachers, on various skills such as google suite, google docx, GMeet, photo and video editing softwares etc.

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

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

One/Two 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

1

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 is a constant support to our institution. It acts as a system that time and again served for the college's best interest. The ex-students often visit as guests and guest-speakers to deliver lectures to students and to update the institution of their experiences, changes in the work-spheres, to suggest coping techniques for the new and upcoming problems of the industry and so on. The year 2020-21, being pandemic year, there was restraint on most of the physical activities, which created a lot of limitations for teachers, students and staff members of the college.The Alumni association, recognising the need of using online mediums for teaching-learning during the pandemic, organised special lectures by an ex-student for students as well as teachers, on various skills such as google suite, google docx, GMeet, photo and video editing softwares etc.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Goa Vidyaprasark Mandal's Dr. Dada Vaidya College of Education strives to achieve excellence in the professional development of teachers through developing committed, technology savvy, value-based and research oriented teaching professionals, initiating them to lifelong learning,training them to create an environment in educational and social milieus that would promote communication, cultural diversity and national integration and orienting them to the service of the community for its educational and socio- cultural resurgence. The vision and mission of the college are always taken into utmost consideration at every step of the way. Governance, planning, teaching-learning and all allied activities that take place, are in view of the mission and vision.The management and the Principal are always encouraging the faculty to participate in various capacity-building workshops and seminars to increase the productivity of the teaching staff and students to participate in the Community outreach programs minimum of 20 hours every year.

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	View File
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

To draw the best from the teachers, they are involved in the decision-making processes of the college administration. This enables the decentralization of powers and makes management more participative. In order to do this, different teaching and non-teaching staff are given responsibilities and duties such as – organising staff seminars, Sci-fun, examination, NAAC, AISHE, IQAC, Teachers' Day, Farewell, RUSA, Annual Plan, coordinating CCA, W.E., P.T.A., Internship, Induction Program, Red Ribbon club and scholarships, managing staff, RTI, Sports, Indoor and Outdoor games, First Aid, Students' picnic, Micro-teaching, Peer-teaching,

Practise-teaching, IAIMS, Time-table, Guest lectures, Annual planning, Minutes of the meetings, Alumni Association and various others.

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 college maintains transparency in financial, academic, administrative and other relevant matters through the college website, where various articles on these titles are published, records maintained and documents uploaded. All India Survey of Higher Education conducted by the Ministry of Education, Govt. of India is one such document that includes financial, academic, administrative and other relevant details about the college for every academic year. The AISHE report is published on the website, for the purpose of maintaining transparency and communication. At the same time, the college has an active 'Right to Information' cell that responds to every query diligently and responsibly. The details of the RTI committee are also published on the website for reference. Regarding administrative matters, collective decisions are taken, regular staff meetings are held and suggestions and views of all members are taken into consideration. Every action is carried out with approval from every member, through sharing of the minutes of meetings.

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 Internal Quality Assurance Cell (IQAC) of the college actively

strategizes and deploys plans and carries them out successfully. In the IQAC meeting held on 3rd May 2019,Innovative teaching-learning strategies were suggested to be used by teachers. The following year, due to Pandemic, classes were suspended, and many new mediums were explored for the purpose of teaching learning, such as - Google Meet, Zoom, Cisco WebEx, Microsoft teams, Google classroom and so on.

In IQAC meeting held on 31st July 2019, it was suggested to send the names of all teachers with area of their specialization to schools, so that they can be invited for various talks. The idea was conveyed to the department of extension services, which took initiative to publish a book containing modules for workshops to be held in schools and colleges for in-service teachers, which is in the process of publication and circulation.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.gvmcollege.com/iqac_meetings.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The organisational structure of the college facilitates the effective and efficient functioning of all institutional bodies. The structure includes the Management, the Principal, the non-teaching staff that includes the office, the multitasking staff, the department of extension services and the library, and the teaching staff that includes departments of B.Ed, M.Ed, Pre-primary and IGNOU. All these institutional bodies, with help from some internal and external committees, contribute to policy-making and execution. The management, administration and office follow the appointment and service rules under the guidelines of NCTE, DHE and the University of Goa.

File Description	Documents
Link to organogram on the institutional website	https://www.gvmcollege.com/pdfs/ORGANOGRAM.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	**Five/Six of the above**

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

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

Being a small college, the meetings of specific committees/ bodies are not held separately. But the decisions are taken in the Staff meetings collectively. The decisions like the execution of Orientation Programmes, Induction Programme, Microteaching, Peer teaching, Practice teaching, Internship, Examinations, Working with Community, CCA, etc are taken at the staff meetings and the actual execution is done by the specific committees.

One of the decisions taken at the staff meetings was the Internship Programme. The Incharge of this program was Associate Professor Mr. Samir Naik, The entire plan was made by his committee of distributing the students, allotting the different schools, arranging an Orientation, issuing the documents, etc,

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

The institution has a Staff Credit Co-operative Society to provide welfare measures to the Teaching and Nonteaching staff. One of the staff members works as the College Director of the Society. Few Staff members have availed of thehousing loans; Society encourages staff members to deposit in the Retirement benefit scheme. Society provides Emergency Loans to the staff members. Society felicitates Retired staff members and Wards of the members for their success in S.S.C., H.S.S.C., Graduation, and Post graduation examinations.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	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

4

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

24

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	**No File Uploaded**

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

3

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

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

The Institution has a performance appraisal system for teaching and non-teaching staff. Every year in the month of March. Reporting officer issues the form to the staff. The staff has to fill out the form. Following are the points to be filled by the teaching staff members.

1. **General Information**
2. **Teaching**
3. **Professional Development**
4. **Institution Building**
5. **Information and Suggestions**

For Nonteaching staff following points are to be filled

1. **Personal Data**
2. **Brief description of duties**
3. **A briefresume of the work done**

Assessment of the above information should be done by the Reporting officer

The form should be signed by the Reviewing Officer and 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

Internal audit:

The institution is regularly conducting internal auditing with the help of the internal financial committee especially salary auditing, course auditing, academic auditing, energy auditing, fund auditing from RUSA, UGC, NCTE, etc-. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. External auditing is carried out every financial year for checking the transparency of funds from state governments and central governments. The accounts of the college are audited by a chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, and the report is sent to the management for review. Any queries, in the process of audit, would be attended immediately along with the supporting documents within the prescribed time limits. Total transparency is maintained in the entire process of Internal as well as External audits, especially whenever and wherever there is any financial matter considered.

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)

NIL

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.

Funds Mobilization

Considering the hourly need of the college, a requirement of the faculty, and infrastructural needs are well planned and are taken care of considering the following sources:

- **Estimated Receipts from Fees collected from the students**
- **Receipts from Government Grants**
- **RUSA grants**
- **Sports related grants approved by the Directorate of Higher Education**

Optimum Utilization of Funds:

Once sufficientfunds are raised,we move on to ensure there is transparency and are spent according to the statutes floated by the Directorate of Higher Education or the Govt of Goa or are in compliance with RUSA guidelines.

In order to carry out the optimum utilization of funds we follow the below process:

- Yearly carving ofout an extensive budget for the various expenditure heads which is examined by the Principal & approved by the Treasurer of the institute.
- Purchasingoffixed assetswith approval from Principal, Accountant & Treasurer and also made sure that it is as per of Pattern of Assistance floated by Higher Education.
- Carrying out Internal & External audits periodically so that there is no room for discrepancies and also it helps us to track that the funds are being used effectively & efficiently.

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

6.5 - Internal Quality Assurance System

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

GVM's Dr. Dada Vaidya College of Education ensures the culture and environment offered by the institution is of excellent quality. For ensuring the quality culture, institution follows the below mentioned practices.

During the beginning of academic year,list of academic duties and responsibilities for teaching and non-teaching staff are discussed and allotted. The in-charge faculties regularly document programs through reports. The Biometric attendance machine is used to manage attendance for the staff and students. Registers are maintained for regular monitoring of duties for non-teaching staff members. The regular IQAC meetings are conducted by the institution for discussing and taking up decision related to

quality practices. The weekly staff meetings help to carry out the quality measureswhile the regular monthly staff meetings help to monitor the teaching learning process. Weekly Reflective Journal submitted by staff members help to self-evaluate their strength and weaknesses. Based on Weekly reflections, monthly report is submitted to the head of Institution. Monthly Research talks and Edu-talks are carried outenhancingresearch culture in the institution among staff and students. Seminar and workshops are conducted upgrade the qualitative skills of both staff and students. Online feedbacks are taken from students during the end of academic year.

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.

List of Institutional review activities for teaching-learning process adopted by the GVM's Dr. Dada Vaidya College of Education

GVM's Dr. Dada Vaidya College of Education undertakes the institutional review activities for teaching-learning process through the below mentioned practices.

During the beginning of academic year itself the list of academic duties and responsibilities for teaching and non-teaching staff are prepared. Institution conducts the regular IQAC meetings for discussing and taking up the decisions in relation to quality initiatives. The regular monthly staff meetings are carried out where the quality measures are discussed, selected and monitored. The review of the weekly teaching learning process is taken up during the weekly staff meetings. Orientations are provided to the students before initiating each phase of academic activities. The in-charge faculties document the reports of all programs conducted in the institution. The biometric attendance machine is used to render the attendance management of the staff and students. The weekly staff meetings help to carry out the quality measures through the discussion with staff members while the regular

monthly staff meetings help to monitor the teaching learning process. Weekly Reflective Journal submitted by staff members help to self-evaluate their strength and weaknesses. Based on Weekly reflections, staff members submit the monthly report to the head of Institution.

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

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

32

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://www.gvmcollege.com/iqac_meetings.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gvmcollege.com/pdfs/AQAR_2018-19.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	No File Uploaded
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 made during the NAAC accreditation for 2nd cycle the following quality enhancement initiatives are taken by the Institution :

National Webinar -'HOW TO SELECT A RESEARCH TOPIC' organised by Post graduate department of Education,accomodated Almost 128 virtual participatants. National Webinar on ' SELECTING A WINNING RESEARCH TOPIC', Dr.Deepa Varghese , Associate Professor, was the resource person and128 virtualparticipants.National Webinar on topic "Using SPSS software for quantitative analysis in educational research" by Post Graduate Department Of Education ,and Department of Extension Serviceshelped the participants elaboratetheir knowledge and skills on usage of SPSS for data analysis.GVM's Dr.Dada Vaidya College of Education, Ponda,Goa in collaboration with AIRIO(Association for International Researchers of Indian Origin) has organized 12 Research/EduTalks by the eminent resource persons which benefittedfaculties and research

scholarsin relation with research.

Training program for teachers "Online teaching tools and techniques and E-content and Image Editing"provided hands on experience which helped the teachers to enhance skills to use online tools and techniques. Webinar was conducted for studentson the topics "Google forms: Evaluation and Assessment, online teaching tools and multimedia editing and E-content and video production" which helped them to master the skills needed for online teaching. Students were encouraged to use various ICT tools, mobile-based learning, online material, podcast, virtual laboratories, learning apps for online teaching.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Considering the vast potential of energy savings and benefits of energy efficiency, the College has undertaken the following initiatives;

- Use of LED bulbs/ illumination - The College has installed LED bulbs to save energy. It has re placed conventional type of lights for illumination with LED's, in the classrooms as well as Staff rooms and Office.
- Power efficient equipment – The College has made an effort to select and buy energy efficient models of various equipment. Considering the star ratings as per the Bureau of Energy Efficiency (BEE) 3-star Air Conditioners were bought by the College. Audio Visual Lab Equipment also has LED's equipment for energy efficiency.
- Save EnergyLabels/Posters- Labels as well as Posters with clear message to save energyare put up at various locations in the College.
- Use of natural lighting and ventilation is encouraged as and when possible.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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.

Institutions waste management practices include the following;

- **Segregation of waste at source- Two Way segregation, into dry and wet waste, is practised with the help of green and black coloured wastebins. Solid waste is collected by / handed over to the Ponda Muncipal Corporation and Village Panchayat, Bandora which is furthered to Goa Waste Management Corporation and then taken to Pilerne Industrial Estate, Waste Management Plant.**
- **E-waste management Committee is in place.**
- **Significant reduction of waste focussing on prevention of disposables (including plastic and paper), with preference to reusable items and cutlery (stainless steel, glass etc) for daily usage as well as during programs and functions.**
- **Practice the 4 R's Reduce, Reuse, recycle and refuse.**
- **Avoid Single use plastic.**
- **Compost Pit.**
- **Sanitary Napkin Incinerator & Napkin Dispenser.**
- **Eco friendly practices- Preference to use of eco-friendly bags, packaging and decoration material and items for gifting/memento and felicitating guests, during various programs.**
- **Environment Exhibition- The Collegeas a practicum part of SY B. ED subject EDU-13 (Environment Education)hosts,an annual exhibition based on their project work undertaken duringtheirSchool Internship.**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas	**Three of the above**

plants Sewage Treatment Plant

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	View File
Any other relevant information	View File

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

Two of the above

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

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

The Institution is committed to the maintenance of cleanliness and sanitation, for which a Schedule and corresponding register is maintained by the administrative office to ensure regular cleaning and sanitation to be done by the Multi-Tasking Staff and 2 attendants, in rotation.

Enhanced cleaning, sanitizing and disinfecting strategies during the COVID-19 period were implemented, taking into consideration the SOP's to be followed.

The College is decently landscaped and the green cover is

reasonably good with trees and plants of indigenous variety. The College undertakes tree plantation drives.

To reduce local air pollution emissions, Staff and students do Car-pooling as and when possible. The College encourages use of public transportation as it is very strategically located near the Ponda bus stand and has a small pathway leading to the College.To settle the dust, especially during summer water is sprinkled on the approach roadtothe College .

In continuation of the Zero waste program, the College encourages its Staff and students to refrain from using single-use plastic on campus, practice the 4 R's Reduce, Reuse, recycle and refuse wherever possible and practice eco-friendly habits daily as well as during programs.

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

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

Nil

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

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

The College puts efforts leveraging local environment, locational knowledge and resources, community practices and challenges through the academic & practical components such as Working with the Community (WCC) & Cocurricular activities (CCA). During their School Internship period students (grouped based on their House systems) of both FY B. Ed & SY B. Ed, engage in various activities under the WWC & CCA components and complete 20 hours of community work, for which they are duly assessed later.

1. Working with the Community (WCC) 2020-2021 was done in collaboration with GDP foundation (Growth and Development Platform, by the firm Ideaz Unlimited), Goa's Talking Talukas – Cluster 03. Students participated in four competitions for which 2 students and the Coordinator of the Program bagged prizes-Thinkers Lounge,Talkathon,Vocal for local andLost in the by-lanes
2. Student School Internship for both FY B. Ed (1 month period) & SY B. Ed (4 Month period) is a fertile time when all students are expected to implement various programs and engage in activities which would enrich their on ground experience in WCC & CCA components

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	A. All of the above

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

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

Best practice I

- **Title**

Series of Research and EDU talk

- **Objective**

To enhance research acumen and culture

- Context

College has Research Centre

- Practice

Streamlining the process into annual Scheduled Series of Research and EDU Talks, with responsibilities given to faculty to harness their contacts of experts covered topics as NEP 2020, Research and Education, Weight Management, Sexual harassment, Mental Well-being etc

- Evidence of Success

With 10 Research & EDU Talks and 10 other webinars helped reach out to Experts beyond the State as NCERT, RIE, UGC, SCERT Goa

- Problems encountered and resources required.

Limitations on live interactions

Best Practice II

- Title of the Practice

Staff Weekly Reflective Journal & Teaching Staff Monthly Report

- Objectives of the Practice.

To reflect and self- evaluate one's strengths and weaknesses

- The Context

Documentation and accountability for professional development.

- The Practice

Each Staff member maintains Weekly Reflective Journal based on which they compile a Monthly Report to enhance accountability. After going through the report the Principal would give his suggestions for further improvement.

Evidence of Success-

Submitted Journals and Reports were concrete evidence of the success helping faculty members to scale thier tracjectory of development

Problem encountered and resources required

Time at hand and consistency.

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

Academic Excellence of M. Ed Department.

The College of Education has stayed true to its founder's vision and mission at large and over the years has, graciously spread its wings, to encompass a whole array of educational programs, right from Pre- Primary Teacher Education, Bachelors in Education, Masters in Education to Ph.D. in Education.It the sole institution in the State of Goa to offer the whole array of educational programs under one roof, but also that, the newly instated M. Ed program (2019), within no time has proved its worth in academic excellence.

M.Edcourse trains students for UGC-NET exam and creates opportunities to present papers at national and international level, . Ithad 30 students enrolled for the academic year 2019-2020, out of which 18 secured distinctions and 11 cleared NET examinations. For the academic year 2020-2021 there are 36 student enrolments wherein 2 cleared NET and 2 cleared SET examinations. The first batch of the students, who passed out in 2021, boasts of 11 placements in B. Ed Colleges.Thedepartment has hosted, 9National and international webinars & conferneces. 26 students presented papers in National conferenceswith 24 paper publications & 12 papers presented in International Conferences.

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