



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**GOA VIDYAPRASARAK MANDAL'S DR. DADA VAIDYA
COLLEGE OF EDUCATION**

**SHRI SITARAM KERKAR VIDYA SANKUL POST BOX NO. 139 FARMAGUDI
PONDA GOA**

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www.gvmcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Goa Vidyaprasarak Mandal, popularly known as GVM was founded by visionaries like Dr. Dada Vaidya, Shri Sitaram Kerkar, and Shri Vinayak Sarjyotishi on October 2, 1911 (Vijay Dashami Day). The intention of the founders was not merely to impart formal education for white collared jobs but to provide for the future generation, Goans who would be proud of our rich and varied cultural heritage and who would, with confidence, shoulder responsibilities in the task of nation-building.

The first institution to be established was the A. J. de Almeida High School at Ponda. Subsequently, in 1960, four more high schools were established, R.P.R.S High School at Bandora, K.R.S.S. High School at Savoi Verem, Pragati Vidyalaya at Borim, and M.I.B.K. High School at Khandepar. The S.N.J.A. Higher Secondary School and K.G. and Primary School were started in 1975. GVM's Adarsh Higher Secondary School, Ponda was established in 2015. GVM's Utkarsh Vidyalaya, Ponda was established in 2017. GVM set up two colleges, GGPR College of Commerce & Economics and Dr. Dada Vaidya College of Education both at Ponda. In all GVM has over 9000 students and 450 teaching and non-teaching staff on its rolls.

Vision

Goa Vidyaprasark Mandal's Dr. Dada Vaidya College of Education is committed to the professional development of teachers, both pre-service and in-service, for reflective, constructive and value-based teaching-learning employing both insight and technology within the ambit of the native socio-cultural perspective.

Mission

The mission of the College is to achieve excellence in the professional development of teachers through

1. Developing committed, technology savy, value-based and research oriented teaching professionals
2. Initiating them to lifelong learning and to innovative, interactive, activity-oriented and child-centred classroom teaching
3. Training them to create an environment in educational and social milieus that would promote communication, cultural diversity and national integration
4. Orienting them to the service of the community for its educational and socio-cultural resurgence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. GVM's Dr. Dada Vaidya College of Education, is the only College in Goa, offering an array of educational programmes ranging from Pre-primary Teacher Education, B. Ed, M. Ed, and, MA in Education (ODL) and Ph. D in Education, under one roof. It is the only Education College in Goa, to host a Research Centre, offer a Master in Education programme, a Diploma in Pre-primary Teacher

Training, and an M.A in Education (IGNOU), and also has a Department of Extension Services.

2. Well-qualified faculty, hailing from different States and Universities of India, bring unique experiences to the table, thereby enriching the academic climate.
3. Healthy interpersonal relations between teachers and students contribute to a congenial learning environment.
4. Decent infrastructure, with a state-of-the-art Audio-Visual Laboratory, ICT-enabled classrooms, a well-equipped Library & Computer Laboratory, and Language Laboratory, Multipurpose Auditorium, provide added support to the teaching-learning process.
5. The AV Laboratory facilitated the creation of high-quality educational videos and was instrumental in webcasting various Webinars, Talks, and lectures during the Pandemic and later.
6. Supportive Management ensures efficient functioning.
7. Welfare measures for staff (Staff Credit Cooperative Society, and recognition of achievements of members' wards) and students (Scholarships, Capacity building & Skill development initiatives) are in place.
8. Additional student support system is provided through Counselling & Career Guidance Centre, GTET Orientation cum Coaching Programme, and Guidance for NET/ SET aspirants.
9. The College has a full-time Counsellor.
10. Autonomy in the teaching learning and assessment process is ensured.
11. Holistic development of students, through exposure to sports, intra-mural and extra-mural activities, co-curricular activities, and community engagement initiatives. Students' active participation is sought in planning and executing these programmes.
12. Innovative pedagogy is incorporated into everyday instructional practices, wherein the use of technology and interactive teaching strategies are used to enhance students' learning experiences.
13. The college has linkages, collaborations, and MoUs with International, National, and State agencies and organizations.
14. The College is centrally located, ensuring ease of accessibility of students, teachers, and support staff.

Institutional Weakness

1. Lack of hostel facility- This is considering most of our students come from distant places of Goa and 90% of our student population are girls.
2. Insufficient amenities for persons with disabilities. At present need-based facilities are provided.
3. Alumni yet to be formalized- The college has a strong alumni connection, which is presently based on personal contacts of the faculty and students, and hence needs to be formalized through the due registration process.
4. Weak Placement Cell- More efforts could be put in, to streamline the process of conducting on-campus interviews and formalize the same.
5. Research culture is still in the infancy stage- More Research guides could help in catering to the need of research scholars. Publication by the staff is not that encouraging.

Institutional Opportunity

1. There is scope to upgrade the sports facilities in the College premises by developing indoor facilities for sports such as a fitness center, physiological laboratory, physiotherapy laboratory, gymkhana building), artificial turf (outdoor), walking track at the periphery of the ground, badminton court (indoor), tennis court (outdoor).

2. With having a Department of Extension Services, the College could widen its reach, by organizing in-service research-oriented training programs for school and college teachers.
3. Academia & Industry collaboration could be strengthened by inviting experts from the industry to interact and guide the students and establish linkages with the industry to foster skill development.
4. Innovation & start-ups center could be set up to offer data analysis and academic writing consultancy for research aspirants.
5. To start more value-added courses for the benefit of the students.
6. Promote research culture- Publication opportunities in reputed Scopus journals, developing technological support, and taking up major & minor research projects will help enrich the research culture.

Institutional Challenge

1. Availability of land to upgrade infrastructure as required to house a 4-year integrated B. Ed Programme.
2. Accommodating teacher trainees in the Schools within the vicinity of the College, for the Internship Programme.
3. Starting multi-disciplinary courses in the College.
4. Qualitative shift from an affiliated College to a Cluster.
5. Managing an unaided regular M. Ed Programme.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricular aspect of the this institution is well planned and executed systematically aiming at the objectives of different programmes. University mandated syllabus is followed in B.Ed and M.Ed. However, the faculties of the institution are involved with the Board of Studies in Education both as members and Chairman.

As such, the implementation part of the syllabus rests with the institution and here our college does the best. Programme Learning Outcomes have been prepared for the B.Ed and M.Ed Programme. Accordingly, Course Learning Outcomes also has been modified. These PLOs are explained/presented to new students during Diksharambh.

The annual plan for each academic year of the B.Ed is prepared and discussed in the staff meeting. According to the annual plan, we try to run the Programmes. But at times we have to change the plan due to some unforeseen problems.

In the curricular part, the college offers eight methods as pedagogical courses, and for each method, we have separate teachers to handle each pedagogical course. At present, in B.Ed there are no elective courses. However, in one course (Edu 14) out of 6 modules, students are allowed to opt for any 4 modules.

The college in its various curricular and co-curricular activities sincerely help students to acquire different skills. For example in B.Ed pedagogical skills are taught, and assessed throughout the 2-year Programme through micro-teaching, peer teaching, practice teaching, and internship. Other skills like the use of ICT, leadership, event management, research, writing are also taken care of through workshops, talks, demonstrations, and internships, etc. The institution provides students with opportunities to participate in

several co-curricular activities which are part of the curriculum. They also are encouraged to participate in CCA outside of the college. The point to be noted here is that in B.Ed, we have separate faculties for Fine Art, Performing Art, and Physical Education.

There is a mechanism to collect feedback from students at the end of each term through IAIMS. The college collects its own feedback at the end of the year. This is how we plan the curriculum, execute it and evaluate the Programme.

Teaching-learning and Evaluation

The real strength of our institution rests with our teaching, learning and evaluation practices. The B.Ed programme gives focus on pedagogical theories and principles, instructional planning, and its execution with the help of ICT. Students get an opportunity to create active and inclusive learning environments, develop lesson plans, and use various teaching methodologies to cater to diverse learners' needs. Teachers make use of a range of teaching methods like discussion, debate, students presentation, and group learning.

ICT plays a big role in teaching and learning in the institution. During covid time the college successfully ran the programme using online resources and ICT tools. Students' teaching programmes like micro-teaching, peer teaching, and Internship were conducted in online mode. Teachers made use of google classroom, Zoom and many more teaching platforms. We have a dedicated AV room to do blended teaching and record video lessons. Our students could complete their practice teaching and internship using online tools during pandemic.

Development of pedagogical skills is systematically done in the B.Ed programme. Different teaching skills are given to students through demonstration by method teachers. Lesson planning workshops are conducted in all methods subjects. Students undergo micro-teaching, and peer teaching before they are sent to school for practice teaching and internship. Observation of students' lessons is done using observation sheets and feedbacks given to students by the observers. Students also observe peer lessons and give feedback. Self-assessment of lessons is a must.

Co-curricular activities are part of the curriculum. Students do community work, participate in games, sports, dance, drama, and many more competitions in the college and outside also. Our Physical Education, Fine Arts, and Performing Art teachers do a lot in this area.

Assessment and evaluation play a crucial role in the B.Ed programme. Students learn about different assessment methods and tools, including formative and summative assessments, portfolios, and projects. They acquire the skills to design and administer assessment tools, analyze and interpret assessment data, and provide constructive feedback to students.

Overall, the B.Ed programme combines theoretical knowledge, practical skills, and experiential learning to prepare trainees for their roles in teaching, learning, and evaluation.

Infrastructure and Learning Resources

A Teacher Education College, like ours needs well-equipped facilities and learning resources, with proper

maintenance to cater to the needs of B.Ed, M.Ed, and Research students. The following is the list of such facilities made available in the college.

1. **Seminar Hall and Classrooms:** The college has an ICT-enabled seminar hall and nine classrooms with Wi-Fi/LAN connectivity. These facilities enable interactive teaching and learning experiences through the use of technology. The campus is wi-fi enabled.
2. **Library facilities:** The library was initially automated with Integrated Library Management System (ILMS) New Gen Lib developed by Versus Solutions Pvt Ltd, Hyderabad. The company provides continuous support for any software-related issues and maintenance through an annual maintenance contract. The software is updated regularly; the latest version is Helium 3.2. It has several functional modules such as Technical Processing, Circulation, Acquisition, Serial Management, OPAC, Administration, Queries, and Utilities. The library has a good collection of textbooks, periodicals encyclopedias, and e-Journals and books.
3. **Sports Playground:** Our college has a sports playground that is of the size of a hockey field. This provides ample space for outdoor sports activities and encourages physical fitness among students.
4. **Multipurpose Auditorium:** The college has a multipurpose auditorium with a seating capacity of 300. The auditorium is equipped with ICT facilities, allowing for interactive presentations and multimedia-based teaching. This facility serves as a venue for indoor sports activities and yoga sessions as well.
5. **Audiovisual Studio:** The college is equipped with an audiovisual studio that meets the requirements for modern multimedia-based teaching. The studio is fully equipped with high-definition cameras, audio recording facilities, a three-way light setup, and a video editing system with soundproof acoustics. This facility allows for the creation of high-quality educational videos.
6. **Laboratories:** The college has five laboratories that provide hands-on practical learning experiences for students in various disciplines. These labs are well-equipped with the necessary instruments, apparatus, and materials required for conducting experiments and practical sessions.
7. **Fully Equipped Computer Lab:** The college boasts a fully equipped computer lab with 60 computers. The lab is merged with a language lab, providing students with opportunities to enhance their computer skills and language proficiency.

Student Support and Progression

In a Teacher Training College, students need support in their academic as well as non-academic areas, for successful completion of the programme. The following are some activities and policies of the institution in that direction:

Capacity Building and Skill Initiatives: The college conducts training on lesson planning and lesson execution through Micro-teaching and Peer teaching. For those who need improvement in any specific skill in teaching, additional opportunities are given to them. In M.Ed, students are trained in research and writing skills through classroom teaching and additional workshops. They are encouraged to present papers in Seminars and Conferences. A good number of M.Ed students have published and presented papers with the support provided by the College faculty.

Students Support Facilities: The infrastructure facility of the college is very good. The college is located near the main Bus Stand. So, most of the students come by bus. Few come in their own vehicles for which parking facility is demarcated. There is a common room facility for both male and female students. Regularly cleaned and sanitized restroom facilities are provided for female students. There is a First Aid facility for any emergency situation. In case of any problem, the staff is ready to take the students to nearby hospitals and

doctors. The library has a good collection of textbooks, periodicals, encyclopedias, and reference books. Book Bank facility helps students to keep the book issued for a year. In the library, online resources are available in the form of e-journals and books. We have a modest collection of dissertations for M.Ed students and a good number of research method books.

Grievance Redressal Mechanism: It is there to protect the safety and address the complaints of female students. The Placement Cell coordinates the placements of final-year students. The Alumni Association is in its infancy and in the future it will be a supporting department of the institution. The Students Council is formed every year according to the rules of the university.

To sumup , the college supports the students in a holistic manner, focussing on their academic, personal, and professional growth.

Governance, Leadership and Management

Our institution is managed by a private management namely Goa Vidyaprasarak Mandal (GVM). It is a century old management running two colleges, several high schools, and pre-primary institutions. This management is known in Goa for its well managed and successful educational institutions. It is very supportive to our institution in all our activities. With the support of this management, we got a new college building with a lot of facilities.

Recruitment of teaching faculties is done in a transparent manner following all rules of the state government and university. At no point of time the management interfere in the promotion and professional development of the teachers. Rather the staff is encouraged in their professional development.

Over the years, we witness a conducive culture unique to our institution. All most all academic decisions are taken collectively by the staff in staff meeting. A number of committees are there to look after several responsibilities. Even the academic activites are co-ordinated by different in-charges or co-ordinators. In this way all staff is involved in decision making and execution of activites planned.

The relationship between teachers and students is very cordial, and friendly. Students approach the staff without any hesitation for their academic and other problems. Similarly, the support staff and office staff of the college is very supportive of the students and teachers.

Regular performance appraisals for teaching and non-teaching staff enable continuous improvement and individual development.

Regarding welfare measures, the Staff Credit Co-operative Society offers housing loans, promoting security among staff members. Encouragement to deposit into the Retirement Benefits Scheme supports long-term financial planning and post-retirement security. Additionally, the provision of emergency loans aids employees during unforeseen circumstances. Moreover, the society acknowledges the contributions of retired staff members and celebrates the achievements of members' wards, fostering a supportive and appreciative work environment.

The college also demonstrates financial accountability and transparency through regular internal and external audits. Various funding sources are considered, including student fees, government grants, RUSA grants, and sports-related grants.

This institution has evolved to a successful institution due to its better governance, management and supportive and a visionary leadership.

Institutional Values and Best Practices

With the mission to achieve excellence in the professional development of teachers, the College envisages to develop committed, value-based, and research-oriented teaching professionals, rooting them in the service of the community for its educational and socio-cultural resurgence, by keeping up with its belief in, to teach and touch lives.....The values and practices as adhered to, prove essential to foster excellence and promote the holistic development of future educators through mechanisms involving a right balance of academic and cocurricular activities.

- Commitment to academic excellence and professional development (both in-service and pre-service) is catered to, by the B. Ed, M. Ed, Pre-primary Teacher Education, MA Education (IGNOU), Ph. D in Education and Research Centre, all under one roof.
- Innovative pedagogy is incorporated in everyday instructional practices, wherein use of technology and interactive teaching strategies are used to enhance students' learning experiences. Noteworthy here is the practice of the Annual Sports event (theory and practical over two days).
- Community engagement and social responsibility are encouraged through activities undertaken under CCA/ Working with Community, Swachha Bharat Projects, Making and donating masks and paper bags to local vendors, conducting awareness programs during Internships.
- Ethical and professional conduct is promoted amongst the students and staff periodically during F Y B. Ed Induction and Internship Orientation Programme.
- Developing a responsible global citizen by focusing on individual and collective responsibility in matters of energy conservation (power efficient equipment, reminder labels, car-pooling), waste management projects (EDU-13, SBSI) and practices (Cleanliness & Waste Plastic Collection Drives), green practices (Tree Plantation, Exhibition on 'Ban on single use plastic' (EDU 06), Paperless office (SBSI Project)
- Supportive inclusive learning environment that respects student diversity through academic support (EDU 11 &14, Career Guidance & Counselling Centre, GTET Coaching, mentoring), personalization and feed-forwards, gender champions and awareness programmes.
- Research and inquiry is fostered, by encouraging research projects and publications (M. Ed & B.Ed. staff) and scholarly activities (Research & EDU Talk Series) that contribute to advancement of knowledge.
- Professional development opportunities for students and staff are provided by organizing workshops, seminars, and conferences (Research & EDU Talk Series, Department of Extension Services)

Research and Outreach Activities

The College promotes and supports a research culture and faculty have a good presence in research activities. Various community outreach activities and assignments are taken up by the FY & SY B.Ed students, for which they are duly assessed. The College is a research centre and provides Ph.D. guidance in Education in collaboration with the Nirmala Institute of Education.

Research: The College organizes periodic lectures, webinars, and workshops on topics promoting research. Faculty have been involved in the publication of books, book chapters, and research papers in journals and books. The college also organizes international seminars in association with AIRIO. To support research, the College library conducts workshops for teachers and students to create awareness on predatory / cloned journals, UGC- CARE List, SCOPUS, and Web Of Science. The library has a good collection of encyclopedias, research methodology books, and dissertations for research referencing. The library has a subscription to NLIST and DELNET databases which provide access to e-journals and e-books at single platform. Apart from this college library also subscribe to four UGC CARE-listed journals besides other periodicals. Five of our full-time/regular faculty are Ph.D./MPhil holders, and some others have registered for Ph.D. Our faculty have also undertaken minor research projects.

Outreach Activities: The College puts efforts into leveraging the local environment, locational knowledge and resources, community practices, and challenges, through the academic and practical components of its B.Ed Program, such as Working with the Community (WCC) and Co-curricular Activities (CCA). In addition to this, Swacha Bharat Abhiyan, and Student Internship Program (SSBI Projects) also provide a fertile ground, for students to engage in community outreach activities. Students are grouped, based on their House System wherein each House has a Group Mentor. Students must submit their Working With the Community Report/ File with proper documentary evidence, to their respective mentors at the year-end. Two teams from the College, won 3rd place in the SBSI Champion Competition, held in the year 2019/20 organised by Goa University. While two other teams won the Consolation prize in the SBSI champion competition held in the year 2021/22 organised by Goa University.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOA VIDYAPRASARAK MANDAL'S DR. DADA VAIDYA COLLEGE OF EDUCATION
Address	Shri Sitaram Kerkar Vidya Sankul Post Box No. 139 Farmagudi Ponda Goa
City	Ponda
State	Goa
Pin	403401
Website	www.gvmcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jojen Mathew	0832-2335880		-	
IQAC / CIQA coordinator	Ganesh Chandra Naik	0832-2335890	9158639188	-	ganeshchandra40@yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Goa	Goa University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	13-07-1999	View Document
12B of UGC	05-06-2003	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	24	From Two Thousand Fifteen Two Thousand Sixteen onwards

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Shri Sitaram Kerkar Vidya Sankul Post Box No. 139 Farmagudi Ponda Goa	Urban	3.707	2630

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Bachelor Degree	English	110	105
PG	MEd, Education	24	Bachelor Degree in Education	English	50	39
Doctoral (Ph.D)	PhD or DPhil, Education	60	Masters Degree	English	12	12

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				8				19			
Recruited	0	0	0	0	5	3	0	8	7	6	0	13
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	12	6	0	18
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	0	0	0	2
M.Phil.	0	0	0	3	0	0	0	0	0	3
PG	0	0	0	5	2	0	4	2	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	0	0	0	10
	Female	95	0	0	0	95
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	31	0	0	0	31
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	28	0	0	0	28
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	2	1	0	0
	Others	0	0	0	0
ST	Male	2	6	4	3
	Female	13	13	15	21
	Others	0	0	0	0
OBC	Male	3	2	9	6
	Female	45	34	46	51
	Others	0	0	0	0
General	Male	4	6	18	9
	Female	57	61	70	79
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		126	123	162	169

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>NEP Suggests to establish large multidisciplinary HEI's in or near every district by 2030. In this regard GVM's Dr. Dada Vaidya College of Education conducted two meetings to form Multidisciplinary Cluster on 12th December 2022 and 12th January 2023 at the College. Representatives of 12 Colleges attended the meeting. It was decided that Multidisciplinary cluster will be called Aparant Cluster. Draft MOU circulated by Directorate of Higher Education Govt. of Goa was taken for discussion during the meeting. After the deliberation a revised draft of MOU was submitted to Higher Education Govt. of Goa for the approval. Once the approval comes MoU will be signed and a</p>
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Multidisciplinary cluster will be formed as per the guidelines given by UGC. Introducing multidisciplinary/interdisciplinarity in the Bachelor of Education (B.Ed) programme can enrich the learning experiences of teacher trainees by fostering a deeper understanding of the interconnectedness of different subjects and promoting innovative teaching practices. Here are some strategies that will be introduced for this a. Curriculum Design and Faculty Collaboration: The B.Ed curriculum includes interdisciplinary courses that integrate knowledge and methodologies from various disciplines related to education. For example, the present curriculum includes elements of psychology, sociology, philosophy, technology, and languages thus making it truly interdisciplinary. Teachers teaching such courses will be invited from Aprant cluster to teach B.Ed students. Education courses will be introduced in the Aparant cluster colleges and the teachers of our college would guide the students b. Interdisciplinary Projects and Assignments: Assignments and projects that require students to apply knowledge and skills from multiple disciplines to address real-world educational challenges will be designed for the students.. This approach promotes critical thinking, problem-solving, and creativity while showcasing the practical applications of interdisciplinary learning. d. Team Teaching: Team-teaching will be encouraged where faculties from different disciplines co-teach a course or specific topics within a course. This approach allows students to benefit from the expertise of multiple faculties and observe the integration of diverse perspectives. e. Field Experiences and Practicals: Incorporation of interdisciplinary field experiences and practical activities for B.Ed students will be introduced. We will assign them to work in educational settings where they can observe and participate in interdisciplinary teaching and learning activities. . g. Integration of Technology: Will utilize educational technology to facilitate interdisciplinary learning experiences. Online resources, multimedia tools, and virtual simulations will help students explore the intersections between different disciplines. In addition to our present state of the art audio visual room we are planning to have virtual classrooms for students of other Colleges in the cluster. h. Research and Publications: Encouragement will be provided to

	<p>B.Ed and M.Ed faculty and students to engage in interdisciplinary research projects and publish papers in interdisciplinary journals. This will promote cross-disciplinary dialogue and contribute to the scholarship in the field of education.</p>
2. Academic bank of credits (ABC):	<p>As per the circular received from Directorate of Higher Education in February 2023, we have initiated the registration of students on the Digilocker and ABC. So far 138 students of previous batch have registered on digilocker and ABC. This year 148 students have registered for Digilockers and remaining students will complete their registration soon. Our system administrator is assisting the students to complete their registration process. We have found that a few students have difficulty in linking their Adhaar card with digilocker as their mobile numbers are not in their name or they use mobile numbers in their parents name. We are following up with all students who have not registered so far and trying our best to help them in the registration process. The Academic Bank of Credit will encourage a blended learning mode wherein students who have enrolled for various courses as per NEP guidelines will get credit transfer for the courses offered through online platforms.</p>
3. Skill development:	<p>In association with Directorate of Higher Education, Govt. of Goa under Goa Chief Minister's Apprenticeship Policy 2023 we appointed five apprentices in our College this year to help them develop their skills in various fields. Three are office operative executives and two are HR executive (Pay roll and employees data Manager). We also have tie up with five schools of Goa Vidyaprasarak Mandal and we send our graduates to five schools of Goa Vidyaprasarak Mandal as teacher apprentices for skill development. B.Ed. programme of our College is a skill oriented programme. Here are some key areas of skill development in the B.Ed programme:</p> <p>a. Pedagogical Skills: The B.Ed programme focuses on developing pedagogical skills, which include instructional strategies, classroom management, lesson planning, and curriculum development. Through micro teaching, practice teaching and extended Internship in both the years, students' pedagogical skills are taken care of.</p> <p>b. Communication Skills: The B.Ed programme emphasizes the development of communication</p>

skills, including verbal and non-verbal communication. The course 'Edu-6' is specially designed for this purpose. c. Assessment and Evaluation Skills: The B.Ed programme equips students with skills related to assessment and evaluation. They learn to design various types of assessments, analyze and interpret assessment data, and provide constructive feedback to students. Students also develop skills in developing rubrics, assessing student portfolios, and utilizing technology for assessment purposes. The course 'Edu-9' takes care of this aspect. d. Technological Skills: In today's digital age, technological skills are increasingly important for educators. The B.Ed programme emphasizes the development of technological competencies, including the use of educational technology tools, learning management systems, multimedia resources, and digital content creation. The course 'Edu-3' is on learning resources meant for this purpose. e. Problem-Solving Skills: The B.Ed programme prepares educators to be adaptable and responsive to diverse learning needs. Students develop problem-solving skills to identify and address individual student difficulties, modify instructional strategies, and adapt curriculum materials. Our course on classroom management is meant for this. f. Collaboration and Teamwork Skills: The B.Ed programme emphasizes the development of collaboration and teamwork skills. Students learn to collaborate effectively through a number of group activities conducted. g. Reflective Practice: Reflective practice is an essential skill for educators to continuously improve their teaching practices. The B.Ed programme promotes reflective thinking and self-assessment. Students write reflective journals, do Action research and do self-reflection after lesson execution as part of B.Ed programme. h. Leadership skill: The B.Ed programme nurtures leadership skills in the trainees. Students develop skills in educational leadership, ethics, and group management. i. Skill of managing cultural diversities: The B.Ed programme promotes the understanding and appreciation of diverse cultures, beliefs, and perspectives. Students learn to create an inclusive and respectful learning environment that celebrates diversity and addresses the unique needs of diverse learners. By focusing on these areas of skill development, the B.Ed programme equips aspiring teachers with the

	competencies necessary to create meaningful learning experiences, support student growth, and excel in their teaching profession.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The integration of the Indian knowledge system in the B.Ed (Bachelor of Education) programme includes the incorporation of traditional Indian wisdom, values, and pedagogical approaches into the B.Ed Programme. This is how the institution intends to do it: a. Incorporation of Indian Philosophy and Values in Curriculum: The B.Ed programme emphasizes the exploration and understanding of the philosophical foundations of education in India. Students learn about the ancient Indian philosophies such as Vedanta, Yoga, and Gandhian philosophy, and Philosophy of Rabindra Nath Tagore which provide insights into the purpose of education, holistic development of individuals, and ethical values. b. Design of Co-Curricular Activities (CCA): The integration of the Indian knowledge system in the B.Ed. programme involves the inclusion of CCA that reflect the diversity of Indian knowledge and cultural traditions. It includes the inclusion of Indian literature, folklore, arts, and history in the co curricular activities to expose students to the cultural and intellectual heritage of India. In the college students celebrate different cultural festivals of Goa like Ganesh Chaturthi and X-Mas. c. Pedagogical Practices: The B.Ed programme encourages the exploration and adoption of pedagogical practices rooted in the Indian knowledge system. This includes incorporating traditional teaching methods such as storytelling, experiential learning, group discussions, and reflective practices. The use of indigenous instructional materials, local contexts, and community resources are also emphasized to make education more relevant and meaningful to students. Teachers are multi lingual and they often use language other than English in instruction. d. Yoga and Meditation: The B.Ed programme recognizes the significance of yoga and meditation in promoting holistic well-being and enhancing the teaching-learning process. Students are introduced to the practice of yoga, pranayama (breathing exercises), and meditation techniques. These practices help in developing concentration, emotional balance, self-awareness, and stress management skills, which are beneficial for both teachers and students. The</p>

	<p>institution has regular Physical Education teacher to do this. e. Documentation of Traditional Knowledge: The integration of the Indian knowledge system in the B.Ed programme encourages research and documentation of indigenous practices, local wisdom, and traditional educational methodologies. Students will be encouraged to explore and study indigenous educational practices, conduct fieldwork in rural and tribal areas, and document their findings. This research contributes to the preservation and revitalization of traditional knowledge systems and provides insights into alternative educational approaches.</p>
5. Focus on Outcome based education (OBE):	<p>FDP on OBE has already been conducted in the institution wherein our Programme outcomes, course outcomes were discussed. Dr.Niyan Joseph Savio Marchon , Professor, Teaching Learning and Educational Technology cell of State Higher Education Council Directorate of Higher Education, Government of Goa was the resource person for the program. This was followed by conducting various sessions where PLO and CLO were prepared.Now all the programs offered by college have well defined programme outcomes, and course outcomes. The College endeavours to ensure that all the graduating teacher trainees possess certain qualities , that are the attributes of the designed program with outcomes centered on cognitive abilities, which consists of internal tests, assignments, projects and internship. The College follows all the guidelines as directed by the affiliated University.</p>
6. Distance education/online education:	<p>During Covid time we successfully used online mode of teaching, and assessment. For this purpose, we have a AV room, and strong ICT facilities in the institution. Our faculties are well versed in the use of ICT. Very often we conduct courses to upgrade the ICT skill of both teaching and support staff. Government of Goa initiated a project to prepare video lesson in all courses under Goa University. Our teachers were involved in designing these courses and recording video lessons which are available in DISTAVO. Students of B.Ed under Goa university now easily access to all these courses. After Covid teachers and students are actively using ICT tools for various instructional purposes. This trend could be exploited to initiate online education in the institution in future. As our programmes (B.Ed, M.Ed) are</p>

	<p>conducted in face to face mode, there is little scope for online education here. However if blended mode is allowed and some courses are given in blended mode, we may go for it and try its effectiveness. We can think of introducing some additional courses through online mode for teachers and public. At present we do conduct a number of talk, workshops, and seminars in online mode. Last year we conducted a 30 hours online course in counseling for our students and teachers of various schools This experience could be utilized to conduct more number of online courses.</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in the College.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the students' co-ordinator and co-ordinating faculty member has been appointed by the college in 2022. Since then the ELC is functional
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Yes, voter awareness campaigns and promotion of ethical voting were done in the form of slogan writing via online mode.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	As part of Electoral Literacy College did a Short film titled ' Voting or Dating' during the 2022 legislative Election in Goa. The same movie was Submitted as an entry toward the filmmaking competition Goa Votes 2022 conducted by Chief Electoral Officer, Goa State, and ESG Goa. further, it was shown to all the F.Y. and S.Y. B.Ed students. It was shared on all our Social media accounts and website.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to	Our college comes under Higher Education and most students are above 21 years and they are enrolled as voters. ELCs often collaborate with colleges to

institutionalize mechanisms to register eligible students as voters.

promote voter registration among their students. They coordinate with college authorities to organize registration events and provide necessary resources.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
306	298	259	222	223
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
200	190	198	140	143
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
61	51	53	49	49
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
160	161	119	123	121
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
160	161	119	123	121
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
172	169	162	123	126
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
21	15	16	14	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	26	16	15
File Description	Document			
University letter with respect to sanction of p	View Document			

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
1789280	1717490	1987243	1372576	1594809
File Description	Document			
Audited Income Expenditure statement year wise d	View Document			

3.2

Number of Computers in the institution for academic purposes..

Response: 73

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The institution as an affiliated college follows the syllabi prepared and approved by Goa University. In that way the course content, examination and weightage to internal marks is decided by the university. Within this limit, the institution has liberty to plan and execute the courses and the projects and assignments related to it. The entire practicum like practice teaching and internship is planned and managed by the institution. A number of courses which are non-credited (marks/grade not considered in university examination) are also planned and assessed by the institution.

To plan all these curricular along with the cocurricular courses/activities annual plan of the college is prepared and discussed with the staff before approval and circulation. Faculty and students are e-mailed the annual plan in order to implement it effectively and with flexibility. To execute different curricular and co-curricular activities, teachers are appointed as in-charges/coordinators. These in-charges plan the execution of different activities, discuss in the staff and based on suggestions, plan is modified. For example, over the years the modalities of Micro teaching has been revised. This has been done discussing with all the staff. Similarly, lesson planning activities have been modified.

Conducting students internship is a challenge every year. Alloting students and teachers to different schools keeping in mind various factors is not so easy. Internship phases are aligned with the school's schedule. The students are allotted urban, rural, government, and management schools. The annual calendar of the school is considered while organizing practice teaching and internship. The Internship incharge sits with the students to finalize and later with the staff to allot teachers to different schools for lesson observation. At the conclusion of all such academic activities, generally feedback of students is taken to know the difficulties they face and their suggestions to improve it.

Practical and skill-based papers are planned for post-lunch sessions, whereas generic and core papers are scheduled for morning sessions. Programs based in the local community are categorized as Community work. Different programs such as workshops, exhibitions, and the preparation of projected and non-projected educational materials are organized. Students get access to library resources both online and offline and this helps them to further their knowledge and skills in various fields. Projects and assignments are given keeping in the ability of students and local context.

Thus, there is involvement of all staff including students and support staff in organizing curricular and co-curricular activities in the college. Revision of an already decided plan generally takes place without any problem. Here too, the staff is involved in decision making. The local context is kept in mind in taking curricular decision. This is how the institution has a flexible mechanism to plan, revise a plan and execute it involving all stake holders.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

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 last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response:

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
Data as per Data Template	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response:

File Description	Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response:

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	21	12	12

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	33	17	17

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:****1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	00	00	00	00

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2021-22	2020-21	2019-20	2018-19	2017-18
21	00	00	00	00

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response:

File Description	Document
Data as per Data Template	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response:

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

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

Response:

The curriculum of the institution could be seen through subject areas like theory courses, practicals, field experiences, co-curricular activities and community works and all these provide relevant experience pertaining to teacher education programme.

Theory courses: These are university approved courses meant for providing domain knowledge and understanding in relevant areas pertaining to different programmes. All such courses have their course learning outcomes defined, corresponding teaching learning and assessment procedures suggested. Teachers and students are guided by these. Lecture, demonstration, group discussion, projects and assignment methods etc are used to teach and assess students performance. Students presentation of their assignments in the class is encouraged. Thus, the students gain the relevant knowledge and acquire the knowhow of sharing the ideas in the group. Use of technology both in teaching, students presentation and assessment is widely used.

Practicum: It is an essential component of all programme to develop right kind of skills and attitude relevant to different subject areas. In B.Ed, students undergo micro teaching, practice teaching, and prepare unit test. In M.Ed, students do dissertation. In diploma courses, a number of relevant practicals are there to make that programme practice based. Students learn by doing, observation and imitation through these practicals. Assessment of practical is done through real classroom performance, projects and assignments. At times, practical are displayed through exhibition, posters, and performance.

Field experiences: Engagement with the field is the core part the curriculum practised in this institution. In B.Ed, students undergo school internship in both the years as mandated by NCTE. Similarly in M.Ed also, the students do their internship in B.Ed colleges for certain amount of time as prescribed by affiliating university. In Diploma programme, students do their internship in preprimary schools. Through these internship, students (trainees) develop relevant skills of dealing with the students they teach, develop interpersonal skills and a host of other skills needed for a teacher. Internship provides opportunity to demonstrate their knowledge and skills.

Working with community: Working with community is given importance in the college. In B.Ed, it is there in the curriculum in both the years. As required by the university, students need to complete certain hours of community work. These community works is planned with the community in charges. Report is submitted and these works are assessed. Community work really develops the needed sensibilities to community issues, and address it properly. Students get opportunity to apply their knowledge and understanding to understand and help solving issue in the community.

Besides all these, the institution provides experiences related to physical education, fine arts and performing arts. The institution has regular teachers appointed to do works in this area as required by NCTE. Our students do participate in various competitions held both inside and outside the college and get many prizes and awards.

This is how the institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas.

File Description	Document
List of activities conducted in support of the above	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

In Paper 1, students are familiarized with the development of the school system in India. Differences between working in private and government schools are also given through assignments and student presentations. Paper 1 has a topic on Working of Open School System. In the method subjects, for example in the History Method, in order to compare the syllabus and assessment practices, students are given projects to compare history textbooks of different school boards. The project is also given in the history method to compare the assessment patterns of different State Board examinations.

The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system. At the M.Ed level, the paper PC1- Introduction to Education Studies, deals with the concepts of philosophies of radical thinkers, alternative system of education such as De-schooling are familiarized to assess the possibilities of open school system. Western Vs. Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards. Similarly the paper, IE1- Understanding and Development of Inclusive Education, Unit II deals with the Initiatives taken in the direction of Inclusive Education at both, International and National Level. The paper ELE2: Elementary Education 2, includes organisations and institutions in administration and management of elementary education at different levels like, State, National and International Levels.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

A. Domain Knowledge for Professional Acumen: The college being a teacher education institution focuses on enabling the teacher trainees to acquire such knowledge and skills relevant to teaching profession. To help students to acquire professionally relevant understanding, a wide range of courses along with relevant activities/experiences are provided. The following are some curricular experiences provided for that purpose.

1. **Courses on Domain Knowledge:** The institution provides domain knowledge in teacher education covering a wide variety of courses relevant to each programme. Students in each programme get the basic courses that provide the foundation of that programme. For example in B.Ed, the core courses (as proposed by NCTE) like philosophical, sociological and psychological foundations of education are part of syllabus. Similarly, as the students need to get understanding of pedagogical domain, different methods subjects are also in the curriculum.
2. **Skill Courses:**
 - Domain specific: The college provides a wide range of skill courses like educational technology, research methods, teaching methods etc. These courses also provide domain knowledge in these areas.
 - Generic Course: Communication skill is part of all programmes. Students are given knowledge and skills related to oral and writing skills meant for all purposes.
3. **Development of Attitude and Values :** Teachers need to have attitude and values relevant to teaching profession. Through a variety of curricular and co-curricular experiences like celebration of different days (Independence day, Republic day, Women's day, Constitution day, Goa liberation day, Ganesh Chaturthi, X-Mas etc), students get the values like respecting others, respecting national heroes, secularism, feeling of patriotism and fellow feeling.
4. **Working with Community:** This enables students to work for the community, acquire values of cooperation, event management and public relation.

B. Curricular experiences to consolidate professional understanding: All these above discussed knowledge and understanding pertaining to professional field get consolidated through the following activities/experiences.

1. **Internship:** Students undergo internship in all programmes. This experience provides opportunity to sharpen their skills of teaching, classroom management, use of ICT, and assessment. In this field experience, the students also develop and utilize their interpersonal skill, planning and execution curricular and co-curricular activities.
2. **Test Construction:** Assessment skill involving test construction, test administration and grading is provided to the trainees and they apply it during internship. They also participate in exam related works in the schools.
3. **Projects and Assignments (dissertation):** Students develop independent study, research and writing skills through assignments, projects and dissertation works.

4. **Seminars:** Seminar is part of curricular activities nboth in B.Ed and M.Ed. Students present their works infront of other students and teachers. This develops a number of skills essential for a teacher and research scholar loke writing skill, presentation skill, logical reasoning and managing audience in group discussion.

Thus, the institution provides a variety of curricular and co-curricular experiences that help the trainees (students) to aquire and consolidate their understanding into professional acumen.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response:

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

Response:

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response:

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response:

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
72	81	74	56	65

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:****2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	0	0	0

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

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..

Response:

Our college has an assessment process right from the beginning to the end of the program. So at the entry level to identify the different needs of the students we implement two important programs which help us

to know our student's level and needs. These programs are as follows: Talent Search Program and Microteaching Program. In the talent search program, students are divided into different groups to perform and expose their 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 based on their talent. There are many criteria to assess their talent. In microteaching sessions, students execute lessons by using different teaching skills, and their lessons are assessed by the teachers to know their strengths and weakness in different areas. 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	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response:

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response:

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response:

2.2.4.1 Number of mentors in the Institution

Response: 19

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

Teachers are sensitive enough about the needs and requirements of students for their holistic development. To achieve this target, teachers are frequently using multiple modes of teaching and learning like experiential learning where students actively participate to have first-hand and direct learning experiences through experiments, field trips, discussions, and seminar presentations as well as learning and teaching through online mode. Different sessions are conducted where students have enough

space to discuss with each other, to discuss with the teachers, and to participate as a panelist in the panel discussion. Through seminar/ content presentation, students are having ample opportunities to enhance their learning.

The college has collaboration with schools for all kinds of field engagement of the students of the college. The heads of the schools are called to the college for briefing them on practice teaching and internship. These schools provide all kind of support to the college in conducting the practice teaching. The student- teachers get proper exposure of participative and experiential learning.

As the college have a full-fledged Research center in Education, it took several initiatives to improve research culture in the institution. College organized a number of seminars/ talk on research and writing meant for both the staff, and students of the college. Such activities help the students for their action research paper where they learn to develop research skills..

ICT has come in a big way to the college in teaching and learning. Teachers are now using Interactive Board, Google classroom, blogs. Students are given web based assignments and projects and they also do it collaboratively as and when possible. Student's presentation of their projects and assignment is a practice followed in all courses. Field trips, and survey like project based learning is encouraged.

Personal guidance is given in solving students learning difficulties in different ways where sessions are conducted by our trained counselor.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response:

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	15	15	15

File Description	Document
Data as per Data Template	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response:

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

Response: 306

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

Response:

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

At the beginning of the academic year the B.Ed students are divided into groups in the ratio 1:20 and one mentor teacher is assigned to each group. Each mentor is given clear instructions on their duties and responsibilities. There will be some group-related activities during CCA/WE class in each week as per the regular timetable. The mentor teachers spend quality time with the group members by having informal interactions with regard to their CCA performance and their personal and academic problems both individually and collectively. Students are supported through personal/educational guidance and mentoring. Subject-wise special remedial classes are provided for slow learners. The mentors extend various support to students

- How to approach Grievance redressal cell if they have any complaints..
- Placement cell has been set up to provide placement information and services
- Co-curricular cultural events are organized and the students are placed under each CCA mentor.
- Periodic seminars and workshops are conducted. -Appreciation ceremony/ Felicitation program is organized to appreciate meritorious students.

The students who are a little slow in their grasping as compared to their counterparts are identified on the basis of their class participation, classroom performance, and regularity in submission of assignments, punctuality, and personal interactions. The institute through its teachers handles it with sensitivity and pays required attention to learners with various paces. Every subject teacher organizes a series of programs like tests, debates, group discussions, communication skills class, proficiency, and personality development workshops/sessions. Institute works with students as per the requirements. They are facilitated with state-of-the-art facilities in terms of well- equipped library provided with the latest edition of books, online journals, computer labs, internet (wi-fi), and other amenities. -Co-curricular encouraged participative learning approach. Students also participate in research activities and learn beyond the prescribed course curriculum. The activities like Yuva Mohastav, Sci-fun, Geographize, Hindi Day, Marathi Din, Quiz, Debates, Seminars, Subject specific Exhibition, Cross-Country Run, etc are conducted for learners to motivate them and help them excel in all fields.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response:

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.3.7

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

Response:

Case: 01

GVM'S Dr. Dada Vaidya College of Education, Ponda - Goa in collaboration with the Department of Science and Technology, Govt. Of Goa organized The National Science Day program on the theme "Popularizing Science " under the leadership of Dr. Anna Neena George. Science Department of our College has taken this project to popularize science in secondary schools of Goa and neighboring states and students of First Year BEd. and Second Year BEd. visits different schools to conduct different science experiments. This activity is a regular creative feature that help students to develop the Scientific temper, innovativeness and nurtures creativity.

Its objective is to build the scientific attitude, awaken innate curiosity, and create love for Science among school children. The Sci-Fun program is inspired by Pune-based Science popularisation ace, Padmashree award winner Shri Arvind Gupta who developed many low-cost science teaching aids with locally available materials.

As the pandemic caused the closure of school for students, Dr. Anna Neena George, Associate Professor, Science methodology teacher, planned and organized the online Sci-Fun program making use of technology. In the year 2021-22, the program was conducted every Friday and Saturday in the month of February 2022. It was exhibited in 34 schools across the states of Goa, Maharashtra, and Haryana. It outreached more than 3500 school students. 36 different Science demonstrations and activities were presented in each school.

The demonstrations performed are independent of the syllabus. Low-cost and waste materials are employed in demonstrations making it possible for school students to definitely give them a try at their homes. In addition, As Students do not get the chance always of exploring science in laboratories, so sci-fun team's demonstrations with chemical helps students to get a feel of doing experiments in science laboratories.

The school students give tremendous positive responses to the programm. The Sci-Fun program received enormous appreciation from Science faculty and forums across Goa. Not just the school children alone but the science trainee teachers are also highly motivated and energized by the experience. The overwhelming response from Students, teachers, and the School heads are a great encouragement to all those who are involved in the project.

Case 02:

Department of Physical Education is responsible for mental and physical well-being, It plays a crucial role in nurturing a holistic and healthy environment for the students. An approach combines mental health classes, physical fitness classes, and educational sessions on various topics, promoting overall well-being, knowledge, and personal growth.

Regular Mental health classes and Yoga classes are being conducted in the college and they are instrumental in fostering emotional and psychological resilience among the students. Meditation cultivates mindfulness, enhancing focus, reducing stress, and fostering self-awareness. Practicing yoga improves flexibility, strength, and balance, while also encouraging a mind-body connection, promoting inner peace and emotional stability. Incorporating these practices into the curriculum, empowers students to manage stress, anxiety, and other mental health challenges effectively.

Additionally, the inclusion of recreational games in mental health classes not only provides enjoyment and relaxation but also stimulates cognitive functions and social skills. Games like puzzles, board games,

or team-building activities encourage problem-solving, communication, and cooperation, fostering a positive and inclusive learning atmosphere.

The commitment to physical fitness classes ensures that students maintain optimal physical health. Regular exercise not only improves cardiovascular fitness and muscular strength but also boosts mood and cognitive function through the release of endorphins. By engaging students in diverse physical activities such as sports, aerobics, or dance, you promote healthy habits and a positive body image and self-confidence.

Fundamental rights lectures are essential in educating students about their rights and responsibilities as citizens. Understanding these rights empowers students to become informed and active participants in society, fostering a sense of civic duty and social awareness. Additionally, the demonstrations of flag hoisting instil a sense of national pride and unity, connecting students to their country's heritage and fostering a sense of belonging.

Lectures on nutrition, anatomy, and health education equip students with essential knowledge about maintaining a healthy lifestyle. Teaching them about balanced diets, the importance of hydration, and the effects of various foods on their bodies empowers them to make informed choices about their nutrition. Understanding anatomy allows them to comprehend their bodies better, promoting body-positive attitudes and encouraging them to care for their physical health.

Health education sessions encompass various topics, such as hygiene practices, mental health awareness, and disease prevention. By addressing these subjects, you contribute to creating a safer and healthier community. Students are empowered to take proactive measures to safeguard their well-being and that of others.

Through the comprehensive approach to education and well-being, It fosters a positive learning environment that values both mental and physical health. Combining meditation, yoga, recreational games, physical fitness classes, lectures on fundamental rights, and health education, empowers students to grow into well-rounded individuals who are not only academically proficient but also emotionally resilient, physically healthy, and socially aware.

The dedication to nurturing your students' minds and bodies helps them become better equipped to face life's challenges with confidence, compassion, and an understanding of the importance of overall well-being.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan(IEP)**

Response:

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**

7. Addressing inclusiveness**8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement****Response:**

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response:

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response:

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response:

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response:

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response:

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

2.4.8**Internship programme is systematically planned with necessary preparedness..****Response:**

The internship is a very important part of the Teacher Education program. The internship program for the First Year B.Ed. started from 20th November 2021 to 18th December 2021 and Second year Internship from 16th August 2021 to 23rd December 2021.

Before sending B.Ed. students for their internship, the college organizes an orientation program to familiarize students with the goals, expectations, and guidelines of the internship program. It covered the topics such as professional conduct, school policies, teaching strategies, and assessment methods. They were also properly guided about the code of conduct that student teachers are expected to adhere to during the internship which includes professional behavior, confidentiality, and respect for students, colleagues, and school staff.

Three to five teacher-trainees were assigned to each school for this period. While identifying, grouping, and allotting the schools to the students in their locality i.e. the traveling time required by the student to reach the School, the abilities of the students, method subjects and the requirement of the School, etc. is given due weightage. The lessons were supervised by the college lecturers and school teachers as per the timetable with prior intimation.

Before delivering the lesson, method teacher decides whether the student has to write a lesson plan or lesson note and to prepare a lesson plan/ lesson notes, the teachers help them accordingly.

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 the journal and observation book, students had to maintain a diary, a record of everything which helped them to write a report on the Internship. Along with this, they had to do a lot of School-based activities, i.e. Individual as well as group activities, and also keep a record of their attendance.

The lesson delivery (online/offline /recorded) was as per the convenience of the school, depending on the prevailing situation. The lessons taken in the offline mode were observed by the respective mentors by physically visiting the school wherever permitted, while the lessons delivered in the virtual mode were observed through the link shared by the students.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response:

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 60

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response:

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The role of a supervising teacher during the internship of their students in their internship schools is of paramount importance in shaping the professional development of future teachers.

The internship period for First Year students spans one month, while Second Year students undergo a more extended four-month internship. Each supervising teacher is assigned to 4-5 schools, where they oversee approximately 5-7 student interns in each school. This allocation allows for effective monitoring and individualized attention to the interns' progress. The supervising teacher plays a crucial role in monitoring and guiding the student interns during their time at the internship schools. Regular visits to these schools, as per the schedule outlined in the log book maintained by the college, facilitate close supervision. During these visits, the supervising teacher observes the lessons delivered by the student interns, providing constructive feedback to enhance their teaching skills.

Another vital aspect of the supervising teacher's role is to check and evaluate the lesson plans created by the student interns. This process ensures that the lesson plans are well-structured, align with the curriculum, and promote effective learning outcomes. The feedback received on their lesson plans helps student interns refine their teaching strategies. The supervising teacher acts as a mentor and a source of support for the student interns. They address any queries or challenges that the interns might encounter during their teaching practice. By offering valuable insights and solutions, the supervising teacher helps the interns develop confidence in their abilities.

Through continuous observation, feedback, and guidance, the supervising teacher contributes significantly to the professional development of the student interns. They identify areas of strength and areas that need improvement, helping interns recognize their potential and work on their weaknesses. The supervising teacher ensures that the student interns are applying the concepts learned in the classroom effectively in a real-world teaching environment.

The role of a supervising teacher during the internship of their students in their internship schools is multi-faceted. By providing support, feedback, and guidance, they foster the growth of aspiring teachers.

File Description	Document
Documentary evidence in support of the response	View Document
Link for additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response:

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

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response:

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

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response:

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response:

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 4

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response:

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

Response: 235

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4**Teachers put-forth efforts to keep themselves updated professionally through**

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Faculties of GVM's Dr. Dada Vaidya College of Education, Ponda - Goa play a crucial role in ensuring their professional growth and staying updated with the latest developments in their fields. Some of the measures that are taken by the teachers to keep themselves professionally updated are as follows:

- **Continuous Learning:** Faculties have enrolled for online courses and distance learning courses to update their knowledge.
- **Attend Workshops and Conferences:** Faculties have participated in workshops, seminars, and conferences related to their subject area or teaching methodologies. These events helped our faculties to learn from experts, exchange ideas with peers, and stay updated on cutting-edge research and practices.
- **Read Research Journals and Publications:** Teachers regularly read research journals, articles, and publications relevant to their field of expertise. Faculty members are committed to conduct research and publish scholarly articles in reputable journals.
- **Join Professional Associations:** Our faculties are member of relevant professional associations or organizations like ARIO – Association of International Researchers of Indian Origin. These memberships often grant access to exclusive resources, networking opportunities, and updates.
- **Participate in Webinars and Online Courses:** Faculties also participated in various online courses and webinar to upgrade their knowledge.
- **Participate in Faculty Development Programs:** Engage with in-house or external faculty development programs that offer specialized training, mentoring, and guidance.
- **Stay Informed with News and Trends:** Our faculties keep track of news and trends related to their subject area, educational policies, and changes in the academic landscape.
- **Networking and Collaboration:** Our faculties also attended various academic events and conferences to network with experts and potential collaborators and tried to build professional connections.

Continuous learning and professional development helped our faculties to enhance their knowledge, skills, and teaching abilities and our faculties ensured that they provide the best possible educational experience to our students.

File Description	Document
Documentary evidence to support the claims	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Pre-Covid and Post-Covid Years:

In accordance with Ordinance No. OC-61, the university granted colleges autonomy over internal assessments. Taking advantage of this autonomy, the college implemented the following practices for internal assessment:

- Individual Teacher Educators were given the freedom to plan, execute, and assess internal assessments in their respective core and pedagogical subjects, as outlined in the university curriculum.
- Students were required to undergo tests, complete projects, assignments, and presentations as determined by the concerned Teacher Educator for each specific subject.
- In addition to theoretical assessments, practical aspects such as Microteaching, Peer Teaching, Internships, Subject-related Practicum, Co-curricular Activities (CCA), Community work, and more within the B.Ed. curriculum were continuously assessed by Teacher Educators using Continuous Internal Evaluation (CIE) methods throughout the academic year.
- Teacher Educators provided guidance to students during the planning, execution, and report writing phases of lessons, co-curricular activities, projects, and assignments, ensuring proper support and mentorship.
- Viva-voce assessments were conducted for projects when necessary, in line with academic requirements and various co-curricular activities.
- Continuous assessment carried a significant weightage of more than 60% in internal marks. Students who displayed a slower learning pace compared to their peers were identified based on factors such as class participation, teaching performance, regularity in assignment submission, punctuality, and personal interactions. The institute handled these cases sensitively, providing the necessary attention and support to learners with different learning speeds.
- Teachers utilized various mechanisms such as student interaction, quizzes, daily attendance, and class tests to verify students' progress and ensure comprehensive assessment.
- The institution distributed its own developed handbook encompassing the entire B.Ed. curriculum, copies of OC-61, rules, syllabus, internal assessment sheets, lesson diaries, checklists, rubrics, marking schemes, and lesson observation books. This comprehensive handbook served as a guide for students, providing clarity on academic requirements and various co-curricular activities.

- The principal conducted regular review meetings to provide necessary feedback for improving students' performance, fostering a culture of continuous improvement.

Covid Years:

- In light of the Covid-19 pandemic, the University Grants Commission (UGC) revised guidelines on Examination and Academic Calendar, granting flexibility in conducting internal assessments.
- Practical components such as Micro-teaching, Peer Teaching, and Internships are not only compulsory parts of the B.Ed. curriculum but also crucial for achieving teaching skills. However, the pandemic necessitated a sudden shift from face-to-face interactions to online classes. Recognizing the need to prepare students for such situations, the college identified blended education as the way forward.
- Initially, the college conducted a pilot Micro e-teaching Refresher workshop for SYBEd students, which was well-received and successful. Building on this, a blended mode Microteaching workshop was planned and executed for FYBEd students. Student-teachers successfully completed online classes during their internships, showcasing their acquired skill sets.
- The college modified observation and evaluation rating scales accordingly, conducting evaluations online. Individual teachers were given autonomy to plan, execute, and improvise internal assessments in their respective subjects while adhering to university requirements

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1.Display of internal assessment marks before the term end examination**
- 2.Timely feedback on individual/group performance**
- 3.Provision of improvement opportunities**
- 4.Access to tutorial/remedial support**
- 5.Provision of answering bilingually**

Response:

File Description	Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The GVM's Dr Dada Vaidya College of Education, Ponda, Goa is affiliated with the Goa University, Goa. The Goa University conducts the examination process and declares the results. The Grievance Redressal Cell (<https://www.unigoa.ac.in/uploads/20150202115357.pdf>) has been established by formation of a group of members on the committee at the University to ensure efficient and non-biased handling of the students' grievances and develop and maintain a harmonious educational atmosphere. Two of the topics for which University address the grievances are 'delay in conduct of examinations or declaration of results and Aggrieved student may seek justice by lodging complaint on the UGC's website (<http://www.ugc.ac.in/grievance/>) under UGC (Grievance Redressal) Regulations 2012 or UGC (Promotion of Equity in Higher Education institutions, Regulations, 2012).

The university ensures transparency in the examination process by following a centralized approach for paper setting and the Central Assessment Program (CAP). To maintain objectivity, the answer sheets are anonymized, ensuring that the assessor remains unaware of the identity of the respondent student. Additionally, as a quality assurance measure, 10% of the answer sheets are mandatorily moderated or rechecked by a designated moderator. Furthermore, even after the results are declared, the university provides students with a grievance redressal opportunity. Students have a 15-day period during which they can apply for rechecking of their answer sheets. This allows students to seek a review of their evaluation if they have concerns or believe that there may have been an error in the grading process. In general, the university's examination process prioritizes fairness, objectivity, and accountability by implementing a centralized paper setting, anonymous assessment, mandatory moderation, and a provision for students to seek rechecking of their answer sheets. As Micro-teaching, Peer Teaching, and Internship these activities play a crucial role in enhancing the teaching skills and professional development of our student teachers. During these training activities, each lesson delivered by the student teachers is observed by a designated teacher educator. Following the observation, both written and oral feedback is provided to the student teachers. This feedback mechanism serves as a valuable opportunity for student teachers to seek further clarification and explanation regarding their performance in the lesson. The written feedback offers a comprehensive analysis of the strengths and areas for improvement, allowing the student teachers to reflect on their teaching practices and make necessary adjustments. The oral feedback session provides an interactive platform where student teachers can engage in discussions with the teacher educators, gaining deeper insights into their teaching methodologies, instructional strategies, and classroom management techniques.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Our college is an affiliated college of Goa University, Goa. The University prepares an academic calendar that incorporates the dates of terms, examinations, vacations, etc. The College adheres to the calendar and prepares the Annual Plan. This ensures that the curriculum is enriched through related activities like assessment activities, guest lectures, extension services, co-curricular and extracurricular activities teaching practice, and other activities.

Annual Plan Preparation: The Annual Plan of our college is prepared in alignment with the academic calendar set by Goa University. A team of experienced teacher Educators collaboratively creates the academic plan, taking into account several factors, especially the school calendar and the Internship program. The calendar is shared with the students and teachers at the beginning of the academic year, providing them with a clear understanding of the academic programs and related activities in advance.

Activities and Assignments: The academic annual plan serves as a guide for all college teaching, assessment, sports, co-curricular activities, and other planned events. It ensures that activities are organized systematically throughout the year. The annual plan specifies the assignment of projects, enabling teachers to allocate projects within the given time frame. Moreover, the calendar sets deadlines for project and assignment submissions by students, ensuring timely completion and assessment.

Flexibility and Quality Changes: While the academic annual plan is designed to be followed, our institution maintains flexibility to accommodate unforeseen circumstances and quality improvements. If the need arises, deviations from the original plan are made to adapt to the changing requirements. This flexibility allows us to embrace necessary adjustments without compromising on the overall quality of our programs.

Benefits and Execution: The academic calendar and Annual Plan serves as a roadmap for planning and executing our academic curricular programs in a structured manner. It provides guidance to both faculty and students, ensuring effective time management and coordination. By adhering to the calendar, we ensure a systematic flow of activities and maintain a well-organized teaching and learning environment. Additionally, the calendar facilitates the smooth conduct of internal evaluations, enabling comprehensive assessments of student progress.

As part of our evaluation process, continuous assessment is conducted to monitor students' performance

throughout the academic year. This assessment involves recording students' achievements and progress using rating scales, observation sheets, and other relevant tools. Furthermore, to ensure fairness and transparency in evaluation, we adopt a group rotation approach during activities such as microteaching cycles. This means that students are assigned to different groups or evaluated by different assessors in a systematic manner. By rotating the groups, we mitigate any potential bias and maintain an equitable evaluation process. Through these rigorous evaluation methods, we aim to provide an accurate and comprehensive assessment of students' abilities and achievements. This approach enables us to effectively track their progress and ensure a fair grading system that aligns with our educational standards.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The GVM's Dr. Dada Vaidya College of Education, located in Ponda, Goa, has established itself as a renowned teacher education institution within the state. Its establishment was driven by the need for comprehensive teacher training programs in the entire South Goa district. With a clear mission and objectives in line with the Program Learning Outcomes (PLOs), the college strives for excellence in the professional development of teachers. The institution consistently introduces innovative approaches to foster genuine learning experiences. Notably, it is recognized for its warm interpersonal relationships and effective integration of technology into teaching practices. The college has consistently achieved high-quality results, both quantitatively and qualitatively.

To ensure clarity and purpose in the curriculum, the college has developed PLOs and course-specific Course Learning Outcomes (CLOs). These outcomes serve as a guidepost for students to independently achieve desired knowledge, skills, and attitudes through each course. The syllabus booklet, distributed separately for FYBED and SYBED courses, includes detailed PLOs and CLOs for every theoretical and practical component of the program.

At the beginning of the academic year, students receive the syllabus booklet, which outlines the expected learning outcomes. This empowers them to familiarize themselves with the course requirements and align their learning journey accordingly. The college faculty members, in turn, develop their Annual Plans in line with the stated PLOs and CLOs. This alignment ensures that teaching and learning activities are purposefully designed to meet the desired learning outcomes. Additionally, students can refer to the syllabus booklet throughout the course to plan, adopt suitable strategies, monitor their progress, and

ultimately achieve the set learning outcomes with utmost dedication.

The inclusion of PLOs and CLOs in the curriculum design enables the college to provide a structured and goal-oriented learning experience for its students. By clearly defining the intended outcomes, both students and teachers gain a shared understanding of the knowledge, skills, and attitudes to be developed throughout the program. This clarity facilitates effective teaching methodologies and assessments that align with the desired outcomes.

Altogether, the college's emphasis on technological integration ensures that students receive a well-rounded education that leverages modern tools and resources. By integrating technology into teaching practices, the institution prepares its students to adapt to the evolving educational landscape and utilize technology effectively in their future classrooms.

The GVM's Dr. Dada Vaidya College of Education stands as a distinguished institution in the field of teacher education in Goa. With its clear mission, strong focus on innovation, and commitment to fostering warm interpersonal relations, the college consistently achieves commendable results. The development of PLOs and CLOs, as well as the distribution of syllabus booklets, empowers students to understand and work towards achieving the intended learning outcomes. This comprehensive approach, complemented by technological integration, ensures that the college provides a nurturing environment for genuine learning experiences and prepares future teachers for excellence in their profession.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response:

2.7.2.1 Total number of students who passed the university examination during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
132	126	97	99	97

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Link for additional information	View Document

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

Response:

The College in alignment with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) conducts various activities. These activities are meticulously designed to nurture the personal attributes of students and equip them with essential professional skills, making their journey in the teaching training program truly transformative.

To initiate the holistic development of students, the college begins the year with a Talent Search Program. This program serves as a platform to assess the unique talents, interests, and personal skills of the students right at the entry point. Subsequently, the students are grouped into four to five diverse clusters, and each group is mentored by a dedicated teacher educator. The groups actively participate in various Co-curricular and Cultural Activities (CCA) throughout the academic year, engaging in organizing and participating in events. The college acknowledges and appreciates the winners of these events with certificates and awards, fostering a sense of achievement and encouragement among the students.

Recognizing the significance of effective communication skills in teaching, the college conducts a specialized course focused on communication improvement. The course is designed as a workshop, where students engage in practice sessions and practical exercises followed by theoretical lectures. This approach empowers students to address any deficits they may have in communication skills, ultimately enhancing their ability to communicate effectively with students and colleagues in their future teaching endeavors.

Emphasizing community engagement, the college provides students with opportunities to work with the community and contribute to social causes. This initiative not only broadens the students' perspective but also instills a sense of responsibility and compassion, aligning with the personal attributes emphasized in the PLOs.

While nurturing personal attributes is essential, the development of professional attributes holds equal significance in the teacher training program. To achieve this, the college incorporates various practicums

and activities, with Microteaching being a pivotal component. Conducted in two cycles, Microteaching enables student-teachers to address learning gaps and overcome their fears by performing in front of their peers for shorter durations. This supportive environment allows them to build confidence and refine their teaching skills before proceeding to actual teaching experiences.

Peer teaching and Practice teachings during internships offer real-time exposure to classroom settings, providing invaluable opportunities to apply the theoretical knowledge gained in the program. This hands-on experience enables student-teachers to cultivate essential professional skills, such as lesson planning, instructional delivery, classroom management, and student assessment. Additionally, the college emphasizes the pedagogical aspects of methodology, ensuring that student-teachers develop a deep understanding of effective teaching practices and related professional skills.

The integration of these various activities and practicums effectively enhances both personal and professional attributes, aligning with the PLOs and CLOs set by the college. By fostering a well-rounded development approach, GVM's Dr. Dada Vaidya College of Education not only prepares student-teachers to become competent educators but also nurtures them as compassionate individuals committed to making a positive impact on society.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response:

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 126

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The performance of students on various assessment tasks serves as a critical indicator of the extent to which their initially identified learning needs are effectively catered to within GVM's Dr Dada Vaidya College of Education. The college initiates the academic year with the Talent Search Program, which is designed to assess the unique talents, interests, and personal skills of each student at the entry point. By identifying their individual learning needs and potential, the college gains valuable insights into tailoring educational strategies to meet the specific requirements of each learner. To further address the learning needs of the students, the college strategically divides them into four to five diverse groups, with each group being mentored by a dedicated teacher educator. This grouping approach ensures that students receive personalized attention and support, allowing for targeted interventions based on their identified learning needs.

Throughout the academic year, the groups actively participate in various Co-curricular and Cultural Activities (CCA), which not only enrich their educational experience but also provide opportunities to gauge their progress and growth in line with the initial assessment. These activities allow the college to monitor and cater to the evolving learning needs of the students, fostering their overall development.

The college places significant emphasis on effective communication skills, recognizing their importance in the teaching profession. Through a specialized course focused on communication improvement, students are empowered to address any deficits they may have in this area. As students engage in practice sessions and practical exercises, followed by theoretical lectures, their progress in communication skills is assessed through various tasks and assignments. The performance in these assessments indicates the extent to which their identified learning needs in communication are being addressed and improved upon.

Furthermore, community engagement activities provide an additional dimension for evaluating the students' growth and learning needs. As they work with the community and contribute to social causes, the college observes their communication, teamwork, and problem-solving skills in action. The feedback and assessment from these experiences offer valuable insights into their development and areas for improvement, contributing to a comprehensive understanding of their learning needs.

The college's incorporation of Microteaching, Peer Teaching, and Practice teachings during internships offers a unique opportunity to observe students' teaching skills and professional attributes. As student-teachers engage in these practicums, their performance is continuously assessed, reflecting the progress made in honing their teaching techniques and addressing their identified learning needs in the field of education.

In conclusion, the performance of students on various assessment tasks within GVM's Dr Dada Vaidya College of Education provides a comprehensive picture of how effectively their initially identified learning needs are catered to. By strategically implementing various activities and practicums, the college ensures a tailored and personalized approach to education, addressing the specific learning requirements of each student. This commitment to fostering holistic development, combined with a focus

on effective teaching practices, equips the students with the necessary skills and attributes to excel in their future teaching endeavors.

File Description	Document
Documentary evidence in respect to claim	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response:

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	3

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response:

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	3

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response:

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response:

File Description	Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response:

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	8	8	5	1

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

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response:

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	7	2	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response:

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
9	64	2	11	3

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response:

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
210	210	200	100	100

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Any additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response:

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
210	210	100	4	100

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The College puts efforts leveraging the local environment, locational knowledge and resources, community practices, and challenges through the academic and practical components of its B.Ed Program such as Working with the Community (WCC) and co-curricular 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. Students must submit their Working With the Community Report/ File with proper documentary evidence, to their respective mentors at the year-end.

Our 2 Teams won 3rd place in the SBSI champion competition held in 2019/20 organized by Goa University. 2 Teams won the Constellation prize in the SBSI champion competition held in the year 2021/22 organized by Goa University.

Our College, organizes sci-fun every year, allowing our trainee teachers to explore science knowledge, and visits different schools to conduct various science-related activities.

Blood donation and aids awareness campaigns are conducted under the red ribbon club.

The college successfully organized the thriipple of all Goa cross-country events in 2017,2018,2019

respectively. Participation in these events was massive, which helped the trainee teachers to get hands-on experience in organizing Large scale programs.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response:

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response:

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	0	0	2

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response:

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 8

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Link for additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent**

themes to school education

4.Discern ways to strengthen school based practice through joint discussions and planning

5.Join hands with schools in identifying areas for innovative practice

6.Rehabilitation Clinics

7.Linkages with general colleges

Response:

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

The facilities for teaching and learning in our college meet the minimum specified requirements set by statutory bodies. These facilities cater to the diverse needs of students and contribute to their overall growth and development. The following points highlight the adequacy of these facilities.

- **Sports Playground:** Our college has a sports playground that is the size of a hockey field, which is shared with other GVM's Institutions. This provides ample space for outdoor sports activities and encourages physical fitness among students. It allows for various sports like hockey, football, and cricket to be played.
- **Multipurpose Auditorium:** The college has a multipurpose auditorium with a seating capacity of 300. The auditorium is equipped with ICT facilities, allowing for interactive presentations and multimedia-based teaching. This facility serves as a venue for indoor sports activities and yoga sessions as well.
- **Sports Equipment:** The college provides the necessary equipment for sports activities such as carrom boards, table tennis tables, yoga mats, badminton rackets, and portable poles. This ensures that students have access to the required equipment to engage in various sports and physical education.
- **Athletics Field Equipment:** In addition to the sports equipment mentioned above, the college also possesses athletics field equipment. This includes items like hurdles, starting blocks, measuring tapes, and other equipment needed for track and field events. It enables students to participate in athletics and enhances their overall sports experience.
- **Audiovisual Studio:** The college is equipped with an audiovisual studio that meets the requirements for modern multimedia-based teaching. The studio is fully equipped with high-definition cameras, audio recording facilities, a three-way light setup, and a video editing system with soundproof acoustics. This facility allows for the creation of high-quality educational videos and enhances the overall learning experience.
- **Laboratories:** The college has five laboratories that provide hands-on practical learning experiences for students in various disciplines. These labs are well-equipped with the necessary instruments, apparatus, and materials required for conducting experiments and practical sessions.
- **ICT-Enabled Seminar Hall and Classrooms:** The college has an ICT-enabled seminar hall and nine classrooms with Wi-Fi/LAN connectivity. These facilities enable interactive teaching and learning experiences through the use of technology. The availability of ICT facilities in classrooms enhances access to digital resources and promotes digital literacy among students.
- **Fully Equipped Computer Lab:** The college boasts a fully equipped computer lab with 60 computers. The lab is merged with a language lab, providing students with opportunities to enhance their computer skills and language proficiency. This facility ensures that students have access to the latest technology and software applications for academic and research purposes.

- Counselling Room and Conference Room: The presence of a counselling room and a conference room indicates the college's commitment to holistic development and academic support. The counselling room provides a dedicated space for students to seek guidance and support, promoting their emotional well-being. The conference room facilitates academic discussions, meetings, and seminars.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

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

Response:

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

Response: 11

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 11

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response:

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
545737	715024	873603	308443	627195

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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

Response:

Response:

The library was initially automated with Integrated Library Management System (ILMS) New Gen Lib developed by Versus Solutions Pvt Ltd, Hyderabad. The company provides continuous support for any software-related issues and maintenance through an annual maintenance contract. NewGenLib is free open-source software, which is very popular among educational institutions. The software is updated regularly; the latest version is Helium 3.2. It has several functional modules such as Technical Processing, Circulation, Acquisition, Serial Management, OPAC, Administration, Queries, and Utilities.

The library used the following modules of NewGenLib software:

Technical processing: Primary cataloguing, search catalogue and import catalogue records

Circulation: Check-out (Issue), Check-in (Return), Renew items on loan, weed out process, and report of lost items.

OPAC: to browse the Library collection and locate the desired book easily and efficiently OPAC is used by students and staff.

Administration: It has system settings; used for creating patrons, searching for existing patrons, etc.

Queries: all issues related to the acquisition, circulation, and serial Management; it also offers search loan status of books, verifies readers' details, and lists patron circulation history

Utilities: Force delete, Re- Associate accession, Force edit of patron, etc.

A significant aspect of Library automation is the barcode online circulation system. All books are bar-coded, the check-in and check-out process is quick and error-free, and there are no queues at the circulation counter. All students are given smart cards which carry an imprinted barcode.

The library was using NewGenLib software from the year 2015 to May 2022. Recently, as per the direction from the Directorate of Higher Education, the library has started using the KOHA new ILMS.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Response:

The college library is a window to the latest information for students and teachers in teacher education, sciences, humanities, and social sciences. Being an integral part of academic and research work, the library provides information services to support the teaching and learning, research, and outreach activities of the institute. The institution has services for remote access to library resources which students and teachers use frequently.

One such service is Library OPAC (Online Public Access Catalogue). The college has made OPAC accessible to the students and staff through the College website. The inventory of all the books accessioned can be accessed through OPAC. This provides the students and staff to ascertain if the material they need is available in the College Library. The books have to be checked out physically using the library's automated service.

The College is a member of INFLIBNET NLIST e-Resources. N-LIST resources can be accessed remotely using a login ID and password. Students and staff have access to a varied collection of books and journals of different publications online. The information and link needed to access the library resources are provided to the students and staff. Students are also oriented on how to link to the library resources remotely during the library induction program.

In addition to that, the Library has a subscription to 06 e- journals in education. Web link to these journals is available on the library website. Students are guided on how to make the best use of these resources subscribed by the college.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response:

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

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response:

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2.12165	0.63931	1.21695	1.96305	1.94966

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response:

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 648

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 478

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 1006

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 1603

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 961

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1. Relevant educational documents are obtained on a regular basis**
- 2. Documents are made available from other libraries on loan**
- 3. Documents are obtained as and when teachers recommend**
- 4. Documents are obtained as gifts to College**

Response:

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure**4.3.1**

Institution updates its ICT facilities including Wi-Fi

Response:

1. Needs Assessment: The institution conducts a thorough assessment of its existing ICT infrastructure and identifies areas that require improvement. This includes evaluating the current Wi-Fi coverage, network capacity, speed, and reliability, as well as identifying any specific needs or limitations.
2. Planning and Budgeting: Based on the needs assessment, the institution develops a comprehensive plan for upgrading its ICT facilities, including the Wi-Fi network. This plan outlines the goals, scope, timeline, and budget for the project. It may involve collaboration with IT professionals or external vendors.

3. Technology Selection: The institution researches and selects the appropriate Wi-Fi technology and equipment that best meets its requirements. Factors that are considered include coverage area, capacity, security features, scalability, and compatibility with existing infrastructure.
4. Infrastructure Upgrades: Upgrading Wi-Fi facilities often requires enhancing the underlying network infrastructure. This is done by installing additional access points, upgrading routers and switches, and optimizing the cabling and network configuration to ensure seamless connectivity and sufficient bandwidth.
5. Security Measures: As part of the ICT facility updates, the institution also prioritize implementing robust security measures to protect the Wi-Fi network. This is done by using encryption protocols, setting up secure authentication methods, and regularly updating firmware and security patches.
6. Installation and Configuration: The new Wi-Fi equipment is installed and configured according to the institution's requirements. This is done by setting up access points strategically to ensure optimal coverage, configuring network settings, and establishing appropriate user access controls.
7. Testing and Optimization: After installation, the Wi-Fi network undergoes thorough testing to ensure reliability, speed, and seamless connectivity. Network performance is evaluated, and any necessary adjustments are made to optimize the system.
8. Training and Support: To ensure smooth adoption and usage of the updated ICT facilities, the institution provides training to staff and users on accessing and utilizing the Wi-Fi network effectively. Ongoing technical support is also established to address any issues or concerns that may arise.
9. Monitoring and Maintenance: Continuous monitoring and maintenance of the Wi-Fi network are essential. Regular network monitoring, performance assessments, and scheduled maintenance activities are done to help identify and address any potential issues promptly.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response:

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response:**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 500

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4

Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response:

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response:**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1187990	1020205	190121	97556	1006313

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response:

At Dr Dada Vaidya College of Education or any other educational institution, maintaining and utilizing physical, academic, and support facilities would involve the following key aspects:

Laboratory:

- Regular inspection and maintenance of laboratory equipment, ensuring they are in good working condition.
- Adequate stock of chemicals, tools, and apparatus, with proper inventory management.
- Implementation of safety protocols and guidelines for conducting experiments.
- Scheduling system to allocate laboratory time slots for different subjects and classes.
- Providing appropriate supervision and training to students and staff using the laboratory.

Library:

- Regular review and update of the library collection, ensuring it meets the educational needs of students and faculty.
- Organizing books, journals, and other resources in a systematic manner for easy access.
- Implementing a user-friendly cataloguing system to facilitate efficient retrieval of materials.
- Developing borrowing policies and procedures, including check-in and check-out processes.
- Conducting library orientation programs and information literacy sessions for students and faculty.

Sports Complex:

- Regular maintenance and upkeep of sports facilities, including fields, courts, and equipment.
- Scheduling and managing sports activities, competitions, and practice sessions.
- Ensuring safety measures are in place and providing necessary first aid facilities.
- Employing qualified sports instructors and coaches to guide students in different sports.
- Promoting inclusivity by offering a range of sports activities suitable for various skill levels and interests.

1. Computers and Technology:

- Regular maintenance of computer hardware, software, and network systems.
- Implementing cybersecurity measures to protect sensitive data and ensure safe internet usage.
- Conducting training programs for students and staff on the effective use of technology.
- Managing access to computers and allocating specific time slots or resources for different classes.
- Establishing a helpdesk or technical support system for prompt assistance and troubleshooting.

Classrooms:

- Ensuring classrooms are well-maintained, clean, and conducive to learning.
- Providing appropriate seating arrangements, lighting, and ventilation.
- Equipping classrooms with teaching aids, whiteboards, projectors, or interactive displays as required.
- Arranging classrooms based on subject-specific requirements and class sizes.
- Establishing guidelines for classroom management, discipline, and behaviour expectations.

File Description	Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

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

Response:

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response:

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response:

File Description	Document
Institutional guidelines for students' grievance redressal	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**

6. Group insurance (Health/Accident)**Response:**

File Description	Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:****5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
17	0	17	12	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:****5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 33

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 3

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

Response:

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	10	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning**

Response:

The Student Council is a representative body composed of students elected by their peers to serve as a liaison between the student body and the college administration. Miss Mansi Dessai was selected as

UCR and Mast. Rupesh Varak was selected as **vice UCR** for the year 2021-22.

Different committees were made for the smooth functioning of the college. One person heading each committee with assistance from 3-4 other committee members were elected. The committee details are as follows:

- **Cultural Secretary** -Harsha Ganpule; Members: Diksha Kalangutkar, Josmita Fernandes, Ramya Mahale
- **Sports Secretary**- Sushant Vagonkar-FY/ Deepraj Borkar – SY Members: Rutuja Dessai, Gauravi Gawas, Bhakti Prabhu Dabholkar
- **Hospitality Committee**- Shubhalaxmi Shinkre; Members:Shwambhavi Bandodkar, Sanskruti Gaonkar, Neha Mulla, Aditi Thanekar
- **Discipline Secretary**- Diksha Kerkar; Members: Stacy Dias, Prarthana Naik, Stacey Rebello
- **Photography and Technology**- Tejas Nagvenkar; Members: Rajat Hegde, Lakshita Matonkar, Derissa Ann Sequeira
- **Report & Publicity Committee**- Asher Robert; Members: Gauri Nadkarni (Marathi), Jashmi SC (English), Shivani Phadte (Konkani)

Additionally, all the students were divided into different groups to organize different cultural and sports activities. For the first year B.ed. **Saksham, Umang, Sharks, Navchaitanya and Lakhshay** were the groups and the leaders were Tamboskar Rohan Rudaynath, Naik Uma Ashok, Sahakari, Tanmayee Devidas, Naik Suvarna Vilas, Fernandes Andria Custodio respectively. For the second year B.Ed. – Constellation, Prakruti, Sahyadri, and Griffin were the groups and the leaders were Alvares Nayshiri Virgilia, Dessai Mansi Sagar, Melekar Pradnya Vinayak, and S. Jashmi respectively.

The primary purpose of a student council is to voice students' concerns, interests, and needs of the students to the college administration. They serve as advocates for students and work towards improving the overall school experience by organizing events, addressing student issues, and suggesting improvements in various areas like cultural, sports, community work, work experience, social, recreational, and other educational interests of students in the institution.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response:

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
26	21	19	19	12

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement**5.4.1**

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Our college receives continual support from the alumni association.

It functions as a mechanism that consistently worked in the college's best interests. Former students frequently return to the school as guests and guest lecturers to provide lectures to the students and to inform the organisation on their experiences, and coping mechanisms for current and future challenges in the sector, among other things. Because 2020–21 was a pandemic year, most physical activities were restricted, which put a lot of restrictions on the college's instructors, students, and staff. The Alumni Association prepared special lectures by an ex-student for students and teachers on a variety of abilities after realising the necessity of using internet tools for teaching and learning during the pandemic.

Many of the alumni are working as Headmasters, Headmistresses, Principals, Senior teachers, Supervisors of different Schools and Higher Secondary Schools. They mentor our students during Practice Teaching and Internship. These alumni also help us in the placement of the students as teachers in different schools. Almost all the staff members of the college are invited to give guest lectures at different institutions. The college is organizing many competitions. The alumni members are invited as judges for these competitions. The demo lessons to the first-year students in different subjects are also delivered by the alumni members.

File Description	Document
Upload any additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response:

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Any other relevant information	View Document

5.4.3**Number of meetings of Alumni Association held during the last five years****Response:****5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	01	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.****Response:**

The alumni association serves as a mechanism that continually served the interests of the college. Former students frequently return to the institution as visitors or guest lecturers to provide lectures to the students and share their experiences.

Most physical activities were prohibited because 2020–21 was a pandemic year, which imposed numerous restrictions on the college's instructors, students, and staff. After realizing the significance of employing Internet resources for teaching and learning during the epidemic, the Alumni Association created unique lectures by an ex-student for students and teachers on a variety of abilities. Mr. Saish Dalal conducted the workshop for the teaching staff and the students based on the various platforms on Google suite: Google forms, Google Classroom, e-certificates, Google docx, which can be instrumental

in teaching-learning. He also conducted a few sessions on photo editing, video editing, by using Adobe Photoshop, Adobe Premiere using relevant software.

The Demonstration lessons in different subjects are given to the first-year students regarding Micro-teaching, Peer teaching, and Practice teaching.

Many former students are currently employed as Headmasters, Headmistresses, Principals, senior teachers, and supervisors of various secondary and higher education institutions. Throughout Practice Teaching and Internship, they guide our students. These former students support us in placing students as teachers in other schools. Almost all college professors receive invitations to give guest lectures at other organizations. The college hosts a lot of competitions. For these competitions, judges from the alumni are invited.

Thus, the alumni association consistently supports our college.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

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 and initiating them to lifelong learning. The College leverages efforts in training them to create an environment in educational and social milieus that would promote communication, cultural diversity and national integration, thereby orienting them to the service of the community for its educational and socio-cultural resurgence. The vision and mission of the College prove to be the guiding light for every decision taken regarding, Governance, Overall planning, teaching-learning activities and other allied program. With very supportive Management and an able Principal, the faculty as well as the students are consistently encouraged to participate in various capacity-building workshops and seminars to increase productivity. Equally so the teaching staff and students are motivated to engage in the Community Outreach Programs, spread over the academic year (minimum of 20 hours every year).

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The College believes in a democratic and participatory administrative structure, that strives to involve all the Staff members as well as the students. To draw the best out of the teachers, they are involved in the decision-making processes of the day-to-day, College administration. This not only mobilises the

decentralization of powers but also makes management more participative. Various Committees are formed to oversee the smooth functioning of academic and non-academic matters. To do this, different teaching and non-teaching staff members, 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	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

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, which maintains 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	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

In one of the IQAC meetings held on 31st July 2019, it was suggested to send the names of all teachers with areas 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 the 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.

To implement this, the Department of Extension Services has come up with 2 Booklets consisting of the modules and the resource persons. These booklets were published by Shri Bhaskar Khandeparkar, President, General Body, Goa Vidya Prasarak Mandal on 12th February 2022. The details of which are given in "Any additional information".

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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.

Response:

The organizational structure of the College makes it easier for all institutional bodies to operate effectively and efficiently.

The organizational structure consists of the Management, the Principal, the Office, the Multitasking Staff, the Extension Services Department, the Library, and the Non-teaching staff. The Teaching Staff comprises B.Ed., M.Ed., Preprimary, and IGNOU Departments. With the assistance from a few internal and external committees, all these institutional organizations aid in the creation and implementation of policies, for the betterment of the Institution. The management, administration, and office, adhere to the NCTE, DHE, Goa University's, and Govt of Goa services rules for appointment.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response:

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Various cells and Committees work in tandem with the Administrative Head and the IQAC coordinator. The meetings of specific committees/ bodies may not always be held in seclusion of its members, but rather are convened by the Principal and the IQAC coordinator. The decisions are thereby taken in the Staff meetings collectively. The decisions like the execution of Orientation Programmes, Induction programmes, Microteaching, Peer teaching, Practice teaching, internships, Examinations, Working with the Community, CCA, etc are taken during 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	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The institution, Goa Vidyaprasark Mandal's Dr Dada Vaidya College of Education, demonstrates effective implementation of welfare measures for both teaching and non-teaching staff. The college as a member of Staff Credit Co-operative Society dedicated to providing welfare measures and support to the staff members. This society plays a crucial role in ensuring the well-being and financial security of its employees.

One notable initiative is the availability of housing loans for staff members. This welfare measure assists employees in fulfilling their dream of owning a home. By offering affordable housing loans, the college promotes stability and a sense of security among the staff.

The society also encourages staff members to deposit funds into the Retirement Benefits Scheme. This initiative ensures that the employees can plan for their future and have a secure retirement. By promoting savings and financial planning, the college supports its staff in achieving long-term financial well-being.

In times of emergencies, the Staff Credit Co-operative Society provides emergency loans to the staff members. This welfare measure assists employees during unforeseen circumstances and helps alleviate their financial burdens.

Moreover, the society recognizes and celebrates the achievements of both retired staff members and the wards of the members of the Society. By felicitating retired staff members, the College acknowledges their contributions and expresses gratitude for their dedicated service. Similarly, by recognising the success of the wards in various examinations, the Society encourages and motivates students to excel academically. These measures contribute to creating a supportive and caring work environment, ensuring the satisfaction and overall development of their Staff members.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response:

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	7	7	4

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

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

Response:

6.3.3.1 Total number of professional development /administrative training programmes organized

by the institution for teaching and non-teaching staff during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
12	24	2	0	0

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document

6.3.4

Percentage 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

Response:

6.3.4.1 Total 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 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	7	1	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The Institution has a performance appraisal system for teaching and non-teaching staff. Every year in March month, the Reporting officer issues the form to the staff. The staff members fill the form and submit it to the officers. 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 brief resume 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	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution, Goa Vidyaprasark Mandal's Dr Dada Vaidya College of Education, places great emphasis on maintaining financial accountability and transparency through regular internal and external audits. Internal auditing is conducted with the assistance of the internal financial committee, focusing on various aspects such as salary auditing, course auditing, academic auditing, energy auditing, and fund auditing from organizations like RUSA, UGC, and NCTE. The institution ensures that expenses incurred under different heads are thoroughly scrutinized by verifying bills and vouchers. In case of any discrepancies, they are promptly brought to the attention of the Principal.

External auditing is carried out annually to assess the transparency of funds received from both State and

Central Governments. The College's accounts are audited by a chartered accountant in compliance with government rules. The auditor's responsibility is to ensure that all payments are duly authorized, and a comprehensive report is prepared and submitted to the management for review.

During the audit process, any queries or concerns are addressed promptly, with supporting documents provided within the prescribed time limits. The institution maintains total transparency throughout both internal and external audits, particularly when dealing with financial matters. This commitment to transparency and accountability demonstrates the college's dedication to responsible financial management and adherence to regulatory guidelines.

By conducting regular audits, the institution safeguards against financial irregularities ensures proper utilization of funds, and provides stakeholders with confidence in the institution's financial practices. The audits also serve as an opportunity for the college to assess and improve its financial management processes, identifying areas for enhancement and implementing necessary measures to strengthen financial controls.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response:

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	92100	25000	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Goa Vidyaprasark Mandal's Dr Dada Vaidya College of Education has implemented institutional strategies for the effective mobilization of funds and optimal utilization of resources. The college carefully plans and manages its financial needs, considering various sources of funding. The procedure for mobilizing funds and ensuring their optimal utilization is as follows:

Funds Mobilization:

The college takes into account the hourly needs of the institution, faculty requirements, and infrastructural needs when planning fund mobilization. The following sources are considered:

- Fees collected from Students: The estimated receipts from student fees contribute to the financial resources of the college.
- Government Grants: Receipts from grants provided by the government, specifically the Directorate of Higher Education, are secured to support the college's operations.
- RUSA Grants: The college avails grants from the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) to further Develop the infrastructure.
- Sports-Related Grants: Grants approved by the Directorate of Higher Education specifically for sports-related initiatives are also utilized.

Optimum Utilization of Funds:

Once the necessary funds are mobilized, the college focuses on ensuring transparency and compliance with regulations when utilizing them. The following steps are taken:

- Yearly Budgeting: A comprehensive budget is carved out for various expenditure heads. This budget is examined by the Principal and approved by the institute's Treasurer.
- Fixed Asset Purchases: When acquiring fixed assets, such as equipment or infrastructure, approval is sought from the Principal, Accountant, and Treasurer. Compliance with the Pattern of Assistance guidelines set by the Higher Education department is ensured.
- Internal and External Audits: Regular internal and external audits are conducted to minimize discrepancies and track the effective and efficient utilization of funds. This ensures accountability and adherence to financial guidelines and regulations.

By following these procedures, the College maintains a systematic approach to financial management. The careful mobilization of funds and their optimal utilization contribute to the efficient functioning of the institution. Moreover, the emphasis on transparency, audits, and compliance with regulations ensures that resources are utilized effectively, maximizing their impact on the college's educational objectives.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

List of activities responsible for ensuring the quality culture in the GVM's Dr Dada Vaidya College of Education

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

The list of academic duties and responsibilities for teaching and non-teaching staff are discussed and allotted at the beginning of the academic year. The documentation process is carried out systematically by the in-charge faculties. The report prepared along with geotagged images and other related documents for the proof are preserved for official records. The attendance for the staff and students of the institution is recorded using the Biometric attendance machine along with manual records. Regular monitoring of duties for non-teaching staff members is carried out and registers are maintained. The regular IQAC meetings are conducted by the institution for discussing and taking up decisions related to quality practices. 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. Monthly Research Talks and Edu-Talks are carried out to ensure the enhancement of research culture in the institution among staff and students. Seminars and Workshops are conducted to upgrade the qualitative skills of both staff and students. Research culture is inculcated among staff members by encouraging them to attend various seminars/workshops and conferences too. Online feedback is taken from students at the end of the academic year. The institution regularly follows the circulars received from the government authorities and takes the necessary actions to comply with the government initiatives.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

List of Institutional review activities for the 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 the teaching-learning process through the below-mentioned practices.

- At the beginning of the academic year itself, the list of academic duties and responsibilities for teaching and non-teaching staff is prepared and brought to the notice of all staff members.
- The institution conducts regular IQAC meetings for discussing and taking up 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.
- Along with the programme schedule duty list is prepared to allocate responsibilities for each teaching/non-teaching staff member, which in turn helps for the smooth conduction of programmes in the institution.
- The in-charge faculties submit the reports of programs conducted in the institution and it helps for systematic documentation and maintenance of records.
- The biometric attendance machine is used to render the management of staff and students' attendance.
- The teaching faculties upload the details/ attendance for each conducted lecture on the IAIMS-portal of DHE-Goa and monthly reports are shared with the staff members which helps them with self-monitoring and self-reflection.
- 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.
- Feedback is collected from students at the end of the academic year.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response:**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
31	9	2	1	2

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response:

File Description	Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The incremental improvements achieved in academic and administrative domains for its functioning through quality assurance initiatives

Recommendations – 1st Cycle

1. Teachers should be encouraged to take minor /major research projects and publish them in journals of repute.
2. P.G. Courses in Education could be started.

Based on the recommendations made during the NAAC accreditation for 1st cycle the following quality enhancement initiatives are taken by the Institution

1. Faculties of the institution applied for the UGC Minor Research projects which were sanctioned and successfully completed in the following years.
2. Four Faculties of the institution received approval for the UGC Minor research project with financial aid. All four projects were successfully completed by 2020.
3. The institution started with the M.A. Education (IGNOU) Programme in 2015

This is a two-year programme run by the Indira Gandhi National Open University (IGNOU) through distance mode. Admissions are done by IGNOU through its Regional Centre at Panaji. The Study Centre 0806P attached to the College comes under the Panaji Region.

Recommendations -2nd Cycle

1. Faculty members should be trained in Research Methodology, Statistics and the Use of SPSS
2. Students should be given enough practice in the use of ICT
3. Improving the quality of BEd, MEd programmes and Research Centre.
4. To provide training to students for Competitive Exams.

Based on the recommendations made during the NAAC accreditation for 2nd cycle the following quality enhancement initiatives are taken by the Institution

1. **Institutions have signed MoU with Various Institutions /organisations and in collaboration with them conducted programmes which have resulted in the enhancement of knowledge along with the development of skills among students and staff.**

Collaborating institutions

Nirmala Institute of Education, Panjim, Goa

PACE and Nirmala Institute of Education, Panjim, Goa

EUDOXIA Research Centre (ERC)

Association of International Researchers of Indian Origin (AIRIO)

V.M. Salgaocar College of Law, Miramar, Goa.

SETHU -Child Development and Family Guidance

GIPARD, Goa

2. Workshops/Training programmes /Webinars/Talks for Faculty members in Research Methodology, Statistics and use of SPSS.

GVM's Dr Dada Vaidya College of Education, Ponda, Goa in collaboration with AIRIO(Association for International Researchers of Indian Origin) / other institutions with which MoU have been signed organized Research/EduTalks which was conducted by eminent resource persons. They were beneficial for the faculties and research scholars to enhance their knowledge and skills in relation to research. Recently a Research Parley on "Avoiding Plagiarism in Research Writing" was conducted on 30th June 2023 through Online mode in collaboration with IQAC of the institution.

3. Webinars/Workshops/Talks for Faculties and Students to enhance Online teaching Skills and ICT usage

The teachers were given the training program on topics "Online teaching tools and techniques and E-content and Image Editing" on 16th,17th and 19th of June 2020 in offline mode. It provided hands-on experience which helped the teachers to enhance the skills to use the online tools and techniques. Webinar was conducted for students on 22nd,23rd and 24th June 2020 on 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, and learning apps for online teaching.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

Considering the vast potential of energy savings and the benefits of energy efficiency, the college has renewed its efforts to streamline ways of energy conservation and looks forward to the use of alternate sources of energy for meeting its power requirement. Along with the gradual switch to energy-efficient equipment, the institution looks forward to installing occupancy sensors for classrooms and other administrative spaces and sensor-based switches for street and corridor lighting. It also is considering switching to renewable energy, specifically solar energy given its location. The College has undertaken the following initiatives;

- **Use of LED lights** The College has opted to install LED bulbs to save energy by replacing conventional types of lights with LEDs in the classrooms as well as Staff rooms and Offices.
- **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. Installation of energy-efficient star-rated electrical equipment and HVAC upgrades to reduce energy consumption in the College & state-of-the-art Audio-Visual Laboratory, wherein all the equipment required also has LED's equipment for energy efficiency.
- **Save Energy- Labels/Posters** are put up at various strategic locations in the College. "Every action count and small things make a big difference"- With a firm belief in this, the College has put up Save Energy Posters and Labels at strategic locations. These not only create awareness amongst students and staff but also serve as polite reminders to do the need full.
- **Labels** – "Please turn off all electrical switches after use" are put up under the switchboards in all classrooms, staff rooms, library, computer Lab, administrative office etc.
- **Posters**- Save Energy and Save Water posters are displayed at all wash basins, restrooms, toilets and Girls' & Boys' Rooms.
- **Use of natural lighting** and ventilation is encouraged as and when possible. The college caters to general efficiency techniques and methodologies that can be implemented in day-to-day functions.
- **Conservative usage of appliances and equipment** is encouraged by all, being aware to use energy-efficient computer systems and monitors in the Computer Lab, Interactive Boards in all Classrooms and turning off the computer screen and other electrical appliances when not in use as also unplugging infrequently used appliances
- **Regular maintenance and upkeep of equipment and appliances through** AMCs and other procedures help to ensure the proper functioning of these products. Air conditioners, Water Purifiers and Coolers, and Generators are maintained through AMC. Cleaning or replacing filters air-conditioning and water filters, and other Audio- Lab equipment ensures the units will last

longer and avoids costly downtime

Awareness sessions and Course work integration- Awareness programs are incorporated within the Induction Program every year to focus on individual as well as collective responsibility towards sustainable living. Efforts are taken to incorporate the concept of energy conservation and the use of alternative sources of energy through various Assignments taken up under the academic subject of EDU 13 Environment Education

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The Institution's stated policy and procedure for implementation of waste management is in conjunction with the directives of the State and focuses on the philosophy of individual & collective responsibility and creating awareness in the School's or extended community. The curriculum affords the flexibility to incorporate assignments and projects through academic subjects such as *EDU-06 Communication Skills & EDU 13 Environmental Education*, along with Community engagement programmes conducted by CCA & WWC.

Institutions' waste management practices include the following;

- **Segregation of Waste at source** is done by two-way segregation (dry and wet waste), with the help of green and black coloured waste bins. Solid waste is handed over to the Ponda Municipal Corporation and Village Panchayat, Bandora, from there to Goa Waste Management Corporation and then taken to Pilerne Industrial Estate, Waste Management Plant.
- **Cleanliness & Waste Plastic Collection Drive** was undertaken by the College on the campuses of three Educational Institutions on 14/10/21, as instructed by the Ministry of Youth Affairs & Sports, Govt of India and the Office of the Deputy Collector & Subdivisional Officer, Ponda-Goa. Another cleanliness drive was taken up on Republic Day under the Swachha Pakhwaad Scheme.
- **College E-waste Management and Disposal Committee and related procedures** look into the responsible disposal of the condemned/unserviceable electronic items as per stated rules. The Committee conducts periodic inspections and based on the decision taken disposes the items by following the due procedures or stores the reusable or serviceable items in a designated place in the College.
- **Significant reduction of waste** focussing on prevention of disposables with preference to reusable items and cutlery (stainless steel, glass etc) for daily usage as well as during functions.

- **Practice the 4 R's Reduce, Reuse, Recycle and Refuse wherever possible with “Best out of Waste”,** an activity taken up during the *Talent Show for Deeksharambha Program*. In continuation **“Paper Bag Making and Donating Competition”** for local vendors and shopkeepers was organized for FY & SY B. Ed to mark *Republic Day Celebrations for Azadi ka Mahotsav 2022*, to emphasize **Waste to Wealth** across all 5 CCA Groups.
- **Awareness Program and Integration within the Coursework** is undertaken annually related to the **“Ban on Single-Use Plastic”**. E-Poster making activity was taken under the **EDU 06 Communication Skills** as an Intergroup activity, followed by a whole class Exhibition.
- **Compost Pit:** is maintained to make dry manure and fertile compounds by using decaying biodegradable items, especially dry leaves and kitchen waste.
- **A sanitary Napkin Incinerator & Napkin Dispenser** installed in the ladies' room ensure responsible disposal of sanitary napkins, particularly when 90% of the student population of the College is girls.
- **The use of Eco-friendly material** is preferred in daily usage items such as bags as well as for packaging, decorations & gifting mementoes to guests, during various programs.
- **Environment Exhibition as a practicum part of SY B. ED subject EDU-13 (Environment Education)** showcases awareness projects on Solid Waste Management, Wind & Solar Energy, Biodiversity in Goa etc undertaken by students during their School Internship.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response:

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document

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**

Response:

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Procedural practices availed for maintenance of cleanliness, sanitation, green cover and providing a pollution-free healthy environment are as follows;

Cleanliness- The Institution is committed to the maintenance of cleanliness and sanitation for which it has streamlined certain procedures which are revised from time to time.

Register, Schedule & Intent maintained, by the Administrative Office ensures cleanliness and sanitation by the MTS and 2 attendants, in rotation style.

Staff Surveillance and feed for forwards by two designated staff members along with the principal's helps too.

The cleanliness & Waste Plastic Collection Drive was undertaken by the College on the campuses of 3 Educational Institutions on 14th October 2021, as instructed by the Ministry of Youth Affairs & Sports, Govt of India and the Office of the Deputy Collector & Subdivisional Officer, Ponda- Goa. Another cleanliness drive was taken up on 26th January 2022 under the Swachha Pakhwaad Scheme.

Sanitization

An adequate number of well-equipped and maintained washrooms and restrooms, cleaned at least twice a day, for staff and students with a sufficient water supply and needed toiletries are provided as a basic requirement. Sanitary napkin vending machines and incinerators take good care of the disposal of sanitary waste. Enhanced cleaning, sanitizing and disinfecting strategies (hand sanitisers, disinfectant sprays, fumigation) are maintained even post-COVID-19 period as a precautionary measure.

Green cover

The College is decently landscaped and the green cover is reasonably good with trees and plants of indigenous variety. The College has a designated gardener to take care of the campus green cover.

The College undertook its annual tree plantation drives, to mark the occasion of World Nature Conservation Day on 27th July 2021, in association with the Inner Wheel Club of Ponda.

Pollution-free healthy environment-

The College encourages the use of public transportation as it is very strategically located near the Ponda bus stand and has a small pathway leading to the College. Staff and students do Car-pooling as and when possible, along with regular PUC check-ups and maintenance of vehicles. Using environment-friendly vehicles is encouraged.

Plastic-free campus initiative with the prohibition on the use of single-use plastic on campus.

In continuation of the Zero Waste program, the College encourages its Staff and students to refrain from using single-use plastic on campus, for which various awareness programs are undertaken

1. *The “E-Posters Making on Ban on Single use of Plastic”* activity was taken under the EDU 06 Communication Skills subject as an Intergroup activity, followed by a whole class Exhibition.
2. *“Paper Bag Making and Donating Competition”* to local vendors and shopkeepers was successfully organized for FY & SY B. Ed to mark Republic Day Celebrations for Azadi ka Mahotsav 2022, to emphasize "Waste to Best" and "Waste to Wealth" 75 years of Independence across all 5 CCA Groups. The objective was to dissuade local vendors and shopkeepers from using single-use plastic.
3. Practice 4 R's Reduce, Reuse, Recycle and Refuse preference is given to eco-friendly items and materials for packaging and decorations as well as for gifting/ mementoes to guests.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response:

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response:**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
131302	278384	1984100	12596	5725

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.****Response:**

The College puts efforts leveraging the local environment, locational knowledge and resources, community practices and challenges through academic & practical components such as the following;

Efforts to leverage local environment - Cleanliness and Waste Plastic Collection Drive on 14th October 2021, in the campuses of 3 Educational Institutes in its neighbouring vicinity, GTET Orientation cum Coaching Program, 2021, organized free of cost for B.Ed students.

Efforts to leverage locational knowledge and resources: Being a part of Goa Vidyaprasarak Mandal & equally strategically located makes collaboration with esteemed institutions feasible for community engagement programs. Programs with eminent local Doctors, industry- practitioners and experts as resource persons benefit future teachers. To name a few, we have the,

First Aid Program, Talk on Health Awareness and Hygiene by eminent Doctors and NGOs.

- Talk on 'Ill Effects of Tobacco', 19/10/21.
- First Aid Workshop, 17/11/21.
- Talk on, "Women's Health Concerned Related to Nutrition, Hygiene and Grooming", 21/1/22.
- "Breast Cancer Screening", 11/3/22

Research & EDU Talk Series-

- ‘The Emerging Pedagogical Parameters’, by Dr Louis Vernal, 22/11/21.
- ‘Identifying Research Gap & Exploring Research Design’ by Dr Rosewine Joy, 5/2/22.
- National Webinar on, “Using SPSS Software for Quantitative Analysis in Educational Research”
- National Webinar on, “Praxis and Modalities in Academic Writing”

State-wide outreach programs and host, with local experts and industry practitioners as resource persons

- Manohar Parrikar Vidnyan Mahotsav, 13/12/21.
- ‘Folk Traditions of Goa’, by Dr Pandurang Phaldessai, 16/12/21.
- Fundamental Rights and Duties under the Constitution Young Inspirators Network Gomantak, 27/1/22.
- “Physics A must for everyone?” State-wide Science Lecture Series 2022 organized by DHE in collaboration with GVMs.
- “Grant-in-Aid Scheme, Indoor Activity”, One-day Workshop on “Skill Development”, 30/3/22
- “Right to Education: Challenges of Vulnerable Groups During Pandemics”, 18/6/22.

Celebration of Hindi Divas, Marathi Divas, and Science Day with specialised personalities and renowned academicians from the related fields as chief guests.

- International Women’s Day, 8/3/22.
- Marathi Divas, 27/2/22.

Efforts to leverage Community Practices and challenges: Working with the Community (WCC) & Cocurricular activities (CCA) & SBSI Projects help.

1. **Working with the Community 2021- 2022** was done in various areas for a period of 20 hours comprising a range of activities such as cleaning temples and heritage sites, working as helping hands to local farmers, waste management projects and awareness campaigns etc.
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 that would enrich their on-ground experience in WCC & CCA components.
3. **Swacha Bharat Students Internship Program** was conducted in groups on topics such as Waste Management, Green Campus & Tree plantation & Maintenance, Paperless communication on campus etc, for which they won accolades for 2 Projects at the State level.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff,

and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response:

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

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice I

1. **Title:** *Holistic Approach to Health and Physical Education*

Annual Sports Meet (Theory and Practical over 2 days)

Objective

1. To enhance a comprehensive understanding of Nutrition, Health Education and Sports.
2. To foster physical education literacy and promote a healthy lifestyle

Context:

We are the only College in Goa to initiate and continue with the practice of conducting *an Annual Sports Meet* with a combination of theory and practical aspects spread over 2 days, to help students understand the concept of holistic health, its various dimensions and determinants. An array of activities are conducted throughout the year which culminates in the Annual Sports Meet.

Practice:

Spearheaded by the College Director of Physical Education Mr. Shaunak Pagi; students are divided into 5 groups for the Annual Sports Meet. On day 1, all groups have presentations on topics related to nutrition or health education. Day 2 starts with prayer, and oath followed by sports competitions. All teams compete with each other to win the *Sports Champion Trophy*, as decided on the basis of the highest points tallied on that day.

In addition to this, intra-mural and extra-mural competitions, excursions, first aid workshops, fitness programmes, and talks by invited speakers are organized,

Evidence of success:

- Assistant Director (Academics) Mr Siddhesh Kesarkar appreciated the “*Annual Sports Meet* (theory & practical over two days) and added that other colleges should emulate this practice.
- The faculty and students enthusiastically participate in this meeting.
- An array of programs conducted include;

1. *Annual Sports Meet*
2. *Grant-in-Aid Scheme, Indoor Activity*
3. *Fit India Movement-* Freedom Run, Sun Salutation, Physical Fitness Program, Meditation, Walking Challenge
4. *First Aid Workshop*
5. *Cleanliness Drive*
6. *Intra Extra mural Competitions-* Yoga Day, Carrom, Chess, Table Tennis, Cricket

Problems encountered and resources required: Nil

Best Practice II

Title: *Research and EDU Talk Series.*

Objective:

- To provide exposure to a range of areas across subjects.
- To provide insights into the research landscape.

Context:

In continuation of its formalised practice of “Scheduled Series of Research and EDU Talks”, 2021-2022 witnessed its scope widened

Practice.

Under Research & EDU Talks Series, a number of seminars & workshops were organised by IQAC, Research Centre, and Extension Department, as facilitated with MOUs and linkages. Dr Dada Vaidya Memorial Lecture Series was initiated from 2021

Evidence of Success.

- International Institutional Excellence Award for 2020, by AIRIO.
- Dr Dada Vaidya Memorial Lecture Series - Talk on NEP and school Education
- Research & EDU Talk series, comprised of the following programs as facilitated by ;
- **A) IQAC**
- Gastro-Intestinal & Liver Diseases
- Ill Effects of Tobacco
- Women's Health Concerns
- **B) Research Centre, AIRIO**
- Academic Integrity and Research Ethics in HE
- Introduction to MOOCS.
- Emerging Pedagogical Parameters
- Identifying Research Gap
- SPSS Software in Educational Research
- Praxis and Modalities in Academic Writing
- Vidyanjali Project
- **C) Extension Department:**
- Special Education
- 7E Model of Constructivist Approach
- Review of Literature
- Aspects of World Peace
- **D) MOUs and Linkages**
- GIPARD, Goa - Gender Equality today for sustainable tomorrow
- VVM's Kare College of Law- Right to Education

Problems encountered and resources required: Financial constraints were a deciding factor.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Institutional Distinctiveness- *Whole array of educational programs ranging from Pre- Primary Teacher Education to Ph. D in Education under one roof fulling its commitment to professional development of teachers, both In-service and Pre-service.*

Goa Vidyaprasarak Mandal's Dr Dada Vaidya College of Education was established in 1993 in response to the growing demand for teacher education. The College is committed to the professional development of teachers, both pre-service and in-service, for reflective, constructive and value-based teaching-learning, employing both insight and technology within the ambit of the native socio-cultural perspective. Staying true to its founder's vision and mission at large, the College over the years has graciously spread its wings to encompass a whole array of educational programs ranging from Pre-Primary Teacher Education to PhD in Education under one roof. These educational programs and other courses and activities cater to teachers' in-service and pre-service professional development.

Goa Vidya Prasarak Mandal's Dr Dada Vaidya College of Education is the only institution in Goa that offers B. Ed, M. Ed, Diploma in Pre-primary Teacher Education, MA Education (IGNOU) Program and Ph. D in Education under one roof. The College hosts a Research Centre, which has been recognized and affiliated with Goa University and provides an opportunity for those desirous of doing a PhD in Education, both in regular and part-time mode. The College equally so, is the only B. Ed College in the State of Goa to have a Department of Extension Services, which subsequently caters to the second dimension of the College, catering to the in-service training of teachers. The eclectic committed faculty of the College, hailing from different States and Universities bring unique experiences to the table. These highly experienced faculty act as resource persons for various programs held by SCERT, DIET, Human Resource Development Cell (HRDC, Goa University), Navodaya Leadership Institute, School Complexes (Higher Secondary & College) as well as other recognised educational institutions and allied organisations, thereby catering to the in-service professional development of the teaching faculty, both at School level and Higher education. Healthy interpersonal relations between teachers and students contribute to a congenial learning environment, while an enriched work culture, fosters autonomy in the teaching-learning process, thereby benefiting the students at large.

The year 2022 bore witness to the inauguration of the Add-on Basic Counselling Skills Course, the launch of Training Module Manuals for School and College Teachers and the conduction of the GTET Orientation cum Coaching program-2021 for B. Ed students, organised under the aegis of its Counselling and Career Planning Centre & Department of Extension Services. The Research & EDU Talk Series and its newly initiated Dr Dada Vaidya Memorial Lecture Series, organised by the College, further help to add new dimensions to the professional development of teachers, both pre-service and in-service.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

The following are some noteworthy additional information

- Staff members of the College are provided with a weekly reflective journal every year. This enables the staff to evaluate their strength and weaknesses on a regular basis. Staff members use this journal as a means to improve their effectiveness.
- The College has NAS (Network Access Storage). It contains two hard disks of 4TB each. All important documents received from the Directorate of Higher Education, Goa University, NCTE, and UGC are stored in the NAS server. Staff members can access NAS server through LAN (Local Area Network). Each staff is given a username and password through which they can log in to NAS and upload documents in their personal folders. This contributes towards paperless documentation.
- The College has signed MoUs with many State, National and International organisations. College jointly organises various programmes regularly through these organisations for the benefit of students and staff.
- A weekly staff meeting is conducted on every Monday for the Office Staff and planning is done for the entire week. Monthly staff meeting is conducted with the faculty members in the first week of every month. In addition to this, informal meetings are conducted as and when any important decisions are to be taken. Through this, all staff members are involved in the decision-making process. Staff members (teaching and non-teaching) submit a weekly report to the Principal on every Monday.
- Students are allowed to participate in various programmes organized by other institutions in the state. This helps them to get good exposure. Students are allowed to take internship schools as per their convenience in any part of the state and the teachers travel long distances to supervise lessons. This is done to make the College more student-friendly.
- There is a very good relationship among the staff members and the birthdays of all staff members are celebrated in the College.
- The College activities start with a morning assembly every day. Each staff member is given the responsibility to coordinate the assembly activities.

Concluding Remarks :

The variety of programs that the College offers, from pre-primary to Ph.D. in Education, makes it a unique institution. The teachers are qualified and sincere enough in their responsibilities and do the teaching, and assessment work as mandated by regulatory bodies. Teachers' diversity and teachers' interpersonal relations with students are two noteworthy things in the college. Practicum is the essence of the teacher training program and this is done very systematically; micro-teaching, peer teaching, practice teaching, and extended engagement in the schools in the form of internship. Students are given thorough guidance and training in lesson planning, use of ICT, classroom management, and assessment. The college provides needed support to teachers and staff for skill enhancement and professional development.

The institution functions involving all; teachers, support staff, students, alumni, and parents through different committees. The management is very supportive in all activities. Recruitment is carried out in accordance with rules and is very transparent. The management ensures that the right candidate on merit gets selected.

Students' diversity in terms of SC, ST, OBC, EWS, and minorities is there as the college admits students following the government reservation policy. The college takes care of all in teaching, and assessment and through the counseling cell. The students find the institution academically vibrant and culturally sensitive and also find the teachers supportive and friendly.

The college has the best infrastructure for all. A good number of classrooms, a well-equipped AV room, a large computer lab with 50 functional computers with an internet connection, and a full-time computer lab assistant. The college has a full-time PE teacher engaging students in all PE-related activities.

The college pays equal emphasis to co-curricular activities. Throughout the year a number of activities both inside and outside the college are organized. Students get a number of awards and prizes every year for participating in these outside the college.

Thus, the college is well managed and does better not only on the teaching side but also on the cocurricular side. In extension activities also the performance is excellent. However, the college needs to do a lot in research and publication.

DVV Clarification History

[Go to previous page](#)

Extended Profile Deviations

Metrics Level Deviations

HEI Name : GOA VIDYAPRASARAK MANDAL'S DR. DADA VAIDYA COLLEGE OF EDUCATION

Request Date : 05/09/2023

Number of Clarifications : 10

AISHE ID : C-35084

Response Date : 20/09/2023

Extended ID	Deviation Details and HEI Response	Affected Metrics	Findings of DVV	Response of HEI	Status																																								
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>HEI Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>306</td><td>298</td><td>259</td><td>222</td><td>223</td></tr></table> <p>DVV suggested Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>286</td><td>282</td><td>258</td><td>223</td><td>222</td></tr></table> <p>HEI clarification Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>278</td><td>263</td><td>227</td><td>198</td><td>197</td></tr></table> <p>Recommended Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>278</td><td>263</td><td>227</td><td>198</td><td>197</td></tr></table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format</p>	2021-22	2020-21	2019-20	2018-19	2017-18	306	298	259	222	223	2021-22	2020-21	2019-20	2018-19	2017-18	286	282	258	223	222	2021-22	2020-21	2019-20	2018-19	2017-18	278	263	227	198	197	2021-22	2020-21	2019-20	2018-19	2017-18	278	263	227	198	197	3.3.3 1.2.3 2.3.3 4.3.2 4.2.5 2.2.4 1.2.5 3.3.2	Input is edited considering only B.Ed and M.Ed students. 1.Kindly provide appropriate document duly certified by competent authorities. Include the total number of students on rolls across all programs and all years of the programs, for each year of the assessment period	Total number of students on rolls across all programs and all years of the programs for each year of the assessment period is attached year wise as follows Year 2017-18 : FY B.Ed :-100 SY B.Ed.:-97 Year 2018-19 : FY B.Ed :-99 SY B.Ed.:-99 Year 2019-20 : FY B.Ed :-100 SY B.Ed.:-97 Year 2019-20 : FY M Ed :-30 Year 2020-21 : FY B.Ed :-100 SY B.Ed.:-99 Year 2021-22 : FY B.Ed :-100 SY B.Ed.:-99	HEIs Clarification Accepted
2021-22	2020-21	2019-20	2018-19	2017-18																																									
306	298	259	222	223																																									
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2021-22	2020-21	2019-20	2018-19	2017-18																																									
278	263	227	198	197																																									
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>HEI Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>200</td><td>190</td><td>198</td><td>140</td><td>143</td></tr></table> <p>DVV suggested Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>160</td><td>150</td><td>158</td><td>100</td><td>103</td></tr></table> <p>HEI clarification Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>160</td><td>150</td><td>150</td><td>100</td><td>100</td></tr></table> <p>Recommended Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>160</td><td>150</td><td>150</td><td>100</td><td>100</td></tr></table> <p>Attached Documents :</p> <p>1.Letter from the authority (NCTE / University / R 2.Institutional data in prescribed format</p>	2021-22	2020-21	2019-20	2018-19	2017-18	200	190	198	140	143	2021-22	2020-21	2019-20	2018-19	2017-18	160	150	158	100	103	2021-22	2020-21	2019-20	2018-19	2017-18	160	150	150	100	100	2021-22	2020-21	2019-20	2018-19	2017-18	160	150	150	100	100	2.1.1	Input is edited from data template considering only B.Ed and M.ed sanction seats and excluding diploma. 1.Document relating to Sanction of intake from University for all programmes(Kindly highlight the sanction seats.) 2. Approval letter of NCTE for intake for all programmes .	Approval letters for intake for all programmes have been uploaded Year 2017-18 : B.Ed :-100 Year 2018-19 : B.Ed :-100 Year 2019-20 : B.Ed :-100 Year 2019-20 : M.Ed :-50 Year 2020-21 : B.Ed :-100 Year 2020-21 : M.Ed :-50 Year 2021-22 : B.Ed :-100+ 10 EWS Year 2021-22 : M.Ed :-50	HEIs Clarification Accepted
2021-22	2020-21	2019-20	2018-19	2017-18																																									
200	190	198	140	143																																									
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160	150	158	100	103																																									
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160	150	150	100	100																																									
2021-22	2020-21	2019-20	2018-19	2017-18																																									
160	150	150	100	100																																									
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>HEI Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>61</td><td>51</td><td>53</td><td>49</td><td>49</td></tr></table> <p>DVV suggested Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>61</td><td>51</td><td>51</td><td>49</td><td>49</td></tr></table> <p>HEI clarification Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>61</td><td>51</td><td>51</td><td>49</td><td>49</td></tr></table> <p>Recommended Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>61</td><td>51</td><td>51</td><td>49</td><td>49</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	61	51	53	49	49	2021-22	2020-21	2019-20	2018-19	2017-18	61	51	51	49	49	2021-22	2020-21	2019-20	2018-19	2017-18	61	51	51	49	49	2021-22	2020-21	2019-20	2018-19	2017-18	61	51	51	49	49	2.1.2	Input is edited from data template, Kindly provide the following documents. 1. Provide document showing the State Government / Central Government reservation policy for admission in higher education	2017-2018 & 2018-2019 SC-02,ST-12, OBC-27,PH-03,FF-01,ESM-01, CSP-01, GN-02=49 2019-2020 & 2020-2021 SC-02,ST-12, OBC-27,PH-05,FF-01,ESM-01, CSP-01, GN-02=51 2021-2022 SC-02,ST-12, OBC-27,PH-05,FF-01,ESM-01, CSP-01, GN-02, EWS-10 =61	HEIs Clarification Accepted
2021-22	2020-21	2019-20	2018-19	2017-18																																									
61	51	53	49	49																																									
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2021-22	2020-21	2019-20	2018-19	2017-18																																									
61	51	51	49	49																																									
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>HEI Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>160</td><td>161</td><td>119</td><td>123</td><td>121</td></tr></table> <p>DVV suggested Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>134</td><td>161</td><td>119</td><td>123</td><td>121</td></tr></table> <p>HEI clarification Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>132</td><td>126</td><td>97</td><td>99</td><td>97</td></tr></table> <p>Recommended Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>134</td><td>161</td><td>119</td><td>123</td><td>121</td></tr></table> <p>Attached Documents :</p> <p>1.List of final year students with seal and signat 2.Institutional data in prescribed format</p>	2021-22	2020-21	2019-20	2018-19	2017-18	160	161	119	123	121	2021-22	2020-21	2019-20	2018-19	2017-18	134	161	119	123	121	2021-22	2020-21	2019-20	2018-19	2017-18	132	126	97	99	97	2021-22	2020-21	2019-20	2018-19	2017-18	134	161	119	123	121	2.4.9 2.7.4 2.7.2	Input is edited from supporting documents excluding diploma students . 1.□ Provide authenticated document showing the number of outgoing/final year students in different programs during the assessment period (for all five years)	Year 2017-18 : SY B.Ed.:97 Year 2018-19 : SY B.Ed.:99 Year 2019-20 : SY B.Ed.:97 Year 2020-21 : SY B.Ed.:99 Year 2020-21 : SY M.Ed.:27 Year 2021-22 : SY B.Ed.:96 Year 2021-22 : SY M.Ed.:36	DVV Suggestion Recommended
2021-22	2020-21	2019-20	2018-19	2017-18																																									
160	161	119	123	121																																									
2021-22	2020-21	2019-20	2018-19	2017-18																																									
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132	126	97	99	97																																									
2021-22	2020-21	2019-20	2018-19	2017-18																																									
134	161	119	123	121																																									
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>HEI Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>160</td><td>161</td><td>119</td><td>123</td><td>121</td></tr></table> <p>DVV suggested Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>134</td><td>126</td><td>97</td><td>99</td><td>97</td></tr></table> <p>HEI clarification Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>132</td><td>126</td><td>97</td><td>99</td><td>97</td></tr></table> <p>Recommended Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>132</td><td>126</td><td>97</td><td>99</td><td>97</td></tr></table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format 2.Consolidated result sheet of graduating students</p>	2021-22	2020-21	2019-20	2018-19	2017-18	160	161	119	123	121	2021-22	2020-21	2019-20	2018-19	2017-18	134	126	97	99	97	2021-22	2020-21	2019-20	2018-19	2017-18	132	126	97	99	97	2021-22	2020-21	2019-20	2018-19	2017-18	132	126	97	99	97	5.2.1 5.2.3 5.2.2	Kindly provide clear and visible documents regarding the metric.Kindly provide the following documents.Provide the result sheets issued by the affiliating University. 1.	Year 2017-18 : SY B.Ed.:97 Year 2018-19 : SY B.Ed.:99 Year 2019-20 : SY B.Ed.:97 Year 2020-21 : SY B.Ed.:99 Year 2020-21 : SY M.Ed.:27 Year 2021-22 : SY B.Ed.:96 Year 2021-22 : SY M.Ed.:36	HEIs Clarification Accepted
2021-22	2020-21	2019-20	2018-19	2017-18																																									
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2021-22	2020-21	2019-20	2018-19	2017-18																																									
132	126	97	99	97																																									
1.6	<p>Number of students enrolled(admitted) year-wise during the last five years..</p> <p>HEI Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>172</td><td>169</td><td>162</td><td>123</td><td>126</td></tr></table> <p>Recommended Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>144</td><td>134</td><td>130</td><td>99</td><td>126</td></tr></table> <p>Remark : Inpu is edited from clarification documents.</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format 2.Enrollment details submitted to the state / univ</p>	2021-22	2020-21	2019-20	2018-19	2017-18	172	169	162	123	126	2021-22	2020-21	2019-20	2018-19	2017-18	144	134	130	99	126	2.1.3 2.1.1	Kindly provide the following documents. 1. Provide approved admission list year-wise/ program-wise	Year 2017-18 : FY B.Ed :-100 Year 2018-19 : FY B.Ed :-99 Year 2019-20 : FY B.Ed :-100 Year 2019-20 : FY M.Ed :-30 Year 2020-21 : FY B.Ed :-98 Year 2020-21 : FY M.Ed :-36 Year 2021-22 : FY B.Ed :-105 Year 2021-22 : FY M.Ed :-39	Changed After Clarification																				
2021-22	2020-21	2019-20	2018-19	2017-18																																									
172	169	162	123	126																																									
2021-22	2020-21	2019-20	2018-19	2017-18																																									
144	134	130	99	126																																									
2.1	<p>Number of full time teachers year wise during the last five years..</p> <p>HEI Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>21</td><td>15</td><td>16</td><td>14</td><td>16</td></tr></table> <p>DVV suggested Input :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	21	15	16	14	16	2021-22	2020-21	2019-20	2018-19	2017-18	2.5.3 4.2.5 3.2.2 3.2.1 6.3.4 6.3.2 2.5.1 2.5.2 2.3.2	Input is edited by considering only B.Ed and M.ed student. 1.Provide the department wise list of full time teachers during the assessment period.	Year 2017-18 : B.Ed :-15 Year 2018-19 : B.Ed :-13 Year 2019-20 : B.Ed :-13 Year 2019-20 : M.Ed :-02 Year 2020-21 : B.Ed :-12 Year 2020-21 : M.Ed :-02 Year 2021-22 : B.Ed :-14 Year 2021-22 : M.Ed :-06	Changed After Clarification																									
2021-22	2020-21	2019-20	2018-19	2017-18																																									
21	15	16	14	16																																									
2021-22	2020-21	2019-20	2018-19	2017-18																																									

20	14	15	13	15
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HEI clarification Input :

2021-22	2020-21	2019-20	2018-19	2017-18
20	14	15	13	15

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
19	13	14	12	14

Remark : Input is edited from clarification documents excluding the physical educator.

Attached Documents :

1.Institutional data in prescribed format
2.Copy of the appointment orders issued to the tea

Supporting Document :

1694065356.xlsx

2.2

Number of Sanctioned posts year wise during the last five years..

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	26	16	15

Attached Documents :

1.University letter with respect to sanction of p

2.5.1

Kindly provide the following documents. 1. List showing the names of the departments and The number of posts sanctioned for the respective departments. 2. Official letter(s) of sanction of posts from the statutory body/Government / Board of Management during the assessment period

Supporting Document :

1694242807.pdf

No Change

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1789280	1717490	1987243	1372576	1594809

DVV suggested Input :

2021-22	2020-21	2019-20	2018-19	2017-18
17.89280	17.17490	19.87243	13.72576	15.94809

HEI clarification Input :

2021-22	2020-21	2019-20	2018-19	2017-18
2169699	1822340	2159568	1372576	1594809

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
17.89280	17.17490	19.87243	13.72576	15.94809

Attached Documents :

1.Audited Income Expenditure statement year wise d

7.1.7
4.4.1
4.1.3

Kindly provide the following documents. ☐ Audited Statement of Income and Expenditure duly certified by the Finance officer / Competent authority highlighting the salary component

Supporting Document :

1694156116.pdf

DVV Suggestion Recommended

3.2

Number of Computers in the institution for academic purposes..

HEI Input : 73

DVV suggested Input: 6

HEI clarification Input : 73

Recommended Input : 73

Attached Documents :

1.Invoice bills of purchase of computers
2.Copy of recent stock registers

4.3.2

Kindly highlight the computers laptop in stoke registered. ☐ Stock register extracts/invoice copy duly certified by the Principal

we have 50 desktops in the computer itself. The photograph of it is attached. More computers at different places.

Supporting Document :

1694254187.pdf

HEIs Clarification Accepted

DVV Clarification History

[Go to previous page](#)

Extended Profile Deviations

Metrics Level Deviations

HEI Name : GOA VIDYAPRASARAK MANDAL'S DR. DADA VAIDYA COLLEGE OF EDUCATION

Assignment Date : 30/08/2023

Number of Clarifications : 81

AISHE ID : C-35084

Last Date : 14/09/2023

Metric ID	Deviation Details and HEI Response	Findings of DVV	Response from HEI	Status																				
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> Faculty of the institution Head/Principal of the institution Schools including Practice teaching schools Employers Experts Students Alumni <p>HEI Input : A. Any 5 or more of the above</p> <p>Attached Documents :</p> <p>1.Meeting notice and minutes of the meeting for in-house curriculum planning 2.Data as per Data Template 3.A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year</p>	<p>Kindly provide the following documents.</p> <p>1. List of persons who participated in the process of in-house curriculum planning 2. Meeting notice and minutes of the meeting for in-house curriculum planning 3. A copy of the</p>	<p>Curriculum planning was done during staff meetings, IQAC meetings and LMC meetings. List of people attending such meetings is attached.</p> <p>Supporting Document: FINAL2 1694544298.pdf</p>	No Change																				
1.1.3	<p>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</p> <ol style="list-style-type: none"> Website of the Institution Prospectus Student induction programme Orientation programme for teachers <p>HEI Input : B. Any 3 of the above</p> <p>Recommended Input : D. Any 1 of the above</p> <p>Remark : Input s edited from clarification documents .</p> <p>Attached Documents :</p> <p>1.Report and photographs with caption and date of student induction programmes 2.Prospectus for the last completed academic year 3.Data as per Data Template 4.Any other relevant information 5.URL to the page on website where the PLOs and CLOs are listed</p>	<p>Kindly provide the following documents.</p> <p>1. URL to the page on website where the PLOs and CLOs are listed 2. Prospectus for the last completed academic year 3. Report and photographs with caption and date of</p>	<p>URL to the page on website where PLOs and CLOs are listed - https://www.gvmcollege.edu.in/ https://www.gvmcollege.edu.in/ Supporting documents for Point 2 and Point 3 have been uploaded.</p> <p>Supporting Document: FINAL2 1694544992.pdf</p>	Changed After Clarification																				
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>21</td><td>21</td><td>21</td><td>12</td><td>12</td></tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>33</td><td>33</td><td>33</td><td>17</td><td>17</td></tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Data as per Data Template 2.Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum 3.Academic calendar showing time allotted for optional / electives / pedagogy courses</p>	2021-22	2020-21	2019-20	2018-19	2017-18	21	21	21	12	12	2021-22	2020-21	2019-20	2018-19	2017-18	33	33	33	17	17	<p>Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum 2. Academic calendar showing time allotted for optional/electives/peda courses</p>	<p>Syllabus of B.Ed has been uploaded to wherein list of optional and elective courses are available. Time table of the college provided to indicate tile allotted to these courses.</p> <p>Supporting Document: FINAL2 1694545841.pdf</p>	No Change
2021-22	2020-21	2019-20	2018-19	2017-18																				
21	21	21	12	12																				
2021-22	2020-21	2019-20	2018-19	2017-18																				
33	33	33	17	17																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>1</td><td>00</td><td>00</td><td>00</td><td>00</td></tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Data as per Data Template 2.Brochure and course content along with CLOs of value-added courses</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	00	00	00	00	<p>Kindly provide the following documents. Brochure and Course Content along with CLOs of Value added courses</p>	<p>The Brochure and Course Content along with CLOs of Value added courses have been uploaded.</p> <p>Supporting Document: FINAL2 1694546622.pdf</p>	No Change										
2021-22	2020-21	2019-20	2018-19	2017-18																				
1	00	00	00	00																				
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p>	<p>1. List of the students enrolled in the value</p>	<p>The List of the students enrolled in the value</p>	No Change																				

	<p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>HEI Input :</p> <table> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> <tr> <td>21</td><td>00</td><td>00</td><td>00</td><td>00</td></tr> </table> <p>Attached Documents :</p> <p>1.Upload any additional information 2.List of the students enrolled in the value-added course as defined in 1.2.2 3.Course completion certificates</p>	2021-22	2020-21	2019-20	2018-19	2017-18	21	00	00	00	00	<p>added course as defined in 1.2.2 2. Course completion certificates</p>	<p>added course as defined in 1.2.2 2 as well as the Course completion certificates have been uploaded.</p> <p>Supporting Document: FINAL2 1694546824.pdf</p>											
2021-22	2020-21	2019-20	2018-19	2017-18																				
21	00	00	00	00																				
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance <p>HEI Input : E. None of the above</p> <p>Attached Documents :</p> <p>1.Data as per Data Template</p>	<p>1.Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template 2. Document showing teachers' mentoring and assistance to students to avail of</p>	<p>Since the institution has not conducted any self study courses supporting documents have not been uploaded.</p>	No Change																				
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>HEI Input :</p> <table> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> <tr> <td>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr> </table> <p>Attached Documents :</p> <p>1.Data as per Data Template</p>	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	00	00	00	<p>Certificates/ evidences for completing the self-study course(s) <input type="checkbox"/> List of the students enrolled and completed in the self study course</p>	<p>Since the institution has not conducted any self study courses supporting documents have not been uploaded.</p>	No Change										
2021-22	2020-21	2019-20	2018-19	2017-18																				
00	00	00	00	00																				
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> Students Teachers Employers Alumni Practice teaching schools/TEI <p>HEI Input : C. Any 3 of the above</p> <p>Attached Documents :</p> <p>1.Sample filled-in feedback forms of the stake holders</p>	<p>Sample filled-in feedback forms of the stake holders</p>	<p>Feedback copy (sample) of students, alumni and teachers is attached</p> <p>Supporting Document: FINAL2 1694549447.pdf</p>	No Change																				
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>HEI Input : C. Feedback collected and analysed</p> <p>Attached Documents :</p> <p>1.Stakeholder feedback analysis report with seal and signature of the Principal</p>	<p>1. Stakeholder feedback analysis report with seal and signature of the Principal <input type="checkbox"/> Action taken report of the institution with seal and signature of the Principal</p>	<p>Stakeholder feedback analysis report with seal and signature of the Principal has been uploaded.</p> <p>Supporting Document: FINAL2 1694550578.pdf</p>	No Change																				
2.1.1	<p>Average Enrollment percentage of students during the last five years..</p> <p>Attached Documents :</p> <p>1.Document relating to Sanction of intake from University 2.Data as per Data Template 3.Approved admission list year-wise/ program-wise 4.Approval letter of NCTE for intake for all programs</p>	<p>1. Document relating to Sanction of intake from University 2. Approval letter of NCTE for intake for all programmes 3. Approved admission list yearwise/ program-w.(excluding diploma students)</p>	<p>As per suggestions given to us we have modified our average enrollment percentage and attached supportive documents. (91.96%) We have uploaded NCTE Approval letter. Index - 1. Data Template of Average enrollment of B.Ed & M.Ed students for last 5</p> <p>Supporting Document: FINAL2 1694238036.pdf</p>	No Change																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</p> <p>HEI Input :</p> <table> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> <tr> <td>72</td><td>81</td><td>74</td><td>56</td><td>65</td></tr> </table> <p>DVV suggested Input :</p> <table> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> <tr> <td>47</td><td>47</td><td>47</td><td>40</td><td>41</td></tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	72	81	74	56	65	2021-22	2020-21	2019-20	2018-19	2017-18	47	47	47	40	41	<p>Input is edited from data template excluding Ph.D. and diploma students. 1. Copy of letter issued by State 2.Govt. or Central Govt. indicating the reserved categories (Provide EnglishVersion) 3. Final admission list</p>	<p>We have excluded PhD and diploma students and uploaded the documents related to admission of SC, ST and OBC students under reservation policy of last five years. INDEX 1. Admission list of B.Ed M.Ed students for last five years. 2. No. of</p> <p>Supporting Document: FINAL2 1694245031.pdf</p>	HEIs Clarification Accepted
2021-22	2020-21	2019-20	2018-19	2017-18																				
72	81	74	56	65																				
2021-22	2020-21	2019-20	2018-19	2017-18																				
47	47	47	40	41																				

HEI clarification Input :

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	47	40	41

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	47	40	41

Attached Documents :

- 1.Final admission list published by the HEI
- 2.Data as per Data Template
- 3.Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)
- 4.Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	0	0	0

Attached Documents :

- 1.List of students enrolled from EWS and Divyangjan
- 2.Data as per Data Template
- 3.Certificate of EWS and Divyangjan

Kindly provide the following documents.
1. Certificates of EWS and Divyangjan 2. List of students enrolled from EWS and Divyangjan

We have uploaded the documents in relation to the certificates of EWS and Divyangjan as well as list of students of EWS and Divyangjan who have been taken admission in last five years.

Supporting Document: FINAL2
1694239592.pdf

No Change

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

1. Mentoring / Academic Counselling
2. Peer Feedback / Tutoring
3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

HEI Input : B. Any 4 of the above

Attached Documents :

- 1.Reports with seal and signature of Principal
- 2.Relevant documents highlighting the activities to address the student diversities
- 3.Photographs with caption and date, if any
- 4.Data as per Data Template

1. Relevant documents highlighting the activities to address the student diversities
2. Reports with seal and signature of Principal 3. Photographs with caption and date, if any Kidl provide the photos under the

As per the instructions we have uploaded all the relevant documents.
INDEX 1. Student-Teacher observation book sample. 2.Co-Curricular report and community work report
3. Report to honour Student diversities (Seal and Signature of

Supporting Document: FINAL2
1694068981.pdf

No Change

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

HEI Input : As an institutionalized activity in accordance with learner needs

Attached Documents :

- 1.Reports with seal and signature of the Principal
- 2.Relevant documents highlighting the activities to address the differential student needs
- 3.Photographs with caption and date

Relevant documents highlighting the activities to address the differential student needs
□ Reports with seal and signature of principal
□ Photographs with caption and date

As per the suggestions we have uploaded all the required documents.
Index 1. Activities to address the differential student needs with photographic Evidence
2. Report with college seal & Signature of principal.

Supporting Document: FINAL2
1694070361.pdf

No Change

2.2.4

Student-Mentor ratio for the last completed academic year

2.2.4.1. Number of mentors in the Institution

HEI Input : 19

Attached Documents :

- 1.Relevant documents of mentor-mentee activities with seal and signature of the Principal
- 2.Data as per Data Template

□ Relevant documents of mentor□mentee activities with seal and signature of the principal

As per the guidelines we have submitted the relevant documents.
Index 1. Mentor Mentee Activities Document with college seal & Principal signature 2.Mentor Mentee Ratio Subjectwise 3.Mentor Mentee Ratio Communication skills 4

Supporting Document: FINAL2
1694070615.pdf

No Change

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swyam Prabha, e-Learning Resources and others during the last five years

2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT.

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	15	15	15

DVV suggested Input :

2021-22	2020-21	2019-20	2018-19	2017-18
16	14	15	13	15

HEI clarification Input :

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

Input is edited from 1.1 metric. Input is edited from 2.1 EM. Kindly provide the links to LMS only.

Link to LMS that are used by the college Teachers.
https://www.gymcollege. We do not have specific LMS in our college. From 2022-23 onward, College is part of IAIMS of DHE, Government of Goa

Changed After Clarification

	<table border="1"> <tr> <td>16</td><td>14</td><td>15</td><td>13</td><td>15</td></tr> </table> <p>Recommended Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>16</td><td>13</td><td>14</td><td>12</td><td>14</td></tr> </table> <p>Remark : Input is edited from supporting documents.</p> <p>Attached Documents :</p> <p>1.Data as per Data Template</p>	16	14	15	13	15	2021-22	2020-21	2019-20	2018-19	2017-18	16	13	14	12	14			
16	14	15	13	15															
2021-22	2020-21	2019-20	2018-19	2017-18															
16	13	14	12	14															
2.3.3	<p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>HEI Input : 306</p> <p>DVV suggested Input : 286</p> <p>HEI clarification Input : 278</p> <p>Recommended Input : 278</p> <p>Attached Documents :</p> <p>1.Programme wise list of students using ICT support 2.Documentary evidence in support of the claim 3.Data as per Data Template 4.Any additional Links</p>	<p>1. Programme wise list of students using ICT support 2. Documentary evidence in support of the claim 3. Landing page of the Gateway to the LMS used</p>	<p>Our students have used below mentioned links for their references https://www.gvmcollege.edu.in/</p> <p>Supporting Document: FINAL2 1694072180.xlsx</p>	HEIs Clarification Accepted															
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>HEI Input : A. Any 4 or more of the above</p> <p>Attached Documents :</p> <p>1.Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations 2.Geo-tagged photographs wherever applicable 3.Data as per Data Template 4.Any other relevant information 5.Link of resources used</p>	<p>Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations 1. Geo-tagged photographs wherever applicable 2. Link of resources used</p>	<p>Supporting document is attached as per the instructions. Index 1. Sample ICT Lesson Plan 2. ICT support is used by students in various learning situations 3. Photographs</p> <p>Supporting Document: FINAL2 1694253805.pdf</p>	No Change															
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>HEI Input : A. Any 5 or more of the above</p> <p>Attached Documents :</p> <p>1.Reports of activities conducted related to recent developments in education with video graphic support, wherever possible 2.Documentary evidence in support of the selected response/s 3.Data as per Data Template 4.Link for additional information</p>	<p>Kindly provide the following documents 1. Documentary evidence in support of the selected response/s 2. Reports of activities conducted related to recent developments in education with video graphic support, wherever applicable</p>	<p>Supporting document is attached as per the instructions. Index 1. Students report of Skill development during different workshop 2.Talk/Workshop/Seminar Conducted by outside Resource Person in the Year 2021-22 3.Project Report with video</p> <p>Supporting Document: FINAL2 1694241821.pdf</p>	No Change															
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>HEI Input : B. Any 6 or 7 of the above</p> <p>Recommended Input : C. Any 4 or 5 of the above</p> <p>Remark : Input is edited from data template.</p> <p>Attached Documents :</p> <p>1.Reports of activities with video graphic support wherever possible 2.Documentary evidence in support of the selected response/s 3.Data as per Data Template 4.Any other relevant information 5.Link for additional information</p>	<p>1.Documentary evidence in support of the selected response/s 2. Reports of activities with video graphic support wherever possible</p>	<p>Documents uploaded include a report of selected activities, a community work file and a unit test file.</p> <p>Supporting Document: FINAL2 1694150065.pdf</p>	Changed After Clarification															
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 	<p><input type="checkbox"/> Reports and photographs / videos of the activities <input type="checkbox"/> Attendance sheets of the workshops/activities with seal and signature of the Principal <input type="checkbox"/></p>	<p>College conducts orientation and workshops as a preparation to Pre practice teaching/Internship. The supporting documents include a report of all</p>	No Change															

	<p>4. Identifying varied student abilities</p> <p>5. Dealing with student diversity in classrooms</p> <p>6. Visualising differential learning activities according to student needs</p> <p>7. Addressing inclusiveness</p> <p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>HEI Input : C. Any 4 or 5 of the above</p> <p>Attached Documents :</p> <p>1.Reports and photographs / videos of the activities 2.Documentary evidence in support of each selected activity 3.Data as per Data Template 4.Attendance sheets of the workshops/activities with seal and signature of the Principal 5.Any other relevant information 6.Link for additional information</p>	<p>Documentary evidence in support of each selected activity</p>	<p>such activities, Microteaching, Peer teaching time tables.</p> <p>Supporting Document: FINAL2 1694150885.pdf</p>	
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' 4. Classroom teaching learning situations along with teacher and peer feedback <p>HEI Input : A. All of the above</p> <p>Attached Documents :</p> <p>1.Details of the activities carried out during last completed academic year in respect of each response indicated 2.Data as per Data Template 3.Any other relevant information</p>	<p><input type="checkbox"/> Details of the activities carried out during last completed academic year in respect of each response indicated</p>	<p>Communication skill report is attached. Quarterly report of the college describing with photograph are also attached.</p> <p>Supporting Document: FINAL2 1694151026.pdf</p>	No Change
2.4.4	<p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>HEI Input : B. Any 3 or 4 of the above</p> <p>Attached Documents :</p> <p>1.Samples prepared by students for each indicated assessment tool 2.Documents showing the different activities for evolving indicated assessment tools 3.Data as per Data Template 4.Any other relevant information</p>	<p>Samples prepared by students for each indicated assessment tool <input type="checkbox"/> Documents showing the different activities for evolving indicated assessment tools</p>	<p>Supporting document is attached as per the instructions.</p> <p>Supporting Document: FINAL2 1694151826.pdf</p>	No Change
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>HEI Input : C. Any 3 of the above</p> <p>Attached Documents :</p> <p>1.Sample evidence showing the tasks carried out for each of the selected response 2.Documentary evidence in respect of each response selected 3.Data as per Data Template 4.Any other relevant information 5.Link for additional information</p>	<p>1. Documentary evidence in support of each response selected 2. Sample evidence showing the tasks carried out for each of the selected response</p>	<p>Unit test files and communication with WhatsApp is attached.</p> <p>Supporting Document: FINAL2 1694152327.pdf</p>	No Change
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>HEI Input : A. All of the above</p> <p>Attached Documents :</p> <p>1.Report of the events organized 2.Photographs with caption and date wherever possible 3.Documentary evidence showing the activities carried out for each of the selected response 4.Data as per Data Template 5.Any other relevant information</p>	<p>1. Documentary evidence showing the activities carried out for each of the selected response 2. Report of the events organized 3. Photographs with caption and date wherever possible</p>	<p>Documentary evidence and report of the activities are attached as per the instructions.</p> <p>Supporting Document: FINAL2 1694247613.pdf</p>	No Change
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>HEI Input : B. Any 3 of the above</p> <p>Recommended Input : A. Any 4 or more of the above</p> <p>Remark : Input is edited from data template.</p> <p>Attached Documents :</p>	<p>1. Samples of assessed assignments for theory courses of different programmes</p>	<p>Samples of assessed assignments are attached for theory courses.</p> <p>Supporting Document: FINAL2 1694247892.pdf</p>	Changed After Clarification

	<p>1.Samples of assessed assignments for theory courses of different programmes</p> <p>2.Data as per Data Template</p> <p>3.Any other relevant information</p>			
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year</p> <p>HEI Input : 60</p> <p>DVV suggested Input : 69</p> <p>HEI clarification Input : 60</p> <p>Recommended Input : 60</p> <p>Attached Documents :</p> <p>1.Plan of teacher engagement in school internship</p> <p>2.Internship certificates for students from different host schools</p> <p>3.Data as per Data Template</p> <p>4.Copy of the schedule of work of internees in each school</p> <p>5.Any other relevant information</p>	<p>Input is edited from data template. 1.Copy of the schedule of work of internees in each school 2. Plan of teacher engagement in school internship.</p>	<p>Nine schools are repeating for First and Second year of B.Ed. internship. So total number of schools becomes 60 and not 69.</p> <p>Supporting Document: FINAL2 1694248446.pdf</p>	HEIs Clarification Accepted
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>HEI Input : C. Any 4 or 5 of the above</p> <p>Attached Documents :</p> <p>1.School-wise internship reports showing student engagement in activities claimed</p> <p>2.Sample copies for each of selected activities claimed</p> <p>3.Data as per Data Template</p> <p>4.Any other relevant information</p>	<p>Sample copies for each of selected activities claimed 1. School-wise internship reports showing student engagement in activities claimed 2. Wherever the documents are in regional language, provide English</p>	<p>School wise internship report is attached as per the given instructions.</p> <p>Supporting Document: FINAL2 1694250868.pdf</p>	No Change
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>HEI Input : B. Any 4 of the above</p> <p>Attached Documents :</p> <p>1.Two filled in sample observation formats for each of the claimed assessors</p> <p>2.Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)</p> <p>3.Any other relevant information</p>	<p>1.Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) 2. Two filled in sample observation formats for each of the claimed assessors</p>	<p>As per the given instructions data is uploaded.</p> <p>Supporting Document: FINAL2 1694251386.pdf</p>	No Change
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>HEI Input : B. Any 4 of the above</p> <p>Attached Documents :</p> <p>1.Format for criteria and weightages for interns' performance appraisal used</p> <p>2.Five filled in formats for each of the aspects claimed</p> <p>3.Any other relevant information</p>	<p>1. Format of Criteria and Weights for interns' performance appraisal used 2. Five filled-in formats for each of the aspects claimed</p>	<p>Required data is attached as per the instructions.</p> <p>Supporting Document: FINAL2 1694251895.pdf</p>	No Change
2.5.1	<p>Percentage of fulltime teachers against sanctioned posts during the last five years</p> <p>Attached Documents :</p> <p>1.Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal</p> <p>2.Data as per Data Template</p>	<p>1.Sanction letters indicating number of posts (including Management sanctioned posts) with seal and signature of the principal 2. English translation of sanction letter if it is in regional language</p>	<p>Signing authority in our institution is the Chairman of the GVMS working committee. So all the appointment letters are uploaded as per the guidelines.</p> <p>Supporting Document: FINAL2 1694252176.pdf</p>	No Change
2.5.2	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>HEI Input : 4</p> <p>Attached Documents :</p> <p>1.Data as per Data Template</p> <p>2.Certificates of Doctoral Degree (Ph.D) of the faculty</p>	<p>Certificates of Doctoral Degree (Ph.D) of the faculty</p>	<p>Among the faculty members four teachers are with Ph.D degree. Percentage of fulltime teachers with Ph.D is 25%.</p> <p>Supporting Document: FINAL2 1694252618.pdf</p>	No Change

2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>HEI Input : 235</p> <p>Recommended Input : 210</p> <p>Remark : excluding physical educator and he teachers less than one year.</p> <p>Attached Documents :</p> <p>1.Copy of the appointment letters of the fulltime teachers</p>	Copy of the appointment letters of the fulltime teachers	Supporting document is attached as per the instructions.	Changed After Clarification																																								
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>HEI Input : C. Any 2 of the above</p> <p>Attached Documents :</p> <p>1.Copy of university regulation on internal evaluation for teacher education 2.Annual Institutional plan of action for internal evaluation 3.Link for additional information</p>	Copy of university regulation on internal evaluation for teacher education <input type="checkbox"/> Annual Institutional Plan of action for internal evaluation <input type="checkbox"/> Details of provisions for improvement and bi-lingual answering <input type="checkbox"/> Documentary evidence	Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation: 1. Timely feedback on individual/group performance 2. Provision of improvement opportunities 3. Access	No Change																																								
2.7.2	<p>Average pass percentage of students during the last five years</p> <p>2.7.2.1. Total number of students who passed the university examination during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>132</td><td>126</td><td>97</td><td>99</td><td>97</td></tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Result sheet for each year received from the Affiliating University 2.Data as per Data Template 3.Certified report from the Head of the Institution indicating pass percentage of students programme-wise 4.Link for additional information</p>	2021-22	2020-21	2019-20	2018-19	2017-18	132	126	97	99	97	Result sheet for each year received from the affiliating University <input type="checkbox"/> Certified report from the Head of the Institution indicating pass percentage of students programme-wise	Average pass percentage of students during the last five years: Goa University administers annual examinations and also gathers internal assessment data from colleges. After rigorous validation, the university announces the final results, which are	No Change																														
2021-22	2020-21	2019-20	2018-19	2017-18																																								
132	126	97	99	97																																								
2.7.4	<p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</p> <p>HEI Input : 126</p> <p>Attached Documents :</p> <p>1.Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year 2.Data as per Data template 3.Link for additional information</p>	Record of student – wise/programme-wise Internal Assessment of students for the last completed academic year	Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year: The program-wise consolidated, student-wise detailed results are attached, and the count of students who	No Change																																								
3.1.1	<p>Average number of research projects funded by government and/ or non-government agencies during the last five years</p> <p>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years..</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>3</td></tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Sanction letter from the funding agency 2.Data as per Data Template</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	3	Kindly provide the following documents. Sanction letter from the funding agency	In the academic year 2017-2018, three Associate Professors at the college were awarded research project grants, and detailed information regarding these grants is provided in the attachments.	No Change																														
2021-22	2020-21	2019-20	2018-19	2017-18																																								
0	0	0	0	3																																								
3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>3</td></tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>2.80</td></tr> </tbody> </table> <p>HEI clarification Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>3.90</td></tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>3.90</td></tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	3	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	2.80	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	3.90	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	3.90	Input is edited from supporting documents.Kindly provide the following document. 1.Sanction letter from the funding agency 2. Income Expenditure statements highlighting the research grants	Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs): In the academic year 2017-2018, three Associate Professors at the college were awarded research	HEIs Clarification Accepted
2021-22	2020-21	2019-20	2018-19	2017-18																																								
0	0	0	0	3																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
0	0	0	0	2.80																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
0	0	0	0	3.90																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
0	0	0	0	3.90																																								

	<p>Attached Documents :</p> <p>1.Sanction letter from the funding agency 2.Income expenditure statements highlighting the research grants received, duly certified by the auditor</p>																																											
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <p>1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research</p> <p>HEI Input : C. Any 2 of the above</p> <p>Attached Documents :</p> <p>1.Documentary proof for each of the claims 2.Data as per Data Template</p>	<p>Kindly provide the following documents.Institutional Policy document detailing scheme of incentives 1. Sanction letters of award of incentives 2. Income-Expenditure statements highlighting the</p>	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1. Granting study leave for research field work. 2. Facilitating research by providing organizational supports 3. Organizing</p> <p>Supporting Document: FINAL2 1694241267.pdf</p>	No Change																																								
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <p>1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. Material and procedural supports</p> <p>HEI Input : B. Any 3 of the above</p> <p>Attached Documents :</p> <p>1.Documentary evidences in support of the claims for each effort 2.Details of reports highlighting the claims made by the institution 3.Link for additional information</p>	<p>Documentary evidences in support of the claims <input type="checkbox"/> Details of reports highlighting the claims made by the institution <input type="checkbox"/> Reports of innovations tried out and ideas incubated <input type="checkbox"/> Copyrights or patents filed</p>	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations</p> <p>Supporting Document: FINAL2 1694279578.pdf</p>	No Change																																								
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>1</td><td>8</td><td>8</td><td>5</td><td>1</td></tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table> <p>HEI clarification Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>1</td><td>0</td><td>0</td></tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>1</td><td>0</td><td>0</td></tr> </tbody> </table> <p>Attached Documents :</p> <p>1.First page of the article/journals with seal and signature of the Principal 2.Data as per Data Template</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	8	8	5	1	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	1	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	1	0	0	<p>generals are not listed in UGC website .Input is edited according to it. First page of the article/journals with seal and signature of the Principal <input type="checkbox"/> E-copies of outer jacket/contents page of the journals in which articles are</p>	<p>number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years: Teacher educators from the college regularly contribute to research by writing numerous research naners and</p> <p>Supporting Document: FINAL2 1694604081.pdf</p>	HEIs Clarification Accepted
2021-22	2020-21	2019-20	2018-19	2017-18																																								
1	8	8	5	1																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
0	0	0	0	0																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
0	0	1	0	0																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
0	0	1	0	0																																								
3.2.2	<p>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</p> <p>3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>8</td><td>7</td><td>7</td><td>2</td><td>0</td></tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>7</td><td>5</td><td>6</td><td>2</td><td>0</td></tr> </tbody> </table> <p>Remark : Input is edited considering ISBN no. only.</p> <p>Attached Documents :</p> <p>1.First page of the published book/chapter with seal and signature of the Principal 2.Data as per Data Template</p>	2021-22	2020-21	2019-20	2018-19	2017-18	8	7	7	2	0	2021-22	2020-21	2019-20	2018-19	2017-18	7	5	6	2	0	<p>Kindly provide the following documents. 1.First page of the published book/chapter with seal and signature of the Principal 2. E-copies of outer jacket/contents page of the books, chapters and papers published along with</p>	<p>Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years: Teacher educators from the college regularly contribute to research by writinn numerous</p> <p>Supporting Document: FINAL2 1694246891.pdf</p>	Changed After Clarification																				
2021-22	2020-21	2019-20	2018-19	2017-18																																								
8	7	7	2	0																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
7	5	6	2	0																																								
3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>9</td><td>64</td><td>2</td><td>11</td><td>3</td></tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	9	64	2	11	3	<p>Input ia edited from data template. 1.Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal.Kindly provide the</p>	<p>2020-21: Weight management webinar was conducted to reach out to the society with objective of spreading awareness on health, attendance of all participants attached.</p>	HEIs Clarification Accepted																														
2021-22	2020-21	2019-20	2018-19	2017-18																																								
9	64	2	11	3																																								

	<p>DVV suggested Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>3</td><td>00</td><td>2</td><td>1</td><td>1</td></tr> </table> <p>HEI clarification Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>3</td><td>1</td><td>2</td><td>1</td><td>1</td></tr> </table> <p>Recommended Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>3</td><td>1</td><td>2</td><td>1</td><td>1</td></tr> </table> <p>Attached Documents :</p> <p>1.Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal 2.Data as per Data Template 3.Any other relevant information</p>	2021-22	2020-21	2019-20	2018-19	2017-18	3	00	2	1	1	2021-22	2020-21	2019-20	2018-19	2017-18	3	1	2	1	1	2021-22	2020-21	2019-20	2018-19	2017-18	3	1	2	1	1	<p>authenticated list of the outreach activities</p>	<p>Supporting Document: FINAL2 1694753026.pdf</p>	
2021-22	2020-21	2019-20	2018-19	2017-18																														
3	00	2	1	1																														
2021-22	2020-21	2019-20	2018-19	2017-18																														
3	1	2	1	1																														
2021-22	2020-21	2019-20	2018-19	2017-18																														
3	1	2	1	1																														
3.3.2	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>210</td><td>210</td><td>200</td><td>100</td><td>100</td></tr> </table> <p>Attached Documents :</p> <p>1.Report of each outreach activity with seal and signature of the Principal 2.Any additional information</p>	2021-22	2020-21	2019-20	2018-19	2017-18	210	210	200	100	100	<p>Kindly provide the list of the students for the activities 3.3.2 metric. Event-wise newspaper clippings / videos / photographs with captions and dates 2. Report of each outreach activity with seal and signature of the Principal</p>	<p>The institute organises work with the community for all students as part of the curriculum and is considered an outreach programme. Groups of students are sent to different villages for a cleanliness drive and awareness programme.</p> <p>Supporting Document: FINAL2 1694753121.pdf</p>	No Change																				
2021-22	2020-21	2019-20	2018-19	2017-18																														
210	210	200	100	100																														
3.3.3	<p>Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years</p> <p>3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>210</td><td>210</td><td>100</td><td>4</td><td>100</td></tr> </table> <p>Attached Documents :</p> <p>1.Documentary evidence in support of the claim along with photographs with caption and date 2.Data as per Data Template</p>	2021-22	2020-21	2019-20	2018-19	2017-18	210	210	100	4	100	<p>Kindly provide the following documents. 1.Documentary evidence in support of the claim along with photographs with caption and date</p>	<p>All B.Ed enrolled students participated in Swachh Bharat Student Internship outreach programme organised by Goa University for the academic year 2019-20,2020-21,2021-22 and sci-fun programme to reach various school student. All reports of</p> <p>Supporting Document: FINAL2 1694771114.pdf</p>	No Change																				
2021-22	2020-21	2019-20	2018-19	2017-18																														
210	210	100	4	100																														
3.3.5	<p>Number of awards and honours received for outreach activities from government/ recognized agency during the last five years</p> <p>3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>1</td><td>3</td><td>2</td><td>0</td><td>0</td></tr> </table> <p>Recommended Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>1</td><td>00</td><td>2</td><td>0</td><td>0</td></tr> </table> <p>Remark : Input is edited from data template considering the awards of state /university /and national .</p> <p>Attached Documents :</p> <p>1.Data as per Data Template 2.Appropriate certificates from the awarding agency 3.Link for additional information</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	3	2	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	1	00	2	0	0	<p>Appropriate certificates from the awarding agency</p>	<p>Certificates and Merit list acknowledged by Goa University are attached.</p> <p>Supporting Document: FINAL2 1694239219.pdf</p>	Changed After Clarification										
2021-22	2020-21	2019-20	2018-19	2017-18																														
1	3	2	0	0																														
2021-22	2020-21	2019-20	2018-19	2017-18																														
1	00	2	0	0																														
3.4.1	<p>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>2</td><td>3</td><td>0</td><td>0</td><td>2</td></tr> </table> <p>Attached Documents :</p> <p>1.Report of each linkage along with videos/ photographs 2.List of teachers/students benefited by linkage exchange and research 3.Data as per Data Template 4.Any additional information 5.Link for additional information</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2	3	0	0	2	<p>1.List of teachers/students benefited by linkage – exchange and research 2. Report of each linkage along with video/photographs</p>	<p>List of the teachers benefited by linkages attached.</p> <p>Supporting Document: FINAL2 1694688345.docx</p>	No Change																				
2021-22	2020-21	2019-20	2018-19	2017-18																														
2	3	0	0	2																														
3.4.2	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>HEI Input : 8</p> <p>Recommended Input : 5</p>	<p>Copies of the MoU's with institution/ industry/ corporate house</p>	<p>MOU's documents attached.</p>	Changed After Clarification																														

	<p>Remark : Input is edited from data template.</p> <p>Attached Documents :</p> <p>1.Data as per Data Template 2.Copies of the MoUs with institution / industry/ corporate houses 3.Link for additional information</p>		<p>Supporting Document: FINAL2 1694239025.pdf</p>																																									
3.4.3	<p>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <ol style="list-style-type: none"> 1. Local community base activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges <p>HEI Input : D. Any 1 or 2 of the above</p> <p>Attached Documents :</p> <p>1.Report of each activities with seal and signature of the Principal 2.Data as per Data Template</p>	<p>Report of each activities with seal and signature of the Principa</p>	<p>Reports of activities attached along with the list of schools names and local community evidence.</p> <p>Supporting Document: FINAL2 1694753463.pdf</p>	No Change																																								
4.1.2	<p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities</p> <p>HEI Input : 11</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution</p> <p>HEI Input : 11</p> <p>Attached Documents :</p> <p>1.Geo-tagged photographs 2.Data as per Data Template 3.Link to relevant page on the Institutional website</p>	<p>Kindly provide the following documents. 1.Geo-tagged photographs 2. Link to the relevant page on the Institutional website</p>	<p>PDF of the Geo-tagged photographs of classrooms and seminar hall(s) with ICT- enabled facilities has been attached and the link for the uploaded document on the Institutions website is as below: https://www.gvmcollege.edu.in</p> <p>Supporting Document: FINAL2 1694508572.pdf</p>	No Change																																								
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>545737</td><td>715024</td><td>873603</td><td>308443</td><td>627195</td></tr> </table> <p>DVV suggested Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>5.45737</td><td>7.15024</td><td>8.73603</td><td>3.08443</td><td>6.27195</td></tr> </table> <p>HEI clarification Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>5.45737</td><td>7.15024</td><td>8.73603</td><td>3.08443</td><td>6.27195</td></tr> </table> <p>Recommended Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>4.47</td><td>4.29</td><td>4.96</td><td>3.43</td><td>3.98</td></tr> </table> <p>Remark : Input is edited clarification documents .</p> <p>Attached Documents :</p> <p>1.Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal 2.Data as per Data Template</p>	2021-22	2020-21	2019-20	2018-19	2017-18	545737	715024	873603	308443	627195	2021-22	2020-21	2019-20	2018-19	2017-18	5.45737	7.15024	8.73603	3.08443	6.27195	2021-22	2020-21	2019-20	2018-19	2017-18	5.45737	7.15024	8.73603	3.08443	6.27195	2021-22	2020-21	2019-20	2018-19	2017-18	4.47	4.29	4.96	3.43	3.98	<p>Kindly provide Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal</p>	<p>The necessary changes in the tabular format has been done as requested and Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal has been attached below</p> <p>Supporting Document: FINAL2 1694237878.pdf</p>	Changed After Clarification
2021-22	2020-21	2019-20	2018-19	2017-18																																								
545737	715024	873603	308443	627195																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
5.45737	7.15024	8.73603	3.08443	6.27195																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
5.45737	7.15024	8.73603	3.08443	6.27195																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
4.47	4.29	4.96	3.43	3.98																																								
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases <p>HEI Input : A. Any 4 or more of the above</p> <p>Attached Documents :</p> <p>1.Receipts of subscription /membership to e-resources 2.E-copy of the letter of subscription /member ship in the name of institution 3.Data as per Data template</p>	<p>1.Receipts of subscription /membership of e-resources 2. E-copy of the letter of subscription /member ship in the name of institution</p>	<p>The supporting document is attached as per the instructions.</p> <p>Supporting Document: FINAL2 1694411791.pdf</p>	No Change																																								
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>2.12165</td><td>0.63931</td><td>1.21695</td><td>1.96305</td><td>1.94966</td></tr> </table> <p>Recommended Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2.12165	0.63931	1.21695	1.96305	1.94966	2021-22	2020-21	2019-20	2018-19	2017-18	<p>Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant</p>	<p>The supporting document is attached as per the instructions.</p> <p>Supporting Document: FINAL2 1694405786.pdf</p>	Changed After Clarification																									
2021-22	2020-21	2019-20	2018-19	2017-18																																								
2.12165	0.63931	1.21695	1.96305	1.94966																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								

	<table> <tr> <td>2.23</td><td>2.14</td><td>2.14</td><td>1.77</td><td>1.99</td></tr> </table> <p>Remark : Input is edited from clarification documents.</p> <p>Attached Documents :</p> <p>1.Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant 2.Data as per Data Template</p>	2.23	2.14	2.14	1.77	1.99			
2.23	2.14	2.14	1.77	1.99					
4.2.5	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.5.1. Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year</p> <p>HEI Input : 648</p> <p>4.2.5.2. Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year</p> <p>HEI Input : 478</p> <p>4.2.5.3. Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year</p> <p>HEI Input : 1006</p> <p>4.2.5.4. Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.</p> <p>HEI Input : 1603</p> <p>4.2.5.5. Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.</p> <p>HEI Input : 961</p> <p>Attached Documents :</p> <p>1.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 last completed academic year with seal and signature of both the librarian and principal 2.Any other relevant information 3.Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution</p>	<p>1. Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for ten days each for five months during the last completed academic year with seal and</p>	<p>1. The supporting document is attached as per the instructions. 2. Link to Certified copies of the ledger pages/screenshots of the data for 5 days each for five months selected by the institution: https://www.gvmcollege.edu.in</p> <p>Supporting Document: FINAL2 1694406326.pdf</p>	No Change					
4.2.6	<p>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</p> <ol style="list-style-type: none"> 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College <p>HEI Input : A. All of the above</p> <p>Attached Documents :</p> <p>1.Data as per Data Template</p>	<p>Kindly provide the relevant documents for selected responses claimed by HEI on HEI letterhead with a caption duly seal and signed by Principal or competent authority by Principal or competent authority for last five years.</p>	<p>Supporting Document: FINAL2 1694499554.pdf</p>	No Change					
4.3.2	<p>Student – Computer ratio for last completed academic year</p> <p>Attached Documents :</p> <p>1.Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal 2.Data as per Data Template</p>	<p>1.Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal</p>	<p>Uploaded the receipt, invoices of the IT Equipment and relevant pages of the stock register with seal and signature of the principal.</p> <p>Supporting Document: FINAL2 1694240764.pdf</p>	No Change					
4.3.3	<p>Internet bandwidth available in the institution</p> <p>4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS</p> <p>HEI Input : 500</p> <p>Attached Documents :</p> <p>1.Receipt for connection indicating bandwidth 2.Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth</p>	<p>1.Receipt for connection indicating bandwidth 2. Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth</p>	<p>Uploaded receipts of the one month bill indicating the name of the Internet Connection plan and its speed and bandwidth.</p> <p>Supporting Document: FINAL2 1694240388.pdf</p>	No Change					
4.3.4	<p>Facilities for e-content development are available in the institution such as</p> <ol style="list-style-type: none"> 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit <p>HEI Input : C. Any 2 or 3 of the above</p> <p>Attached Documents :</p> <p>1.List the equipment purchased for claimed facilities along with the relevant bills 2.Data as per Data Template</p>	<p>1.Link to videos of the e-content development facilities 2. List the equipment purchased for claimed facilities along with the relevant bills 3. Link to the e-content developed by the faculty of the institution</p>	<p>uploaded the document of equipments purchased for the claimed facilities along with relevant bills. Website link to the e-content developed by the faculty of the institution is https://www.gvmcollege.edu.in our YouTube social</p> <p>Supporting Document: FINAL2 1694248195.pdf</p>	No Change					
4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <p>HEI Input :</p> <table> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	<p>Income-Expenditure statement highlighting relevant items with seal and signature of the Principal and Chartered Accountant(for assessment years)</p>	<p>Income expenditure statement of the year 21-22 is attached.</p>	Changed After Clarification
2021-22	2020-21	2019-20	2018-19	2017-18					

1187990	1020205	190121	97556	1006313
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DVV suggested Input :

2021-22	2020-21	2019-20	2018-19	2017-18
11.87990	10.20205	1.90121	.97556	10.06313

HEI clarification Input :

2021-22	2020-21	2019-20	2018-19	2017-18
11.87990	10.20205	1.90121	.97556	10.06313

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
8.94	8.58	9.93	6.86	7.97

Remark : Input is edited excluding expenditure on books

Attached Documents :

1.Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant
2.Data as per Data Template
3.Link for additional information

Supporting Document: FINAL2
1694686143.pdf

5.1.1 **A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

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

HEI Input : C. Any 2 or 3 of the above

Recommended Input : C. Any 2 or 3 of the above

Attached Documents :

- 1.Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal
2.Photographs with date and caption for each initiative
3.Data as per Data Template
4.Paste link for additional information

Kindly provide the following documents.
1.Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal 2. Sample feedback sheets from the students participation in each of

Report of skill enhancement initiatives along with photograph is attached.

Supporting Document: FINAL2
1694686299.pdf

No Change

5.1.2 **Available student support facilities in the institution are:**

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

HEI Input : B. Any 7 of the above

Recommended Input : D. Any 5 of the above

Remark : Input is edited from clarification photographs.

Attached Documents :

- 1.Geo-tagged photographs
2.Paste link for additional information

Geo-tagged photographs

Geo tagged photographs of vehicle parking, common room for boys and girls, book bank, drinking water, canteen attached.

Supporting Document: FINAL2
1694686368.pdf

Changed After Clarification

5.1.3 **The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional website
3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

HEI Input : C. Any 3 or 4 of the above

Recommended Input : E. Any 1 or none of the above

Remark : Input is edited from clarification documents.

Attached Documents :

- 1.Institutional guidelines for students' grievance redressal
2.Composition of the student grievance redressal committee including sexual harassment and ragging
3.Paste link for additional information

Kindly provide the following documents.
1.Institutional guidelines for students' grievance redressal 2. Composition of the student grievance redressal committee including sexual harassment and

Grievance redressal form is attached, list of members of the committee and minutes of such meetings attached .

Supporting Document: FINAL2
1694686612.pdf

Changed After Clarification

5.1.4 **Institution provides additional support to needy students in several ways such as:**

1. Monetary help from external sources such as banks
2. Outside accommodation on reasonable rent on shared or individual basis
3. Dean student welfare is appointed and takes care of student welfare
4. Placement Officer is appointed and takes care of the Placement Cell
5. Concession in tuition fees/hostel fees
6. Group insurance (Health/Accident)

HEI Input : D. Any 1 of the above

Kindly provide the following documents.
1.Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter 2. Report of the Placement Cell

Report of placement cell is attached. Along with scholarship given to needy students in different years also attached.

Supporting Document: FINAL2

No Change

	<p>Attached Documents :</p> <p>1.Report of the Placement Cell 2.Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter 3.Data as per Data template</p>		169468/019.pdf																					
5.2.1	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>17</td><td>0</td><td>17</td><td>12</td><td>0</td></tr> </table> <p>Attached Documents :</p> <p>1.Upload any additional information 2.Data as per Data Template 3.Appointment letters of 10% graduates for each year 4.Annual reports of Placement Cell for five years</p>	2021-22	2020-21	2019-20	2018-19	2017-18	17	0	17	12	0	<p>Kindly provide the following documents. 1.Annual reports of Placement Cell for five years 2. Appointment letters of 10% graduates for each year</p>	<p>Annual report of Placement cell describing details of students getting placement is attached.</p> <p>Supporting Document: FINAL2 1694687129.xlsx</p>	No Change										
2021-22	2020-21	2019-20	2018-19	2017-18																				
17	0	17	12	0																				
5.2.2	<p>Percentage of student progression to higher education during the last completed academic year</p> <p>5.2.2.1. Number of outgoing students progressing from Bachelor to PG.</p> <p>HEI Input : 33</p> <p>5.2.2.2. Number of outgoing students progressing from PG to M.Phil.</p> <p>HEI Input : 0</p> <p>5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.</p> <p>HEI Input : 3</p> <p>Attached Documents :</p> <p>1.Details of graduating students and their progression to higher education with seal and signature of the principal 2.Data as per Data Template</p>	<p>1.Details of graduating students and their progression to higher education with seal and signature of the principal 2. Documentary evidence in support of the claim</p>	<p>Students' progression is evident from migration certificates given by the students. Such a list is provided.</p> <p>Supporting Document: FINAL2 1694687172.pdf</p>	No Change																				
5.2.3	<p>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</p> <p>5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>2</td><td>10</td><td>0</td><td>0</td><td>0</td></tr> </table> <p>Recommended Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>1</td><td>0</td><td>1</td><td>0</td><td>0</td></tr> </table> <p>Remark : Input is edited from clarification documents.</p> <p>Attached Documents :</p> <p>1.Upload any additional information 2.Data as per Data Template 3.Copy of certificates for qualifying in the state/national examination</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2	10	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	1	0	0	<p>Kindly provide the following documents. Copy of certificates for qualifying in the state/national examination</p>	<p>Copy of NET qualified students of our M.Ed students is attached.</p> <p>Supporting Document: FINAL2 1694687216.pdf</p>	Changed After Clarification
2021-22	2020-21	2019-20	2018-19	2017-18																				
2	10	0	0	0																				
2021-22	2020-21	2019-20	2018-19	2017-18																				
1	0	1	0	0																				
5.3.2	<p>Average number of sports and cultural events organized at the institution during the last five years</p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>26</td><td>21</td><td>19</td><td>19</td><td>12</td></tr> </table> <p>Attached Documents :</p> <p>1.Upload any additional information 2.Reports of the events along with the photographs with captions and dates 3.Data as per Data Template 4.Copy of circular / brochure indicating such kind of events 5.Paste link for additional information</p>	2021-22	2020-21	2019-20	2018-19	2017-18	26	21	19	19	12	<p>Reports of the events along with the photographs with captions and dates <input type="checkbox"/> Copy of circular / brochure indicating such kind of events</p>	<p>Reports of the events along with the photographs with captions , Copy of circular / brochure are attached</p> <p>Supporting Document: FINAL2 1694684317.pdf</p>	No Change										
2021-22	2020-21	2019-20	2018-19	2017-18																				
26	21	19	19	12																				
5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 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 <p>HEI Input : B. Any 4 or 5 of the above</p> <p>Attached Documents :</p> <p>1.Report of alumni participation in institutional functioning for last completed academic year 2.Any other relevant information</p>	<p>Documentary evidence for the selected claim <input type="checkbox"/> Income Expenditure statement highlighting the alumni contribution <input type="checkbox"/> Report of alumni participation in institutional functioning for last completed academic year</p>	<p>Documentary evidence for - Motivating the freshly enrolled students - Student mentoring. - Placement advice and support is attached.</p> <p>Supporting Document: FINAL2 1694684918.pdf</p>	No Change																				
5.4.3	<p>Number of meetings of Alumni Association held during the last five years</p> <p>5.4.3.1. Number of meetings of Alumni Association held during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18						<p>Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association</p>	<p>Minutes of the meeting held during academic year 2019 -20 and 2021-22 are attached.</p>	Changed After Clarification										
2021-22	2020-21	2019-20	2018-19	2017-18																				

	<div>0100100</div> <div>Recommended Input :</div> <table> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>01</td><td>01</td><td>00</td><td>0</td><td>0</td></tr> </table> <div>Remark : input is edited from clarification documents.</div> <div>Attached Documents :</div> <div>1.Upload any additional information 2.Data as per Data Template 3.Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association</div>	2021-22	2020-21	2019-20	2018-19	2017-18	01	01	00	0	0		<div>Supporting Document: FINAL2 1694685068.pdf</div>											
2021-22	2020-21	2019-20	2018-19	2017-18																				
01	01	00	0	0																				
6.2.3	<div>Implementation of e-governance are in the following areas of operation</div> <div>1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination System 6. Biometric / digital attendance for staff 7. Biometric / digital attendance for students</div> <div>HEI Input : B. Any 5 of the above</div> <div>Attached Documents :</div> <div>1.Screen shots of user interfaces of each module 2.Geo-tagged photographs 3.Data as per Data Template 4.Link for additional information</div>	<div>Kindly provide the following documents. 1.Screen shots of user interfaces of each module 2. Annual e-governance report 3. Geo-tagged photographs</div>	<div>Following documents evidence are attached for your reference: - Planning and Development, Administration : Academic calendar is prepared every year by college and forwarded electronically to all the faculty members an</div> <div>Supporting Document: FINAL2 1694688333.pdf</div>	No Change																				
6.3.2	<div>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</div> <div>6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years</div> <div>HEI Input :</div> <table> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>4</td><td>4</td><td>7</td><td>7</td><td>4</td></tr> </table> <div>Attached Documents :</div> <div>1.Institutional Policy document on providing financial support to teachers 2.Income Expenditure statement highlighting the financial support to teachers 3.E-copy of letter/s indicating financial assistance to teachers 4.Data as per Data Template 5.Certificate of participation for the claim</div>	2021-22	2020-21	2019-20	2018-19	2017-18	4	4	7	7	4	<div>Institutional Policy document on providing financial support to teachers <input type="checkbox"/> E-copy of letter/s indicating financial assistance to teachers <input type="checkbox"/> Certificate of participation for the claim <input type="checkbox"/> Certificate of membership <input type="checkbox"/></div>	<div>Institutional Policy document on providing financial support to teachers, E-copy of letter/s indicating financial assistance to teachers, Certificate of participation for the claim, Income and Expenditure statement highlighting the financial</div> <div>Supporting Document: FINAL2 1694417677.pdf</div>	No Change										
2021-22	2020-21	2019-20	2018-19	2017-18																				
4	4	7	7	4																				
6.3.3	<div>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.</div> <div>6.3.3.1. Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years</div> <div>HEI Input :</div> <table> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>12</td><td>24</td><td>2</td><td>0</td><td>0</td></tr> </table> <div>Recommended Input :</div> <table> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>10</td><td>22</td><td>0</td><td>0</td><td>0</td></tr> </table> <div>Remark : Input is edited from clarification documents.</div> <div>Attached Documents :</div> <div>1.List of participants of each programme 2.Data as per Data Template 3.Brochures / Reports along with Photographs with date and caption 4.Any additional information</div>	2021-22	2020-21	2019-20	2018-19	2017-18	12	24	2	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	10	22	0	0	0	<div>1.Brochures / Reports along with Photographs with date and caption. 2. List of participants of each programme</div>	<div>Link of the professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five year are uploaded on Institute website on the link: https://www.nvmcollege-</div> <div>Supporting Document: FINAL2 1694934579.pdf</div>	Changed After Clarification
2021-22	2020-21	2019-20	2018-19	2017-18																				
12	24	2	0	0																				
2021-22	2020-21	2019-20	2018-19	2017-18																				
10	22	0	0	0																				
6.3.4	<div>Percentage 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</div> <div>6.3.4.1. Total 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 during the last five years</div> <div>HEI Input :</div> <table> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>1</td><td>7</td><td>1</td><td>0</td><td>0</td></tr> </table> <div>Attached Documents :</div> <div>1.Data as per Data Template 2.Copy of Course completion certificates</div>	2021-22	2020-21	2019-20	2018-19	2017-18	1	7	1	0	0	<div>1.Copy of the Course completion certificates.</div>	<div>Copy of the Course completion certificates has been uploaded as requested.</div> <div>Supporting Document: FINAL2 1694240628.pdf</div>	No Change										
2021-22	2020-21	2019-20	2018-19	2017-18																				
1	7	1	0	0																				
6.4.2	<div>Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)</div> <div>6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)</div> <div>HEI Input :</div> <table> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>0</td><td>0</td><td>92100</td><td>75000</td><td>0</td></tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	92100	75000	0	<div>Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal <input type="checkbox"/> Copy of letter from the NGO / Individual / Philanthropists stating</div>	<div>Income Expenditure statements highlighting the relevant items with seal and signature of Principal has been uploaded but we do not have Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation</div>	Changed After Clarification										
2021-22	2020-21	2019-20	2018-19	2017-18																				
0	0	92100	75000	0																				

	<div>Recommended Input :</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>2.05</td><td>.31</td><td>0</td></tr></table> <div>Remark : Input is edited from clarification documents.</div> <div>Attached Documents :</div> <div>1.Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal 2.Data as per Data Template</div>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	2.05	.31	0	<div>the Fund / Donation</div>	<div>niven</div> <div>Supporting Document: FINAL2 1694416850.pdf</div>	
2021-22	2020-21	2019-20	2018-19	2017-18										
0	0	2.05	.31	0										
6.5.3	<div>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</div> <div>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</div> <div>HEI Input :</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>31</td><td>9</td><td>2</td><td>1</td><td>2</td></tr></table> <div>Attached Documents :</div> <div>1.Report of the work done by IQAC or other quality mechanisms 2.List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal 3.Data as per Data Template</div>	2021-22	2020-21	2019-20	2018-19	2017-18	31	9	2	1	2	<div>Report of the work done by IQAC or other quality mechanisms <input type="checkbox"/> List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal</div>	<div>IQAC of the Institution has taken quality initiatives every year. The report of IQAC and the list of initiatives signed by the Principal is uploaded.</div> <div>Supporting Document: FINAL2 1694580994.pdf</div>	No Change
2021-22	2020-21	2019-20	2018-19	2017-18										
31	9	2	1	2										
6.5.4	<div>Institution engages in several quality initiatives such as</div> <div>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</div> <div>2. Timely submission of AQARs (only after 1st cycle)</div> <div>3. Academic Administrative Audit (AAA) and initiation of follow up action</div> <div>4. Collaborative quality initiatives with other institution(s)</div> <div>5. Participation in NIRF</div> <div>HEI Input : C. Any 2 of the above</div> <div>Attached Documents :</div> <div>1.e-Copies of the accreditations and certifications 2.Data as per Data Template 3.Link to the minutes of the meeting of IQAC 4.Link to Annual Quality Assurance Reports (AQAR) of IQAC</div>	<div>Link to the minutes of the meeting of IQAC <input type="checkbox"/> Link to Annual Quality Assurance Reports (AQAR) of IQAC <input type="checkbox"/> Consolidated report of Academic Administrative Audit (AAA) <input type="checkbox"/> e-Copies of the accreditations and certifications <input type="checkbox"/></div>	<div>Institution take regular meetings</div> <div>Supporting Document: FINAL2 1694582648.pdf</div>	No Change										
7.1.3	<div>Institution waste management practices include</div> <div>1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant</div> <div>HEI Input : B. Any 3 of the above</div> <div>Attached Documents :</div> <div>1.Income Expenditure statement highlighting the specific components 2.Geo-tagged photographs 3.Documentary evidence in support of each selected response 4.Any additional information</div>	<div>1.Documentary evidence in support of each selected response 2. Geo-tagged photographs 3. Income Expenditure statement highlighting the specific components</div>	<div>The supporting document is uploaded below- documentary evidence in support of each selected response, photographs and related information. Income expenditure statement is not added as we have not incurred any expenses under the said</div> <div>Supporting Document: FINAL2 1694511133.pdf</div>	No Change										
7.1.4	<div>Institution has water management and conservation initiatives in the form of</div> <div>1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage</div> <div>HEI Input : C. Any 2 of the above</div> <div>Attached Documents :</div> <div>1.Geotagged photographs 2.Documentary evidence in support of the claim 3.Any other relevant information</div>	<div>Income Expenditure statement highlighting the specific components <input type="checkbox"/> Documentary evidence in support of the claim <input type="checkbox"/> Geo-tagged photographs</div>	<div>The supporting document is uploaded below- Documentary evidence in support of the claim. photographs and relevant information, and income expenditure statement</div> <div>Supporting Document: FINAL2 1694511073.pdf</div>	No Change										
7.1.6	<div>Institution is committed to encourage green practices that include:</div> <div>1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants</div> <div>HEI Input : C. Any 3 of the above</div> <div>Attached Documents :</div> <div>1.Videos / Geotagged photographs related to Green Practices adopted by the institution 2.Snap shots and documents related to exclusive software packages used for paperless office 3.Income Expenditure statement highlighting the specific components 4.Circulars and relevant policy papers for the claims made 5.Any additional information 6.Link for additional information</div>	<div>1.Videos / Geo-tagged photographs related to Green Practices adopted by the institution 2. Circulars and relevant policy papers for the claims made 3. Snap shots and documents related to exclusive software packages used for paperless office</div>	<div>Supporting documents are uploaded below- Photographs and relevant documentary evidence, circulars and relevant policy papers, snapshots and documents related to exclusive packages used for paperless office, income expenditure</div> <div>Supporting Document: FINAL2 1694511025.pdf</div>	No Change										

<p>7.1.7</p>	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>131302</td><td>278384</td><td>1984100</td><td>12596</td><td>5725</td></tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>2.23</td><td>2.14</td><td>2.48</td><td>1.71</td><td>1.99</td></tr> </tbody> </table> <p>Remark : Input is dited from clarification documents.</p> <p>Attached Documents :</p> <p>1.Income Expenditure statement on green initiatives, energy and waste management 2.Data as per Data Template</p>	2021-22	2020-21	2019-20	2018-19	2017-18	131302	278384	1984100	12596	5725	2021-22	2020-21	2019-20	2018-19	2017-18	2.23	2.14	2.48	1.71	1.99	<p>Income Expenditure statement on green initiatives, energy and waste management .</p>	<p>supporting document indicating the income expenditure for the last five years is uploaded below</p> <p>Supporting Document: FINAL2 1694510941.pdf</p>	<p>Changed After Clarification</p>
2021-22	2020-21	2019-20	2018-19	2017-18																				
131302	278384	1984100	12596	5725																				
2021-22	2020-21	2019-20	2018-19	2017-18																				
2.23	2.14	2.48	1.71	1.99																				
<p>7.1.9</p>	<p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <ol style="list-style-type: none"> Code of Conduct is displayed on the institution's website Students and teachers are oriented about the Code of Conduct There is a committee to monitor adherence to the Code of Conduct Professional ethics programmes for students, teachers, administrators and other staff are organized periodically <p>HEI Input : A. All of the above</p> <p>Attached Documents :</p> <p>1.Web-Link to the Code of Conduct displayed on the institution's website 2.Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct 3.Details of the Monitoring Committee, Professional ethics programmes, if any 4.Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University 5.Any additional information 6.Link for additional information</p>	<p>1.Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University 2. Web-Link to the Code of Conduct displayed on the institution's website 3. Reports / minutes of</p>	<p>The College has one document comprising both the Code of Ethics, followed by the Code of Conduct (as uploaded on the College website, under the tab of Code of Ethics) In addition, the tab of Code of Conduct on the College website includes links to the Goa</p> <p>Supporting Document: FINAL2 1694510787.pdf</p>	<p>No Change</p>																				