



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

GVM's Dr Dada Vaidya College of
Education

- Name of the Head of the institution **Dr Jojen Mathew**
- Designation **Prinicpal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **08322335880**
- Mobile No: **9423813450**
- Registered e-mail ID (Principal) **gvm.educol@gmail.com**
- Alternate Email ID **gvm.educol@gmail.com**
- Address **E 1,Sapna Park**
- City/Town **Ponda**
- State/UT **Goa**
- Pin Code **403401**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **Grants-in aid**
- Name of the Affiliating University **Goa University**
- Name of the IQAC Co-ordinator/Director **Mr. Sunil Kumar**
- Phone No. **9766446596**
- Alternate phone No.(IQAC)
- Mobile (IQAC) **9766446596**
- IQAC e-mail address **gvm.sunilkumar@gmail.com**
- Alternate e-mail address (IQAC) **gvm.sunilkumar@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) **https://www.gvmcollege.com/pdfs/AQAR_2020_21.pdf**

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: **https://gvmcollege.com/academic_calendar/Terms_2023-24.pdf**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.77	2011	16/09/2011	15/09/2016
Cycle 2	B+	2.51	2017	23/01/2017	22/01/2022
Cycle 3	B++	2.81	2023	14/02/2024	13/02/2029

6.Date of Establishment of IQAC

07/06/2012

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

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

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

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

9. No. of IQAC meetings held during the year **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

1. Introduction and strengthening Morning Assesmbly 2. Calling expert to guide M.Ed students for research proposal 3. Collection of feedbacks from different stakeholders of B. Ed 4. Getting the campus disable friendly by making ramps at the entrance steps 5. Submitting AQARS and SSR for accreditations

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

Plan of Action	Achievements/Outcomes
1. Introduction of Morning Assembly in the time table and implementing it	1. It has been implemented and it is being done regularly
Preparation of SSR for accreditation	Submitted and college got accredited by NAAC
Putting Ramps the college entrance	it has been done
Collection of feedback from various stakeholder of B.Edd	It is being collected
Slotting seminar period in time table	It is done

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Management	11/11/2024

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Dr Jojen Mathew
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• State/UT	Goa
• Pin Code	403401
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• Type of Institution	Co-education
• Location	Rural
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• Alternate e-mail address (IQAC)	gvm.sunilkumar@gmail.com				
3.Website address	https://www.gvmcollege.com/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.gvmcollege.com/pdfs/AQAR_2020_21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://gvmcollege.com/academiccalendar/Terms_2023-24.pdf				
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Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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Cycle 3	B++	2.81	2023	14/02/2023	13/02/2029
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
-	-	-	Nil	-	
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<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
College Management	11/11/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	16/02/2024

15. Multidisciplinary / interdisciplinary

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 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.

16.Academic bank of credits (ABC):

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. 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 ofCredit will encourage a blended learning mode wherein students who have enrolled for various courses as per NEP guidelines will get credit transfer for the coursers offered through online platforms

17.Skill development:

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: 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. b.Communication Skills: The B.Ed programme emphasizes the development of communication 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 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

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

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 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.

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

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.

20.Distance education/online education:

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)

areconducted 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.

Extended Profile

1.Student

2.1	302
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	160
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	61
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	133
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	133
Number of graduating students during the year	

File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	302
File Description	Documents
Data Template	No File Uploaded
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	3362978
4.2 Total number of computers on campus for academic purposes	76
3.Teacher	
5.1 Number of full-time teachers during the year:	20
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	26
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	

The institution as an affiliated college follows the syllabi prepared and approved by Goa University. In that way, the university decides the course content, examination, and weightage to internal marks. Within this limit, the institution has the liberty to plan and execute the courses and the projects and assignments related to it. The institution plans and manages the entire practicum like practice teaching and internship. To plan all these curricula 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 to implement it effectively and with flexibility. Internship phases are aligned with the school's schedule. The annual calendar of the school is considered while organizing practice teaching and internship. After all such academic activities, generally, feedback from students is taken to know the difficulties they face and their suggestions to improve them. Programs based in the local community are categorized as Community work. The local context is kept in mind in making curricular decisions. The institution has a flexible mechanism to plan, revise a plan, and execute it involving all stakeholders.

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

<p>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</p>	<p>D. Any 2 of the above</p>
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File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

<p>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</p>	<p>B. Any 3 of the Above</p>
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File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.gvmcollege.com/gvm_files/Syllabus/First Year B.Ed. Syllabus.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

21

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

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

00

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

00

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

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

00

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

00

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

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

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

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

00

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

00

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

1.3 - Curriculum Enrichment

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

The institution's curriculum includes theory courses, practical sessions, field experiences, co-curricular activities, and community work, all providing relevant experience for teacher education.

These university-approved courses deliver essential domain knowledge and have defined learning outcomes, guiding teaching and assessment methods. Various techniques like lectures, demonstrations, and group discussions, etc, are used to enhance learning and encourage collaboration through use of technology.

In developing skills and attitudes in the B.Ed program, students are engaged in micro-teaching, practice teaching, and unit tests as M.Ed students complete a dissertation. Assessments focus on real classroom performance, with some practical work showcased through exhibitions and projects.

Field engagement is crucial, with B.Ed students completing mandated school internships, while M.Ed students intern at B.Ed colleges. These experiences build essential skills for teaching and allow students to demonstrate their competencies.

Community service is integrated into the B.Ed curriculum, requiring students to complete designated hours, planned with community leaders. This work fosters awareness of social issues and allows students to apply their knowledge practically.

The institution also emphasizes physical education and performing arts, with qualified teachers guiding these areas. Students participate in various competitions and often receive awards, providing opportunities to develop and showcase their knowledge, skills, and values.

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

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

In Paper 1, students are familiarized 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 the Working of the Open School System. In the method subjects, for example in the History Method, students are given projects to compare history textbooks of different school boards to compare the syllabus and assessment practices. The history method also uses the project 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 with the epistemological basis of the school system's curriculum. At the M.Ed level, the paper PC1- Introduction to Education Studies, deals with the concepts of philosophies of radical thinkers, and alternative systems of education such as De-schooling are familiarized to assess the possibilities of an open school system. Western Vs. Eastern thinkers, ideologies, and approaches are

included in the syllabus. 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 Levels. The paper ELE2: Elementary Education 2, includes organizations and institutions in the administration and management of elementary education at different levels like State, National, and International Levels.

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

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

The Internship period of 1 month for FY B.Ed. and 4 months for SY B.Ed. gives the students opportunities to practice the skills and methods. The pandemic didn't dampen the spirit of internship which is the culmination of teacher education. The use of technology entwined the with assortment of learning engagements gave the students abundant opportunities to get acquainted with the professional field. the students were given a refresher programme, to use the skills and methods online. the internship consists of delivering the stipulated number of lessons observed by the college faculty, conducting tests in their area of pedagogy, organizing activities for the school, organizing national events, field trips, and awareness programs.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum –

Three of the above

semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

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

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

Feedback collected and analysed

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

302

2.1.1.1 - Number of students enrolled during the year

302

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

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

53

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

53

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

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

07

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

07

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

2.2 - Honoring Student Diversity

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

Our college implements a comprehensive assessment process that runs throughout the entire program. At the entry level, we focus on identifying the diverse needs of our students through two key initiatives: the Talent Search Program and the Microteaching Program.

The Talent Search Program involves dividing students into groups where they can showcase their talents. Each group is supervised by a teacher who evaluates their performances. This assessment is crucial for categorizing students into homogeneous groups based on their abilities, allowing us to tailor our approach to meet their specific needs using various evaluation criteria.

In the Microteaching Program, students conduct lessons utilizing different teaching skills. Their teaching sessions are assessed by instructors who provide feedback on their strengths and weaknesses across various areas. This constructive feedback is instrumental in guiding students toward improving their teaching skills. The support they receive helps them prepare for real-world teaching experiences, including practice teaching and internships.

Overall, these assessment programs are designed to ensure that we understand each student's unique abilities and challenges, enabling us to provide the necessary support for their development throughout their educational journey.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Four/Three of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Three of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

14:1

2.2.4.1 - Number of mentors in the Institution

20

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

2.3 - Teaching- Learning Process

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

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

presentation, students are having ample of opportunities to enhance theirs learning.

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

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

13

File Description	Documents
Data as per Data Template	View File
Link to LMS	chrome-extension://efaidnbmnnnibpcajpcglcl_efindmkaj/https://www.gvmcollege.com/gvm_files/DELNETusage.pdf
Any other relevant information	View File

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

13

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice

Five/Six of the above

teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.gvmcollege.com/gvm_files/DELNETusage.pdf
Any other relevant information	View File

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

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

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

2.3.6 - Institution provides exposure to

Five/Six of the above

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

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

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

Case 01:On September 4, 2023, GVM's Dr. Dada Vaidya College of Education organized a Ganesh Idol-Making Workshop led by Mr. Diptej Vernekar, Assistant Professor in Fine Arts. Ninety-four first-year B.Ed students participated in the event, which highlighted the cultural and spiritual importance of using clay to create Ganesh idols. The workshop emphasized the eco-friendly, biodegradable properties of clay and its symbolic representation of Earth's connection. After an informative presentation, students engaged in a hands-on experience of traditional sculpting techniques, gaining practical skills and deepening their appreciation for cultural heritage through this artistic tradition?.

Case 02:The Department of Fine Art of GVM's Dr Dada Vaidya College of Education Ponda-Goa, organised a workshop on Artificial Intelligence Tools for the First year B.Ed students to promote artificial intelligence awareness among the students. The workshop took place on 15 September 2023 at 2:50 pm. The organiser for the workshop was Assistant Professor Diptej Vernekar of GVM's Dr Dada Vaidya College of Education. Most of the First year's participated in the workshop. The workshop began with Sir questioning the total

number of students using the Ai tools and if it benefits the then or not. He briefly explained the importance and use of Ai tools. For the workshop, Sir taught the students how to write Report, create Powerpoint Presentation, Image generation and also how to create Google forms with the help of Ai tools

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP)

Eight /Nine of the above

Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

Three of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning

All of the above

**suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

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

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

Four of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and

All of the above

community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

All of the above

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

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

The internship program for FYB.Ed began on 22nd November 2023 and continued until 19th December 2023 , while SYB.Ed students had their internship from 1st August 2023 to 23rd December 2023.

An orientation session was organized by the college to brief students about the various tasks they would need to complete during their internship, in addition to their regular teaching duties. Students were given the liberty to select a school of their choice, and based on the school's capacity, permission, and student preferences, groups were formed for the school internships.

The internship coordinator reviewed the list of students along with the school details, and supervisors were assigned to each school. Once the list was approved by the College Principal, it was forwarded to the office to prepare official covering letters to be sent to the respective schools. Upon receiving the letters, students submitted them to the school heads and commenced their internships.

Students were provided with an internship handbook, outlining the activities, processes, and structure of the internship program, offering them clear guidance on teaching and the overall internship experience.

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

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

2.4.9.1 - Number of final year students during the academic year

106

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural

Seven/Eight of the above

**events Maintaining documents
Administrative responsibilities-
experience/exposure Preparation of progress
reports**

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

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

The internship program for FYB.Ed began on 22nd November 2023 and continued until 19th December 2023 , while SYB.Ed students had their internship from 1st August 2023 to 23rd December 2023. Around 3 to 5 teacher-trainees were assigned to each school during this period. Their lessons were supervised by both college lecturers and school teachers.

Before each lesson, the method teacher determined whether the trainee needed to prepare a full lesson plan or just lesson notes, and provided guidance in preparing them as thoroughly as possible. Each group of trainees had a designated teacher-in-charge who addressed any questions or concerns regarding the internship. Lesson delivery was carried out with support from the school teacher. In addition to maintaining a journal and an observation book, trainees were required to keep a detailed diary documenting their experiences, which helped in compiling their internship report.

The lessons were delivered according to the school's schedule and needs, whether in-person, online, or recorded. Trainees submitted links to all lessons. They were also responsible for conducting various school-based activities, such as presentations, quizzes,

and using teaching aids. Additionally, they had to keep records of lesson plans, teaching materials, and attendance throughout the internship.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

13

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

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

03

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

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

199

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

199

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

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

GVM's Dr. Dada Vaidya College of Education regularly organizes webinars and workshops to offer teachers opportunities for professional development and to stay updated with the latest trends. Faculty members are encouraged to actively participate in events hosted by organizations such as Goa University, the Directorate of Higher Education (DHE) Goa, and central government bodies. The teachers are constantly motivated to enroll and complete online swayam courses. The college also holds internal staff seminars, where faculty present on various educational topics. Additionally, the college's Research Cell conducts numerous webinars and workshops aimed at further enhancing faculty knowledge and skills.

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

2.6 - Evaluation Process

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

Our B.Ed. College has a well-structured Continuous Internal Evaluation (CIE) system to promote consistent student assessment and improvement. At the beginning of the academic year, each student is provided with a detailed syllabus that includes both internal and external (university) assessment plans. Along with this, an academic calendar is shared, outlining important dates, including those for internal assessments. This ensures

transparency and helps students plan their studies and submissions accordingly.

The CIE process emphasizes hands-on learning through micro-teaching, practice teaching, and internships, where student performance is carefully observed by faculty. After each lesson, teachers provide immediate oral and written feedback, allowing students to understand their strengths and areas for improvement. These evaluations are based on a pre-declared rating scale, which is shared with the students well in advance. This ensures that students are fully aware of the specific parameters on which they will be assessed.

In addition to teaching evaluations, subject teachers conduct orientations to explain the requirements for assignments and projects, providing clear assessment criteria. This continuous feedback and evaluation process is designed to foster the holistic development of teaching competencies, ensuring that students are consistently guided toward achieving academic and professional excellence.

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

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

Three of the above

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

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

Mechanism for Grievance Redressal Related to Examination:Our B.Ed. College adheres to the examination grievance redressal mechanism established by Goa University, under which we are affiliated. The university has a well-defined system to handle grievances related to examinations, ensuring fairness and transparency in addressing student concerns. As an affiliated institution, we strictly follow the rules and regulations set by the university in this regard.

In addition to the university's mechanism, the college has established an Internal Complaint Committee (ICC) that addresses examination-related grievances at the institutional level, if necessary. This committee acts as an additional support system for students, offering them a local platform to voice their concerns. While major grievances are forwarded to the university for resolution, the college ensures that minor issues, such as internal assessment discrepancies, are addressed promptly by the ICC. This dual-layered system enhances the overall effectiveness of the grievance redressal process, ensuring timely and impartial resolution of issues.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the

institution in not more than 100-200 words.

Our B.Ed. College strictly follows the academic calendar for conducting internal evaluations to ensure timely and organized assessment of student learning. At the beginning of the academic year, students are provided with a detailed syllabus and an academic calendar, which outlines key dates for internal assessments such as assignments, micro-teaching, practice teaching, and internship lessons. The calendar is designed to align with the broader academic schedule, ensuring that internal evaluations are completed well in advance of university examinations.

To maintain adherence, internal evaluations such as lesson observations, assignments, and projects are scheduled based on the academic calendar. Teachers consistently monitor this timeline, conducting micro-teaching and internship evaluations as per the predetermined dates. Immediate feedback, both oral and written, is provided to students after each evaluation to facilitate continuous improvement.

The internal evaluation process is transparent, with criteria for assessments shared with students at the start of the academic year. Subject teachers also conduct orientation sessions to explain project deadlines and expectations. Any adjustments to the schedule are communicated promptly, ensuring that both students and faculty remain aligned with the academic plan. This structured mechanism allows for smooth conduct of internal assessments while maintaining the integrity of the academic calendar.

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

2.7 - Student Performance and Learning Outcomes

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

Alignment of Teaching-Learning Process with PLOs CLOs:

In our College, the teaching-learning process is meticulously aligned with the Program Learning Outcomes (PLOs) and Course

Learning Outcomes (CLOs) to ensure that students achieve the intended educational objectives. The PLOs and CLOs are clearly defined and integrated into the syllabus, which is made available to both students and faculty at the beginning of the academic year. These learning outcomes are also prominently displayed within the college premises to maintain visibility and focus.

Faculty members design their Academic Annual Plans for each subject with the goal of aligning teaching methodologies, learning activities, and assessments with the respective CLOs. This ensures that every instructional session is purposeful and contributes to the achievement of the stated learning outcomes. The annual plans are in harmony with the overall academic calendar and the college's general annual plan, creating a coherent structure for the academic year.

In addition to planning, teachers employ a variety of pedagogical techniques such as lectures, group discussions, fieldwork, and reflective activities to ensure that the CLOs are effectively met. Regular assessments are also aligned with the CLOs to track student progress and provide feedback, reinforcing the connection between learning objectives and instructional practices

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Monitoring and Enhancing Student Performance and Professional Attributes

Our College ensures continuous monitoring of students' progressive performance and their attainment of professional and personal attributes in alignment with the PLOs and CLOs. This is initiated with the 'Diksharambh' induction program, which serves as a platform to assess students' potential. Based on this, students are grouped into different houses, fostering teamwork and enhancing individual capabilities.

Throughout the academic year, assignments, projects, and practical activities are carefully designed by faculty to promote both professional and personal development. These tasks are aligned with the CLOs of each course, ensuring that students not only gain subject-specific knowledge but also develop key attributes like critical thinking, communication, and problem-solving skills.

The internship program is conducted in students' local areas, which allows them to save time and engage deeply with familiar community and school environments. This localized approach helps students become better acquainted with the unique needs of their schools and students. Faculty members regularly visit schools across Goa to observe lessons, providing feedback and guidance to ensure the alignment of teaching practices with professional goals.

The programs like Continuous Cultural activities and Working with the Community further enhance students' practical skills and personal growth, fostering well-rounded educators.

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

2.7.4 - Performance of outgoing students in internal assessment

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

880

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

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

In our College, the performance of students on various assessment tasks directly reflects how well their initially identified learning needs are addressed. At the beginning of the academic year, subject teachers conduct initial classroom discussions to assess the students' existing skills, learning gaps, and overall needs. Additionally, the 'Diksharambh' induction program plays a vital role in gauging students' confidence, stage presence, and prerequisite skills, such as communication and presentation.

Based on these early assessments, faculty members design specific assignments, projects, and practical tasks that cater to individual learning needs. For instance, students who show a need for improvement in communication are given additional tasks within the compulsory Communication course, which is a part of the curriculum. This course helps students build the confidence required to interact effectively in a classroom environment and improve their public speaking skills.

The continuous evaluation of students through assignments and lesson observations ensures that the tasks provided reflect their developmental progress. The improvements seen in classroom management, teaching practices, and communication skills highlight how effectively their initial learning needs have been met throughout the course. Microteaching is a initial program to prepare for the practice teaching.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.gvmcollege.com/pdfs/Student's_Satisfaction_Survey_2023-24.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

1

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work

Two of the above

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

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

3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
5	
File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded
3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year	
3	
File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded
3.3 - Outreach Activities	
3.3.1 - Number of outreach activities organized by the institution during the year	
3.3.1.1 - Total number of outreach activities organized by the institution during the year	
29	

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

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

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

126

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

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

15

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

126

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

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

The out-reach activities are organised by our institution with objectives to create awareness in the community and sensitize the students to social issues. Even though more than 28 activities were organised in this respect two among those call for special attention. As the year 2023 was marked as International Year of Millets, our institution had organised monthly activities to create awareness on importance of millets and promote the usage. In this regard activity was organised to prepare a millet-based dish and share to neighbour. Our students enthusiastically participated to spread the awareness of millet usage. Like wise we had organised street play on the theme "HIV/AIDS prevention strategies" which was performed for a gathering of higher secondary school students, graduate students and staff of institution. It was followed by a rally through the near by road of campus area. It helped to sensitize on the social issue of HIV/AIDS and create awareness on prevention strategies for HIV/AIDS. The students prepared and carried play cards on the theme for reaching to wide audience. Students also took initiatives to create awareness on gender-based issues through school based activities during internship.

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

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

1

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

3.4 - Collaboration and Linkages	
3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
3	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
3	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
1	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for	One/Two of the above

**innovative practice Rehabilitation Clinics
Linkages with general colleges**

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

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

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

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

9

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

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

685862

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

4.2 - Library as a Learning Resource

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

The institution has fully automated its library since 2014 by using Integrated Library Management System (ILMS). The College started library automation in 2014-2015 with NewGenLib software. Subsequently in the year 2022, College Library shifted to KOHA Software provided by the Directorate of Higher Education, Government of Goa. Library management software KOHA provides a user-friendly interface for efficient circulation of books and effective search for documents in the library through OPAC (Online Public Access Catalogue) with 24/7 access to the Library Users.

The library uses different modules of KOHA software like Circulation, Cataloguing, Patrons, Serial, Reports, Tools, Item

search, and Koha Administration with College Library Login Credentials. All the Books in the Library are bar-coded and the ID cards of all the students also have Barcodes to facilitate easy transactions on the circulation counter. The OPAC link is made available on the Library website and OPAC can be accessed at <http://65.2.7.200/>. It provides the Users with online access to the library's resources allowing them to search for required documents available in the library without visiting the library. It also offers other facilities such as issue status, checkout history, summary, circulation history, overdue amount, etc. The most important facility of OPAC is the online renewal system. Through this facility, users can renew their book from home a maximum of two times. Each of the Users is given a username and a password to access the OPAC.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://dvcoel.wordpress.com/
Any other relevant information	No File Uploaded

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

The college library is a window to the latest information for students and teachers. 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. 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). 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 allows the students and staff to ascertain if the material they need is available in the College Library.

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. In addition to this, our College is also a member of DELNET-Developing Library Network, New Delhi. It is a major resource-sharing library Network in

India. The main objective of DELNET is to promote resource sharing among the member libraries by collecting, storing, and disseminating information and by offering networked library services to users. Students are guided on how to make best use of these resources subscribed by the college.

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

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

Three of the above

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

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

1.57192

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

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

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

79

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.gvmcollege.com/pdfs/Document_for_perday_usage.pdf
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	All of the above
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

The Institution has a well-developed system to integrate IT facilities for an effective teaching-learning experience. The Campus is wi-fi enabled with two Bsnl fibre tariff plans namely Fibro 55GB CUL and BSNL 22GB CUL with an internet speed of 55 MBPS and 22 MBPS respectively. The need for additional routers/amplifiers is periodically assessed and accordingly fixed to ensure that the campus has a proper coverage/range of wifi. All classrooms, Auditorium, Computer Lab, Library, conference room etc. are updated with LCD Projectors and Interactive Panels with Ethernet Networking Access points for the Internet and network connectivity. Subscription of antivirus K7 is updated regularly. Computers systems, printers and scanners of the Institution which are under warranty period are maintained by the respective vendors. Laptops with the latest configurations are purchased at regular intervals. UPS batteries are also replaced at regular intervals as per requirements. The institution has also purchased D Link wifi Adapters for the wifi access required for Desktop Computers. NAS (Network Access Storage) is also purchased along with Two hard Disks having a storage capacity of 4 TB each, require to store all the data of the Institution so that any staff can access and download /Upload the data whenever they want. The college Website is maintained by Demerg System. All the regular updating of the website including periodic notifications, documents, and Events is managed by Demerg System.

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

4.3.2 - Student – Computer ratio during the academic year

3:1

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

4.3.3 - Available bandwidth of internet

D. 50 MBPS - 250MBPS

connection in the Institution (Leased line)
Opt any one:

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=mXMBzOwByCM
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=eVuZJlZ6VpO https://www.youtube.com/watch?v=VHJe_Ms4V0M
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

1290564

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

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

The College has a well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities. Directorate of Higher Education has established procedures and policies for maintaining and utilizing physical, academic and support facilities like laboratory, library, sports facilities, IT Infrastructure Physical Infrastructure etc.

Recurring Expenses like Printing & Stationery, Telephone, Electricity & Internet etc.

These expenses which constitute to physical facilities are being maintained through timely repairs & payments. Repairs is first reported to the Head Clerk & Principal & once checked & highlighted as necessary, it's immediately repaired and good condition is maintained.

Library Books

Library in charge is responsible for the maintenance of library resources. Addition of books to the college library is done through either exhibitions or through professors suggestions and is approved by Librarian in the Library Committee Meeting. The books suggested and approved by Librarian are then put accession number and entered in the Accession Register and sent for payment to the Accountant.

Sports Facilities

The sports facilities both indoor and outdoor are supervised and maintained by College Director of Physical Education. College Director first raises a requisition for the sports equipments, we

then invite proper quotations from the dealers and whichever is lowest, we place an order with the same dealer. College Director also maintains a Gymkhana Stock Register for all the purchases of sports equipments.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.gvmcollege.com/infrastructure.php
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common

Seven/Eight of the above

**rooms separately for boys and girls
Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls
Indicate the one/s applicable**

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

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

A. All of the above

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

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

Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
10	103

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

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

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

21

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

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

12

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

5.3 - Student Participation and Activities

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

The student council plays a vital role in fostering a sense of community and leadership within a school. It encourages active involvement in school administration by providing a forum for students to express their thoughts, worries, and opinions. The council increases students' sense of accountability and responsibility by including them in decision-making procedures. Additionally, it fosters cooperation and teamwork as participants plan activities and projects that benefit all students. All things considered, by fostering communication between students and faculty, the student council not only gives students more authority but also enhances the school's culture. The different committees for both the years of B.Ed. programme were made in order to conduct the smooth functioning. The committees like.

S.Y Students Council & Committees:

University Class Representative (UCR)

1. Mahendra Milind Gadgil104

Vice University Class Representative (VUCR)

1. Rohan R. Tamboskar 2

Sports Committee:

Photography and Technology: ,

Discipline Committee:

Cultural Committee:

Report Committee:

F.Y. B. Ed. Committees:

1 UCR/ UFR Prashali mane 2 ASSISTANT UCR Mahendra Das

3 Cultural Committee

4 Sports committee 5 Hospitality committee 6 Discipline Committee

7) i) Reporting Committee (English)

ii) Reporting Committee (Konkani)

iii) Reporting committee (Marathi)

8) Photography & Technical Committee

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

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

32

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

5.4 - Alumni Engagement

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

An Alumni offer current students beneficial networking possibilities by frequently arranging mentorship programs, internships, and career placements. Our alumni help us in supervising and guiding our students in the process of Practice Teaching and Internship in their respective schools. We also invite them to deliver the Demo lessons before Peer Teaching.

Mr. Vidyanand Pawar, Police Inspector, Department of Cyber Crimes, Government of Goa, was felicitated in the Seminar on "Cyber Crimes, Cyber Laws and Cyber Security in India".

The President of Alumni Association, Mr. Gopinath Gawas delivered a lecture to the F.Y. B.Ed. students as well as S.Y. B.Ed. students on the topic, "National Education Policy 2020".

Mr. Chinmay Ghaisas, Assistant Professor, Dept. of Marathi, Goa University was the Chief Guest for the Marathi programme, "Lekhakashi Susanvad" organized by Marathi Department and Alumni Association.

Mr. Sandeep Shet Verenkar, Assistant Teacher, Govt. High School, Sadar, Ponda was the Chief Guest for the Marathi Day Celebration. He guided the students on how to be an Effective Teacher.

Mr. Rupesh Varak, Assistant Professor, CES College, Cuncolim, Goa, Ms Laxata Matondkar, Assistant Professor, and Mr. Rajat Hegde, MES college Vasco were Falicitated for their outstanding contribution in the Konkani Programme, "INDRADHANUSHYA".

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

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

Five/Six of the above

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

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

03

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

Faculty members are in touch with several ex-students. Some of the activities of college are sent to them via social media and phone calls. The forms to join the association are sent to many ex-students, the group on WhatsApp is also made in order to send the details of programmes to them. So far, 203 alumni have joined the group.

An Alumni offer current students beneficial networking possibilities by frequently arranging mentorship programs, internships, and career placements. Alumni can assist students in bridging the gap between study and employment by putting them in touch with professionals in their fields of interest. In addition to helping students with their professional pathways, this relationship maintains alumni's interest in the college, creating

a cycle of cooperation and support that can endure for decades. These alumni helps student-teachers in supervising their lessons in schools and guiding them in the capacity of Coordinators of Internship Programme and also Practice Teaching. Some of the Aumni are invited to deliver the Demo lessons before Peer Teaching cycle. Some alumni who have expertice in different areas are also invited as a guest speakers and Guests.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Dr. Dada Vaidya College of Education at Goa Vidyaprasark Mandal aims to achieve excellence in the professional development of teachers by cultivating dedicated, tech-savvy, value-based, and research-oriented educators, encouraging lifelong learning, teaching them how to create educational and social environments that foster communication, cultural diversity, and national integration, and orienting them towards the community's educational and sociocultural revival. Every step of the process always takes the college's vision and goal into the highest consideration. The mission and vision guide all related activities, including planning, teaching, learning, and governance. The faculty is always encouraged to attend different capacity-building seminars and workshops by the principal and management.

Every step of the process always takes the college's vision and goal into the highest consideration. The mission and vision guide all related activities, including planning, teaching, learning, and governance. The principal and administration consistently encourage faculty members to attend capacity-building seminars and workshops to boost teaching staff productivity and students to engage in community outreach projects for at least 20 hours annually.

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

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

Teachers participate in the college administration's decision-making processes in order to get the most out of them. As a result, authority can be decentralised and management becomes more interactive. To achieve this, various teaching and non-teaching staff members are assigned tasks and responsibilities, including: organising staff seminars, Sci-fun, examination, NAAC, AISHE, IQAC, Teachers' Day, Farewell, RUSA, Annual Plan, coordinating CCA, W.E., P.T.A., Internship, Induction Program, Red Ribbon club and scholarships, managing staff, RTI, Sports, Indoor and Outdoor games, First Aid, Students' picnic, Micro-teaching, Peer-teaching, Practise-teaching, IAIMS, Time-table, Guest lectures, Annual planning, Minutes of the meetings, Alumni Association and various others.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

The college maintains transparency in financial, academic, administrative and other relevant matters through the college

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

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

6.2 - Strategy Development and Deployment

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

The financial accountability and transparency are maintained by holding meetings and discussions with the management, the principal and the various financial committees associated with purchases, expenditure, maintenance etc.

The external Audit is also conducted by a chartered accountancy firm besides the Government audit. Appointments and promotions of the teaching as well as the non-teaching staff of the college are made as per the related recruitment rules laid down by the State Government, the Goa University and the UGC at a given time and the relevant amendments. Admissions for the various courses are as per the admission rules of the Goa University and the UGC.

The Internal Quality Assurance Cell (IQAC) of the college actively strategizes and deploys plans and carries them out successfully. It was decided in the IQAC meeting held on 05th June 2023 that Morning Assembly to be introduced on a regular basis, so it was implemented. In the IQAC meeting held on 09th January 2024, it was

decided that Solar lamps as a part of green initiative be installed in the campus. It was made possible. It was decided that all the staff members need to prepare their portfolios and presentations for each department for the NAAC Peer Team visit. All the staff members were ready for the same.

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

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

All institutional bodies operate more effectively and efficiently thanks to the college's organisational framework. The Management, the Principal, the non-teaching staff (which includes the office, multitasking staff, and the library), and the teaching staff (which includes the B.Ed., M.Ed., Pre-primary, and IGNOU departments) make up the structure. All of these institutional organisations participate in the formulation and implementation of policies with assistance from a few internal and external committees. The office, management, and administration abide with the University of Goa, NCTE, and DHE's regulations regarding appointments and services.

Staff members have been designated as chairpersons or members of various committees. For the complete functioning of college activities, some committees are formed. They together plan for the activities. The functioning of every committee in the Institution was well-defined. All Chairpersons report to the Principal and the Principal monitors the effective functioning of these bodies.

File Description	Documents
Link to organogram on the institutional website	https://www.gvmcollege.com/pdfs/ORGANOGRAM.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

The meetings of particular committees and bodies are not held separately because the college is small. However, decisions are made cooperatively in staff meetings. At staff meetings, decisions are made about the implementation of orientation programs, induction programs, microteaching, peer teaching, practice teaching, internships, exams, working with the community, CCA, etc. Specific committees decide and carry out the actual implementation. The internship program was one of the decisions made during the staff meetings. The Internal Quality Assurance Cell (IQAC) of the college under the guidance of Mr. Ganesh Chandra Naik actively strategizes and deploys plans and carries them out successfully. It was decided in the IQAC meeting held on 05th June 2023 that Morning Assembly to be introduced on a regular basis, so

it was implemented. In the IQAC meeting held on 09th January 2024, it was decided that Solar lamps as a part of green initiative be installed in the campus. It was made possible. It was decided that all the staff members need to prepare their portfolios and presentations for each department for the NAAC Peer Team visit. All the staff members were ready for the same. Associate Professor Mr. Samir Naik was in charge of this program. His committee created the full strategy, which included assigning the various schools, distributing the students, setting up an orientation, issuing the paperwork, etc.

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

6.3 - Faculty Empowerment Strategies

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

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

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

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

11

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

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

15

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

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

0

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

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

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

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

For Nonteaching staff following points are to be filled

1. Personal Data 2. Brief description of duties 3. A 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

thePrincipal.

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

6.4 - Financial Management and Resource Mobilization

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

Internal audit

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

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

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

0

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

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

Procedure of Mobilization of Funds & Optimal Utilization

The institute follows a transparent and well-organized financial management system to ensure smooth functioning. Its primary sources of funds include the Directorate of Higher Education, Government of Goa, and the management.

Funds Mobilization: To implement college programs and activities, funds are mobilized based on the institution's needs. Key sources include:

- Student fees
- Government grants
- RUSA grants

- Sports grants from the Directorate of Higher Education

Optimal Utilization of Funds: Funds are utilized transparently, adhering to regulations from the Directorate of Higher Education, the Government of Goa, and RUSA guidelines.

The following process ensures optimal use:

1. An annual budget for various expenditures is prepared, reviewed by the Principal, and approved by the Treasurer.
2. Purchases of fixed assets are made with approval from the Principal, Accountant, and Treasurer, ensuring compliance with the assistance patterns from Higher Education.
3. Regular internal and external audits are conducted to prevent discrepancies and ensure effective fund management.

This structured approach helps the institute track and manage funds efficiently while maintaining compliance and transparency.

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

6.5 - Internal Quality Assurance System

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

1. Being a small faculty college, taking a decision to for quality enhancement is not so difficult.A staffmeeting is called with a short notice and decision is taken. However we have regular monthly staff meetings to dicsuss the activities of the college and their implementations.
2. Reponsibilities/duties to staff is given and they do their assigned duties.
3. Staff is encouraged to attend seminar and conferences and FDPs.
4. In house seminar is organised for the staff.

5. Our Micro teaching, and school internship is organized very systematically to equip teacher trainees in teaching, assessment and research.

6. Yearly conference is organized in the field of education and teacher education.

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

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

The college has review mechanisms for its teaching learning processes/activities. Some of them are as follows:

1.We have regular staff meeting to plan and review activities of the college. In a free and fair manner the activities are discussed and corrective measure are taken/decided to take next time.

2.For many teaching leaning activities, we do discuss the process and outcome with our students also. After completion of Micro teaching, Peer teaching and Internship which are our core programmes, we invariably organize review sessions with our students.

3.The suggestions and problems are noted and action taken next time when these progrmmes are organized.

4.The college also organize co-curricular activities of various kind and at the end of those activities the incharge review the activities or event with the students.

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

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

08

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.gvmcollege.com/igac_meetings.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gvmcollege.com/pdfs/AQAR_2020_21.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

After 3rd of accreditation IQAC decided to many things for the improvement of B.Ed programme. One note worthy thing we did was integrating Indian Knowledge Traditions/System in Teacher Education. In this connection, IQAC coordinator Mr Ganesh Chandra Naik, gave an introductory talk on Indian Knowledge System to the staff on 26th April 2024. Thereafter we decided to encourage the staff to plan and initiate courses on IKS. Here it is given two examples of incremental changes in IKS.

Example 1: We did not have good number of value added courses and it was suggested by NAAC peer team during their visit. It was thus decided to pay a little more attention to this and the teachers were encouraged to take initiative in this regard. Thus we came out with two new value added course linked to IKS and these were implemented from the academic year 2024-25.

These courses are as follows:

A.Yoga for Healthy Life by Dr Gautam Gaude

B.Vedic mathematics by Dr Vinayak More

Example 2: In Practice teaching workshop we trained students to do Pedagogical Analysis. This time we insisted the to find out the way IKS could be linked to the lesson.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Recognizing the significant potential for energy savings and the advantages of energy efficiency, the College has implemented several initiatives.

1. **LED Lighting:** The College has replaced conventional lights in classrooms, staff rooms, and offices with LED bulbs to reduce energy consumption.

2. **Energy-Efficient Equipment:** The College prioritizes energy-efficient models when purchasing equipment. For instance, they acquired 3-star rated air conditioners in accordance with the Bureau of Energy Efficiency (BEE) guidelines. Additionally, the Audio Visual Lab is equipped with LED technology to enhance energy efficiency.

3. **Energy Conservation Messaging:** Clear messages promoting energy conservation are displayed through labels and posters in various areas of the College.

4. **Natural Light and Ventilation:** The use of natural lighting and ventilation is encouraged whenever feasible.

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

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

Waste segregation at the source is implemented using two categories: dry and wet waste, managed through green and black bins. Solid waste is collected by the Ponda Municipal Corporation and Village Panchayat of Bandora, then transported to the Goa Waste Management Corporation, which directs it to the Waste Management Plant at Pilerne Industrial Estate.

An E-waste management committee is established, focusing on significantly reducing waste by minimizing disposables, including plastics and paper. Emphasis is placed on using reusable items and cutlery, such as stainless steel and glass, for everyday activities and events. The community practices the 4 R's: Reduce, Reuse, Recycle, and Refuse, while actively avoiding single-use plastics.

Additionally, there are initiatives like a compost pit, a sanitary napkin incinerator, and a napkin dispenser. Eco-friendly practices are prioritized, including the use of environmentally friendly bags, packaging, and decorations for gifts and mementos during various events.

The college also hosts an annual environment exhibition as part of the SY B.Ed curriculum (EDU-13: Environment Education), showcasing projects developed by students during their school internships.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas

Three of the above

plants Sewage Treatment Plant	
File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	One of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	
<p>The Institution prioritizes cleanliness and sanitation, maintaining a schedule and register managed by the administrative office to ensure regular cleaning by the Multi-Tasking Staff and two attendants on a rotational basis.</p> <p>The College is well-landscaped, featuring a good amount of indigenous trees and plants, and regularly organizes tree plantation drives. To mitigate local air pollution, staff and students participate in carpooling whenever possible. The College, conveniently located near the Ponda bus stand, encourages the use of public transportation and has a pathway leading to its</p>	

entrance. To minimize dust, especially in the summer, water is sprinkled on the approach road.

As part of its Zero Waste initiative, the College promotes the avoidance of single-use plastics among staff and students, encourages the practice of the "4 R's"—Reduce, Reuse, Recycle, and Refuse—and fosters eco-friendly habits both daily and during events.

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

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

One of the above

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

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

Nil

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

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

The college actively utilizes local environments, knowledge, and community resources to address practices and challenges through both academic and practical components, such as Working with the Community (WCC) and Co-curricular Activities (CCA). During their school internship, students from both FY B.Ed and SY B.Ed programs, organized by their house systems, engage in various activities under the WCC and CCA, completing 20 hours of community service, which is assessed afterward.

The student internship period—one month for FY B. Ed and four months for SY B. Ed—serves as an enriching experience where students implement various programs and activities to enhance their practical knowledge and skills in both the WCC and CCA components.

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

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

C. Any 2 of the above

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

7.2 - Best Practices

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

Objective

To foster a stronger research culture and enhance research skills.

Research Centre Practice

The College has established a Research Centre to streamline the process of hosting annual series of Research and Edu Talks. Faculty members are tasked with leveraging their networks to connect with experts on topics such as NEP 2020, Research and Education, Weight Management, Sexual Harassment and Mental Well-being.

Evidence of Success

With 10 Research and Edu Talks, along with 10 additional webinars, the College successfully engaged experts from outside the state, including institutions like NCERT, RIE, UGC, and SCERT Goa.

Problems Encountered and Resources Required

One limitation faced was the restricted opportunities for live interactions.

Best Practice II

Title of the Practice: Staff Weekly Reflective Journal & Teaching Staff Monthly Report

Objectives of the Practice

To encourage self-reflection and evaluation of personal strengths and weaknesses.

Context

This practice aims to ensure documentation and accountability in professional development.

The Practice

Each staff member maintains a Weekly Reflective Journal, which is then used to compile a Monthly Report, promoting accountability. After reviewing these reports, the Principal provides feedback and suggestions for further improvement.

Evidence of Success

The submitted Journals and Reports serve as tangible evidence of success, aiding faculty in their professional development journey.

Problems Encountered and Resources Required

Challenges included time constraints and the need for consistent participation.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

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

Academic Excellence of the M. Ed Department

The College of Education has remained committed to its founders' vision and mission, expanding its offerings over the years to include a diverse range of educational programs—from Pre-Primary Teacher Education and Bachelor's in Education to Master's in Education and Ph.D. in Education. It stands out as the only institution in Goa to provide this comprehensive array of educational programs under one roof. The recently established M. Ed program, initiated in 2019, has quickly demonstrated its commitment to academic excellence.

The M. Ed course prepares students for the UGC-NET exam and offers opportunities for presenting research at both national and international levels. Inthe academic year 2023-202436 students enrolled , with 2 clearing the NET and another 2 passing the SET examinations.

Additionally, the department has organized 2,3 international conferences and 9 webinars in total. Students have been active participants, with 46 presenting papers at national conferences, resulting in 24published papers, and 12 papers presented at international conferences.

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