



**STRATEGIC PLAN
AND
DEPLOYMENT**



MAY-2020



VIJAYA TEACHERS COLLEGE
COLLEGE OF TEACHER EDUCATION
JAYANAGAR, BENGALURU, KARNATAKA

VIJAYA VISION-2030

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VISION

Excellence In Teacher Education

MISSION

To Provide Competency Based Pre Service-Education
To Prepare Commitment Oriented Secondary School Teachers
To Empower Inservice Teachers



ABOUT THE INSTITUTION

Vijaya Teachers College was established in August 1960. It has permanent affiliation from Bengaluru City University and recognized by National Council of Teacher Education (NCTE). The college is recognized by University Grants Commission and listed under 12B & 2F as per UGC norms. On the recommendations of Human Resource Development, Government of India, the Karnataka State Government upgraded our college as College of Teacher Education (CTE) in 1997. The college is re-accredited by National Assessment and Accreditation Council (NAAC). Vijaya Teachers College offers two year B.Ed. programme for candidates aspiring to become secondary school teachers. The pre-service undergraduate course is offered to graduates with arts, science, commerce, Business Management, Engineering etc., The Government allots 75 seats for the successful candidates from Centralised admission cell of Karnataka and 25 are management quota seats for B.Ed. programme.

INSTITUTIONAL VLAUES

The institute promote the following core values;

- ❖ Academic excellence
- ❖ Punctuality and Productivity
- ❖ Social Commitment
- ❖ Contributing to National Development
- ❖ Accountability and Transparency
- ❖ Social Relevance and Women Empowerment
- ❖ Vitality of Culture and values
- ❖ Diversity and Inclusion
- ❖ Fostering global competencies and value system
- ❖ Honesty and Hardwork
- ❖ Scientific temperament

GRADUATE ATTRIBUTES(GA)

According to Delors Commission Report(1996) on Education for the 21st century stated that education throughout life is based on four pillars; **Learning to know-** is to combine broad knowledge with in depth on specific subjects, **Learning to do-** is to acquire occupational skills and competencies to deal with many situations including working in teams, **Learning to live together-** is by appreciating others, appreciation of interdependence, managing conflicts, respect for the values of pluralism, mutual understanding, and peace and

Learning to be- is the ability to develop oneself, greater autonomy, judgement and personal responsibility.

The graduate attributes reflect the particular ability, quality and characteristics of an individual. Which includes the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution. The graduate attributes of B.ED (Bachelor of Education) are the summation of the expected course learning outcomes mentioned at the end of each course/semester. Some of the attributes that a graduate should acquire at the end of the course is as follows:

GA₁ : TEACHING AS A PROFESSION;

Graduates realise that it is a specified process that facilitates learning. Application of knowledge, skills and attributes designed to provide unique service to society in order to provide educational needs of individual and society.

GA₂ : ACADMIC EXCELLANCE;

Graduates have deep knowledge in foundational and pedagogical courses. Extensive knowledge in the chosen discipline with ability to apply more effectively. The ability to engage with different traditions of thought and to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.

GA₃ : CREATIVE, CRITICAL,INNOVATIVE,SELF DIRECTED AND LIFE LONG LEARNERS;

Graduates are able to apply creative, critical, and self-directed evidence-based learners to conceive innovative responses to meet future challenges. The knowledge society demands people with better education and abilities to work with ideas. Creativity has always been an admired personal characteristic but now it is becoming an important objective also in lifelong learning.

GA₄ : REFLECTIVE PRACTITIONER WITH PROBLEM SOLVING SKILLS;

Graduates reflective practice is usually considered a form of cyclical and systematic inquiry where graduates carefully collect evidence about their teaching practice in order to analyze, interpret, and evaluate their experiences with the intention to improve their future challenges by applying problem solving skills.

GA₅ : TEAM WORK AND COMMUNICATION SKILLS;

Graduates convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.

GA₆ : DIGITAL CAPABILITIES;

Graduates are well prepared for living, learning and working in a digital platform. Meaningful change and long-term professional development of graduates can help lay a strong foundation for the technological advancement of our students and future workforce

GA₇ : SELF AWARENESS AND EMOTIONAL INTELLIGENCE;

Graduates are self-aware and reflective; they are flexible and resilient and have the capacity to accept and give constructive feedback then they act with integrity and take responsibility for their actions

GA₈ : TEAM WORK, PROFESSIONAL COLLABORATION AND LEADERSHIP

Graduates engage in professional behaviour and have the potential to be entrepreneurial and take leadership roles in their chosen occupations or careers and communities.

GA₉ : EMERGING RESPECTFUL TEACHERS;

Graduates will act with knowledge of, and respect for, ethics and ethical standards within their professional and disciplinary fields as leaders and emerging leaders. They will have the capability to be relational decision-makers who work towards evolving a more sustainable society, economy, and environment.

GA₁₀ : RESEARCH RELATED SKILLS;

Graduates will develop a sense of research process. Inquiry and capability for asking relevant and intelligent questions and ability to recognize and establish cause-and-effect relationships. Knowledge of planning, execution and findings of the results of any method. Data analysis, interpret and draw conclusions from data, establish hypothesis, predict cause-and-effect relationships.

The perspective plan is prepared on the basis of the values enriched in the vision and mission statements, intended graduate attributes and drawn through an analysis of the strengths, weaknesses, opportunities and challenges of the institution.

INSTITUTIONAL SWAC ANALYSIS

INSTITUTIONAL STRENGTH	INSTITUTIONAL WEAKNESSES
<ul style="list-style-type: none">✓ A premier teacher training college with a rich legacy and Visionary leadership✓ Good academic excellence with other educational institutions and agencies✓ Skill training programme through add-on and certification courses✓ Equal importance to scholastic and co-scholastic activities for the overall development of student teachers✓ A spacious building with all the required infrastructural facilities for both the pre-service and in-service teacher education programme of B.Ed. as per NCTE regulations✓ Every day morning assembly and meditation sessions are conducted to make the students vision in the path of spirituality and devotion✓ Established respectful and ethical relationship with prsonnel,students,staff,parents and school communities✓ A good track record of successful placements and job opportunities for student teachers	<ul style="list-style-type: none">❖ Government is not giving permission to absorb vacant posts time to time as per NCTE norms❖ No hostel facilities for boys in the campus❖ Not able to mobilise available human and financial resources at different levels❖ Not fully involved in latest educational research trends and pedagogical advancement❖ Qualified and eligible faculties not rendering continuous services❖ Collected fees is not enough to maintain the running expenditure

INSTITUTIONAL OPPORTUNITIES	INSTITUTIONAL CHALLENGES
<ul style="list-style-type: none"> ➤ Possibility for Interdisciplinary research and collaboration with universities and research centers ➤ Establish collaboration with reputed international and national institutes to exchange knowledge ➤ Explore opportunities in research activities and partnerships with universities and other agencies ➤ Rich alumni network and their involvement in emerging academic and society related services ➤ Great opportunity to become a resource center for educational institutions and department ➤ Encourage the faculty members to pursue Ph.D., and Research, for their professional accomplishments ➤ Providing greater opportunity for newly recruited faculties for innovation and technology application in teaching—learning process ➤ Expansion of online or hybrid learning programmes to reach a wider stakeholder ➤ Offering value added and skill-based courses for continuous professional development 	<ul style="list-style-type: none"> ➤ Filling vacant teaching and non-teaching sanctioned posts from the government ➤ Creating and sustaining a research culture and innovation eco-system ➤ Ensuring the holistic education of all ➤ Continuous assessment and enhancing the effectiveness of teaching learning process keeping in view of PLOs and CLOs ➤ Breaking the stereotype and creating digital world education ➤ Meet the demand of national and state level agencies such as DSERT, CCE, NCERT, UGC, NCTE, etc. ➤ Lack in experienced and qualified teacher educators as per NCTE to meet the present generation students demands ➤ Difficult to adopt changes made by Ministry of Education and other bodies as per NEP-2020 for teacher education programme ➤ Inspiring and Motivating the students to do training programme in regular mode only ➤ Holistic teacher development and preparing teachers role in developing 21st century skills

ROADMAP TO ATTAIN THE STRTEGIC PLAN AND DEPLOYMENT


Sl. No	Goal area	Strategy	Plan of Action
1.	Teaching, Learning and Evaluation process	<ul style="list-style-type: none"> ➤ Improvement in academic planning ➤ Creation of e-learning resources ➤ Curricuium transaction is based PLOs and CCLOs ➤ Conduct experiential based assignments ➤ Improvement in instructional materials 	<ul style="list-style-type: none"> ✓ Issues a systematic academic event for the benefit of the students ✓ Students feedback to ascertain their satisfaction in connection to teaching learning process ✓ Effectively allocates time for students to engage in hands on experiences and make meaningful connections ✓ Regularly reframe activities and programmes according to students need
2.	Students development and participation	<ul style="list-style-type: none"> ➤ Better placement services and plenary sessions ➤ Sustainable goal developments ➤ Establishment of students forums/clubs ➤ Special sessions for professionalism ➤ Celebration of traditional festivals ➤ Skill development sessions 	<ul style="list-style-type: none"> ✓ Orientation programme organised for newly admitted students ✓ Mandatory policy that all the students involved in organising events in the college on rotation basis ✓ Students activity centre regularly conduct awareness events which are managed by students ✓ Conducting different functions where students can actively involve in it ✓ Special occasion created to realise all the SDGs ✓

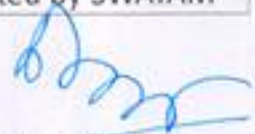
3.	Academic Accountability & Participative management	<ul style="list-style-type: none"> ➤ Scientific and professional reporting mechanism will be developed ➤ Powers and duties will be decentralised ➤ More practical assignments and projects will put into practise ➤ Formation of various committees to maintain discipline 	<ul style="list-style-type: none"> ➤ Faculty members are the part of BOS and BOE ➤ Committees containing all the faculty members as an incharge and constitute members ➤ Suggestions invited from faculty, staff and students ➤ All the activities executed by collective efforts all the members ➤ Conducts professional development activities in every year ➤ Frequently conducts seminars, workshops on various themes for staff and students
4.	Faculty development and welfare	<ul style="list-style-type: none"> ➤ Implements welfare policy, code of conduct, service regulations, etc ➤ Encourages all the faculties to improve professionally ➤ Adequate facilities provided for better teaching and learning process ➤ Support to all the faculties for research, consultation and new ideas 	<ul style="list-style-type: none"> ➤ Conducts faculty training programme at the time of joining and training imparted to the faculty regularly ➤ Conducts professional orientation programme for nonteaching staff members ➤ Confers employee award, recognition and incentives for the inspiration
5.	Research and Innovation	<ul style="list-style-type: none"> ➤ Create a facilitation center for research-based activities ➤ College looking forward to get funds ➤ Explores opportunities for collaborations with agencies ➤ Encourage faculty to involve more in research activities 	<ul style="list-style-type: none"> ➤ Support given to staff members for sanctioning research projects ➤ MoU with NGO and departments for research activities ➤ Minimum one research publication per faculty in UGC specified journals ➤ Faculty development center to be evolved at the premises

6.	Outreach activities	<ul style="list-style-type: none"> ➤ Support for organising regular public awareness campaigns related to education ➤ Encourages community services and provides resources ➤ Explores resources in identifying community and social development work 	<ul style="list-style-type: none"> ➤ Organised jata and NEP-2020 sensitisation activities at rural places ➤ Engage audience and bring knowledge and expertise in skill activities ➤ Visiting to schools and organise programmes related health, hygiene and dieting ➤ Host events on training, seminars and discussions for ski development
7.	Alumni Involvement	<ul style="list-style-type: none"> ➤ Good network established through dedicated alumni association ➤ Organising academic related programmes ➤ Inviting content enrichment programmes ➤ Explore chances with them for resource support 	<ul style="list-style-type: none"> ➤ Initiates career advice training sessions to make students ready for the job ➤ Organises skill development events regularly to make students self sufficient ➤ Ensures good placement services to students by inviting reputed institutions ➤ Organises sessions for competitive examination training to students
8.	Physical Infrastructure	<ul style="list-style-type: none"> ➤ Committed to ensure pure drinking water supply ➤ Best use of ICT enabled classrooms, tutorials, seminar halls, language lab, etc. ➤ Committed to upgrade safety and security measures with good library facilities ➤ Maintains zero waste and green campus 	<ul style="list-style-type: none"> ➤ Installed pure drinking water supply in all the floors ➤ Adopted ICT related tools in all the classrooms ➤ Upgrade existing sports facilities within the campus ➤ Recycled water for gardening and day to day activities ➤ Planting fruit trees and green garden maintained in the campus

9.	Digital Integration	<ul style="list-style-type: none"> ➤ Effective integration of ICTs in teaching and learning process ➤ Shaping e-learning with digital pedagogy in teaching process ➤ Explore prominent initiatives by government for digital education ➤ Encourage students to get involve online courses for certification 	<ul style="list-style-type: none"> ➤ Creating lesson plans by using ICT tools ➤ Hands on sessions by using freely available softwares in teaching and learning ➤ Creation of e-learning resources and OERs for creating good learning environment ➤ Integrate gaming and social medial usage in disseminating knowledge ➤ Enrol the students to take up courses conducted by SWAYAM
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 Dr. K.S Sameerasimha
Dean


 Dr. P.T Meena
IQAC Chairperson
 Vijaya Teachers College-CTE


 Dr. G.C Harish
IQAC Coordinator
 Vijaya Teachers College-CTE