



Annual Report

FY – (2025 – 2026)

Victoria College of Education Sehore

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“The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers.” Dr. A. P. J. Abdul Kalam

MESSAGE FROM THE CHAIRMAN

It is a matter of great pleasure and pride for me to present the Annual Institutional Report of Victoria College of Education, Sehore, for the academic session 2025 - 26.

Education is much more than the accumulation of information. It shapes the way individuals think, understand the world, communicate with others and fulfil their responsibilities towards society. Teacher education, in particular, has a far reaching impact, as the quality of education received by future generations depends greatly on the knowledge, values and professional commitment of their teachers.

At Victoria College of Education, we understand that an effective teacher must possess more than subject knowledge. A teacher must be competent, responsible, compassionate, creative and capable of responding to the diverse needs of learners. Our sincere efforts have therefore been directed towards providing student-teachers with meaningful opportunities to develop these qualities through classroom learning, practical training, school internship, co-curricular participation and interaction with the community.

The academic session 2025 - 26 has been a year of continued effort and purposeful progress. The principal, faculty members, administrative staff and students have worked together to improve teaching learning practices, strengthen school internship activities, promote digital learning, encourage faculty development and organise programmes connected with social awareness and community participation.

The field of education is changing rapidly. Technology, new teaching methods and the changing expectations of learners have made it essential for teacher education institutions to continuously improve and adapt. We remain committed to strengthening our academic practices, upgrading infrastructure and learning resources, encouraging innovation and creating an environment in which both teachers and students can learn, grow and contribute with confidence.

In my view, the progress of an institution cannot be judged only by its enrolment, buildings or facilities. Its real success is reflected in the quality of education it provides, the professional confidence developed by its students and the positive difference those students make in the schools and communities they serve. I also express my gratitude to the parents, cooperating schools, university authorities and all other stakeholders whose valuable support has helped us in fulfilling our objectives.

I am confident that Victoria College of Education, Sehore will continue to move forward with determination and remain committed to quality education.

With my best wishes for the continued success of the institution and for a progressive, meaningful and rewarding academic year ahead.

Dr. Mohd. Faisal Khan
Chairman
Victoria Group of Educational Institutions, Bhopal.

MESSAGE FROM THE CHIEF EDUCATION OFFICER

The Annual Institutional Report for **2025–26** provides an opportunity not only to record the activities of Victoria College of Education, Sehore, but also to reflect upon the academic journey of the institution during the year.

Teacher education is undergoing significant change. The contemporary teacher is expected to be a subject expert, an effective communicator, a thoughtful classroom practitioner and a lifelong learner. Consequently, teacher-education institutions have a responsibility to ensure that their students are prepared not only for examinations, but for the realities of the profession.

During 2025 - 26, the College continued its academic activities with emphasis on **curriculum delivery, practical teaching, school internship, assessment, mentoring, seminars, workshops, co-curricular activities and professional development**. These components collectively contribute to transforming theoretical understanding into practical teaching competence.

The year also reinforced the importance of faculty development. A strong teacher-education programme requires faculty members who continue to learn, reflect upon their practice and remain familiar with emerging developments in education. Participation in seminars, workshops, FDPs and other professional learning opportunities is consequently encouraged as an integral part of academic development.

Student development will remain at the centre of our priorities. Academic achievement, communication, leadership, creativity, professional ethics and social responsibility are complementary aspects of teacher preparation. We shall continue to provide opportunities for students to develop these competencies through curricular, co-curricular and community-oriented activities.

The Annual Report is also a record of the collective work of many people. I sincerely appreciate the efforts of the principal, faculty members, administrative staff and students. Looking ahead to **2026 - 27**, our focus will be on strengthening academic quality, improving documentation, expanding professional-development opportunities, enhancing school-internship processes, promoting research and innovation, strengthening career guidance and developing more meaningful student and community engagement.

Our goal is clear: **to prepare teachers who are academically competent, professionally confident, ethically grounded and responsive to the needs of learners and society.**

I am confident that with collective effort, disciplined execution and a commitment to continuous improvement, Victoria College of Education, Sehore will continue to move forward with purpose and distinction.

Sanjoy Kumar Sharma
Chief Education Officer
Victoria College of Education, Sehore

MESSAGE FROM THE PRINCIPAL

It is a pleasure to present the Annual Institutional Report of Victoria College of Education, Sehore for the academic session 2025 - 26. The year has been marked by meaningful academic engagement, practical learning and active student participation.

Our faculty remained committed to effective teaching, mentoring, school internship and professional development. We encouraged students to develop confidence, creativity, communication skills and professional values.

We also continued to strengthen ICT-enabled learning, co-curricular activities and community engagement

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I sincerely appreciate the efforts of our faculty, staff, students and all stakeholders who contributed to the institution's progress.

We look forward to a new academic year with renewed commitment to **quality education, continuous improvement and responsible teacher preparation.**

Dr. Divya Trivedi
Principal, VCE Sehore

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VICTORIA COLLEGE OF EDUCATION, SEHORE

An Institution with a Purpose

Set against the historic and culturally vibrant backdrop of Sehore, **Victoria College of Education** is committed to preparing capable, confident, compassionate, and future-ready educators. Established under the aegis of **Sahib Shiksha Avam Samaj Kalyan Samiti**, the institution is founded on the principles of academic excellence, innovative teaching practices, professional ethics, and meaningful social engagement.

Our vision extends beyond the award of academic qualifications. We seek to develop educators who can understand learners, respond creatively to changing educational needs, and make a lasting contribution to society.

Academic Programmes – Building Professional Excellence

Affiliated with **Barkatullah University, Bhopal**, Victoria College of Education offers professionally oriented programmes that combine academic knowledge with practical preparation for the teaching profession.

Bachelor of Education (B.Ed.) - A comprehensive professional programme designed to develop a strong understanding of educational theory, pedagogy, learner psychology, classroom management, assessment, and effective teaching practices.

B.Sc. B.Ed. (Integrated) - An integrated programme bringing together a strong foundation in science with professional teacher education. It is designed to prepare competent teachers capable of teaching science subjects effectively at the secondary and senior-secondary levels.

D.El.Ed. (Diploma in Elementary Education) - A focused teacher-education programme dedicated to the formative years of schooling. The programme emphasizes child-centred education, experiential learning, activity-based pedagogy, foundational learning, and an understanding of the diverse needs of young learners.

B.P.E.S. (Bachelor of Physical Education and Sports) - A specialized programme combining theoretical understanding with practical exposure to physical education, sports science, coaching, fitness, sports management, and allied areas, enabling students to pursue professional opportunities in the expanding field of sports and physical education.

At Victoria College, we believe that effective teachers are developed through a meaningful blend of **knowledge, practice, reflection, mentoring, and continuous professional development**. Our teacher-education approach therefore extends well beyond conventional classroom instruction.

Our faculty members serve not merely as teachers but as mentors, facilitators, and academic guides. Through individual attention, constructive feedback, and professional interaction, students are encouraged to identify their strengths and develop their own distinctive approach to teaching.

Practical exposure forms an integral part of our educational philosophy. Students are encouraged to connect academic concepts with actual classroom situations through teaching practice, field-

based activities, community engagement, school interaction, workshops, and experiential learning opportunities.

A culture of curiosity and inquiry is promoted among students. Action research, classroom-based investigations, academic projects, presentations, and reflective practices encourage future educators to examine educational challenges and explore innovative solutions.

The success of an institution is ultimately reflected in the contribution of its graduates. Victoria College of Education strives to develop professionals who can progress from classroom educators to academic coordinators, school administrators, principals, educationists, and institutional leaders.

Our alumni represent the enduring impact of the institution's educational philosophy carrying forward values of professionalism, responsibility, innovation, and service wherever their careers take them.

The college provides an enabling academic environment where students can learn, participate, collaborate, and grow. Modern classrooms, a well-equipped library, specialized laboratories, learning resources, and sports facilities provide opportunities for students to develop both academic competence and practical skills.

Beyond infrastructure, the campus seeks to foster a culture of discipline, collaboration, creativity, communication, leadership, and personal development.

We strongly believe that at Victoria College of Education, Sehore, education is viewed not simply as the acquisition of a degree, but as a transformative professional journey. Our endeavour to prepare educators who possess knowledge with purpose, skills with confidence, values with integrity, and a commitment to lifelong learning.

Since the journey started approximately 400 students have graduated from B.ED, 400 from D.EL.ED and 100 students from B.SC B.ED and 50 from B.P.ES in last 8 years.

GOVERNING BODY OF COLLEGE

SN	Name	Designation in GB
1	Dr. Mohd. Faisal Khan	Chairman
2	Syed Mohsin Khan	Member
3	Syed Mobin Khan	Member
4	Dr. Asiya Faisal Khan,	Member
5	Sanjoy Kumar Shama`	CEO, Member
6	Dr. Saroj Jain	Subject Specialist, Member
7	Dr. Divya Trivedi	Principal, Member Secretary
8	Dr. Renu Dubey	B.Ed. HOD, Member
9	Arvind Rajput	Registrar, Member
10	Vacant	
11	Vacant	

Victoria College of Education, Sehore is recognised under

- Accredited by All India Council for Technical Education (AICTE)
- Accredited by National Council for Teacher Education (NCTE)
- Permanent Affiliation from Barkatullah University, Bhopal.

Courses undertaken by the College

SN	Name of the Course	Level	Seats Availability	Eligibility Criteria	Duration of Course
1	BED (Bachelor in Education)	Graduation	50	Graduation or PG in any stream with 50% marks	2 years
2	B.Sc. B. ED Integrated Course	Under Graduate	50	10+2 or equivalent with 50% marks	4 Years
4	DELED (Diploma in Elementary Education)	Diploma	50	10+2 or equivalent with 50% marks & Sports Certificate	2 Years

Relaxation in marks for SC, ST & OBC candidates as per GOMP rules and guidelines. Candidate must produce Domicile Certificate of GOMP.

Our Vision

We aspire to develop our institution as a centre of quality teacher education and meaningful learning, where academic excellence goes hand in hand with strong values and social responsibility. Our vision is to create a positive and inclusive campus that encourages students to think independently, explore new ideas, develop professional abilities, and grow with confidence. We seek to prepare learners who are disciplined, responsible, adaptable and capable of making a positive contribution to society and the wider world.

Our Mission

Our mission is to provide a supportive and enriching educational environment where every learner gets the opportunity to develop academically, professionally and personally. We strive to offer quality teaching, appropriate learning resources, practical exposure and a curriculum that responds to the changing needs of education and society.

Through the commitment of our faculty and staff, we encourage students to develop sound professional skills, good character and respect for human values. We place emphasis on practical learning, creativity, research, innovation and meaningful engagement beyond the classroom. We also seek to establish productive linkages with schools, academic institutions, professional organisations and other relevant stakeholders so that our students can connect their learning with real-life situations.

Our endeavour is to nurture confident and responsible individuals who can take initiative, work collaboratively, respond positively to change and contribute constructively to their communities.

Key Objectives of the Society

The Society seeks to create an educational environment in which students are provided with opportunities to learn, develop their abilities and prepare themselves for meaningful academic and professional careers. Its major objectives include:

- To provide students with a safe, supportive and respectful learning environment.
- To encourage independent thinking, creativity, questioning, reasoning and practical problem-solving.
- To promote balanced education by giving due importance to academic learning, cultural understanding, social awareness and human development.
- To provide opportunities for sports, cultural programmes, co-curricular and extracurricular activities for the overall development of students.
- To nurture values of honesty, discipline, mutual respect, responsibility, compassion and concern for others.
- To promote an atmosphere of equality, inclusiveness, cooperation and respect for diversity.
- To equip students with the knowledge, skills and confidence required for higher studies, professional responsibilities and employment.
- To encourage faculty and students to undertake research, academic exploration and activities that contribute to the advancement of knowledge.
- To develop the habit of continuous learning and encourage individuals to pursue personal, professional and intellectual growth throughout their lives.
- To strengthen social awareness and encourage students to become responsible members of society who can contribute positively to national development.

Academic Achievements

Academic achievement at Victoria College of Education, Sehore is reflected not only in examination results but also in the consistent academic engagement of students throughout the session. During the academic year 2025–26, the institution continued to focus on regular teaching, academic guidance, practical learning and systematic assessment, with the objective of helping students develop both subject knowledge and professional competence.

The institution provided continuous support to students in preparing for university and institutional examinations. Their academic progress was monitored at different stages through internal assessments, assignments, practical work, teaching practice, classroom activities and examinations. This regular process helped faculty members identify areas requiring additional support and encouraged students to remain consistent in their academic work.

Examination Performance

The academic performance of students during the session was encouraging, with strong results recorded across the major teacher education programmes. A total of 288 students appeared for the examinations, of whom 281 students successfully passed, reflecting an overall achievement of approximately 97.6% across the programmes covered in the result summary.

Programme	Appeared	Passed	Pass %
B.Ed.	96	92	95.0%
B.Sc. B.Ed.	99	96	96.9%
D.El.Ed.	93	93	100%
Total	288	281	97.6%

The B.Ed. programme recorded a pass percentage of 95%, with 92 out of 96 students successfully completing the examination. The B.Sc. B.Ed. programme also demonstrated a strong academic outcome, with 96 out of 99 students passing, resulting in a 96.9% pass percentage.

A particularly noteworthy achievement was recorded by the D.El.Ed. students, who secured a 100% result, with all 93 students appearing for the examination successfully passing. This performance reflects the sustained efforts of the students as well as the academic guidance and support provided by the faculty.

Continuous Academic Support

The results were supported by a structured academic process throughout the year. Faculty members remained engaged with students through regular classroom teaching, assignments, practical activities and academic guidance. Internal assessment provided opportunities to review student progress during the course of study rather than relying solely on the final examination.

Teaching practice also remained an important part of professional preparation. Through lesson planning, classroom teaching and practical exposure, students were given opportunities to apply the concepts and methods learned during their academic programme. Such experiences helped them develop greater confidence in communication, classroom management and the practical application of teaching methods.

Learning with Professional Orientation

The College recognises that success in teacher education cannot be measured entirely through examination marks. A prospective teacher needs academic knowledge as well as communication skills, classroom confidence, professional discipline, sensitivity towards learners and the ability to apply appropriate teaching strategies.

Accordingly, academic activities during the session were planned with an emphasis on both knowledge and application. Students were encouraged to participate actively in classroom discussions, practical assignments, teaching practice and other academic activities. This approach helped create a learning environment in which students could gradually develop the confidence required for their future roles as teachers.

A Positive Academic Outcome

The results achieved during 2025 - 26 provide an encouraging indication of the academic progress of the College. The overall pass rate of 97.6%, together with the 100% result in D.El.Ed., reflects the sustained academic efforts made by students and faculty during the session.

The College acknowledges that such outcomes are the result of collective effort. The commitment of faculty members, regular participation of students, academic monitoring and the support of the institution all contribute to creating a productive learning environment.

Victoria College of Education, Sehore remains committed to building upon these achievements by strengthening teaching learning practices, encouraging practical and experiential learning, promoting academic discipline and providing students with the guidance required to meet the changing expectations of the teaching profession.

The institution looks forward to continuing this journey with a clear focus on quality education, professional competence, academic responsibility and the holistic development of future teachers.

Commitment to Quality Teaching

A major academic strength of the College is the importance given to regular teaching and meaningful classroom interaction. Faculty members endeavour to make lessons understandable, participatory and connected with the practical realities of school education. Along with conventional classroom teaching, students are encouraged to participate in discussions, presentations, demonstrations, assignments, practical activities and other forms of academic engagement.

The College gives particular attention to the development of teaching skills. Students are encouraged to understand not only *what* to teach, but also *how* to teach effectively. Concepts related to lesson planning, classroom management, teaching methods, assessment, learner psychology and the use of teaching learning resources are linked with practical experiences so that theoretical understanding can gradually develop into professional competence.

Learning Beyond the Classroom

The academic approach at Victoria College of Education extends beyond textbooks and routine lectures. Workshops, seminars, practical exercises, co-curricular activities and academic discussions provide students with opportunities to broaden their understanding and develop confidence.

Such exposure is particularly valuable in teacher education because prospective teachers need to experience different ways of learning before they can effectively apply them in their own classrooms.

Focus on Practical and Professional Preparation

One of the important academic achievements of the College has been the gradual strengthening of the connection between academic knowledge and professional preparation. Teacher education becomes meaningful when students are able to translate what they learn in the classroom into actual teaching situations.

Accordingly, emphasis is placed on practical work, teaching practice, preparation of lesson plans, classroom presentations, educational activities and interaction with learners. These experiences help students improve their communication, classroom confidence, observation skills and ability to respond to different learning needs.

The College therefore views academic achievement in a broader sense not only in terms of examination performance, but also in terms of the competence, confidence and professional attitude developed by its students.

Supportive Academic Environment

The College has also worked towards creating an environment in which students can receive academic guidance and individual attention. A dedicated and experienced faculty team supports learners in understanding their subjects, completing academic requirements and developing the skills necessary for the teaching profession. The institution places emphasis on personalised guidance and an approachable academic environment.

The availability of a library and academic resources further support independent study. The College has highlighted its library resources and digital access as important components of its academic infrastructure.

Encouraging Creativity and New Ideas

Teacher education requires teachers who can think beyond fixed methods and respond creatively to the needs of learners. With this understanding, the College encourages students to participate in activities that develop creativity, communication and problem-solving abilities.

Presentations, group activities, academic assignments, demonstrations and other participatory methods provide students with opportunities to express their ideas and learn from one another. Such practices help transform the classroom from a place of one-way instruction into a space for interaction, reflection and shared learning.

Academic Discipline and Regularity

The College considers academic discipline an important part of educational quality. Regular attendance, timely completion of academic work, participation in practical activities and adherence to the academic schedule are encouraged as essential habits for future teachers.

The academic calendar provides a structured framework for teaching, continuous assessment, practical examinations, semester examinations and other academic activities. This systematic approach helps students maintain continuity in their studies and prepares them for the responsibilities of professional life.

Building Future Teachers

Perhaps the most meaningful academic achievement of Victoria College of Education is its continuing effort to develop teachers who combine subject knowledge with sensitivity, discipline and a sense of responsibility. The College believes that a good teacher must be a lifelong learner, an effective communicator and a positive influence on students.

For this reason, academic development is viewed as a continuous process. Students are encouraged to improve their knowledge, teaching skills, communication abilities and understanding of contemporary educational practices. The objective is to ensure that graduates leave the institution with not only a recognised qualification, but also a stronger sense of professional purpose.

A Continuing Journey of Academic Growth

Victoria College of Education, Sehore is still on a journey of institutional development, and its academic achievements should therefore be viewed as part of a continuing process rather than as a destination. The College is steadily strengthening its academic practices, learning resources, practical training and student-oriented activities.

With the combined efforts of its management, faculty members, administrative team and students, the institution remains committed to creating a culture in which learning is purposeful, teaching is responsible and academic progress is supported by values and professional ethics. The College looks forward to building upon these foundations in the years ahead, with greater emphasis on academic quality, innovative teaching practices, research orientation, technology-enabled learning and stronger engagement with the wider educational community. Its larger aim remains clear: **to prepare capable, confident and responsible teachers who can make a meaningful difference in the lives of the learners they serve.**

Library and Learning Resource Centre

The institution maintains a well-organised and student-oriented **Library and Learning Resource Centre** to support the academic, pedagogical, research, and professional requirements of students pursuing **B.Ed., B.Sc. B.Ed., and D.El.Ed. programmes**. The library room has a comprehensive collection of textbooks, reference books, educational encyclopaedias, dictionaries, journals, periodicals, research-oriented literature, teacher education resources, competitive examination material, and other curriculum-related publications.

The collection is systematically managed through proper **accessioning, classification, cataloguing, labelling, stock verification, and issue-return records**, ensuring easy identification and effective utilisation of resources. Library membership is provided to students and faculty, with books issued and returned through a structured lending system. Wherever applicable, library operations are supported by **computerised/automated records and digital cataloguing**, facilitating efficient management of the collection and user services. Students and faculty are encouraged to make use of **e-resources, online journals, digital learning materials, and other academic databases** available through institutional or authorised platforms.

The library provides a peaceful and conducive reading environment with dedicated spaces for **individual study, reference work, assignment preparation, lesson planning, project work, examination preparation, and research activities**. New books, journals, and other learning resources are procured periodically based on curriculum requirements, recommendations of faculty members, student needs, and emerging developments in the field of education.

The library also maintains essential records such as the **accession register, issue-return records, membership records, visitor/usage records, stock verification reports, and records of new acquisitions**. Through systematic management, regular updating of resources, digital access, and user-oriented services, the library functions as an integral academic support system for the holistic development of future teachers and education professionals.

Details of Library Books

SN	Particulars	Details
1	Total Books	9000+
2	Journals/ Periodicals	25
3	Digital Resources	Yes
4	Library Users	100 +

Engagement and Various Activities Conducted

Independence Day Celebration

Victoria College of Education, Sehore celebrated the **79th Independence Day of India on 15 August 2025** with great enthusiasm, patriotic fervour, and a deep sense of national pride. The celebration brought together faculty members, staff, and students in a spirit of unity and collective responsibility. The programme commenced with a dignified **patriotic procession**, creating an atmosphere of enthusiasm and reverence for the nation. This was followed by the **hoisting of the National Flag by Dr. Renu Dubey, HoD, B.Ed.**, after which everyone joined together in the solemn singing of the **National Anthem**.

The occasion provided an opportunity to remember with gratitude the courage, sacrifice, and determination of the freedom fighters who devoted their lives to India's independence. In her inspiring address, **Dr. Renu Dubey** highlighted the significance of Independence Day and reflected on the responsibilities of citizens in preserving the values of freedom, democracy, equality, unity, and national integrity. She particularly emphasised the important role of **teachers and educational institutions in shaping responsible, ethical, socially conscious, and nation-building citizens**. The address encouraged students to recognise that true patriotism is expressed not only through celebration but also through sincerity, discipline, knowledge, service, and commitment to society.



The cultural segment of the programme added colour and vibrancy to the celebration. Students enthusiastically participated in a variety of **patriotic songs, poems, speeches, and presentations**, portraying India's historic journey towards independence and paying tribute to the nation's freedom struggle. Their performances reflected creativity, confidence, respect for national values, and a strong sense of belonging to the country. The programme also provided students with an opportunity to develop their communication skills, stage confidence, teamwork, and

appreciation of India's rich cultural and historical heritage.

The celebration concluded with a **vote of thanks**, expressing gratitude to all those who contributed to the successful organisation of the programme. Sweets were distributed among the participants, marking the occasion on a warm and joyful note. The Independence Day celebration was not merely a ceremonial observance but a meaningful educational experience that reinforced the values of **patriotism, unity, responsibility, discipline, and service to the nation**. The programme left the students and faculty with a renewed commitment to contribute positively to society and to uphold the ideals and constitutional values of the Republic of India.

National Library Day Celebration

Victoria College of Education, Sehore celebrated **National Library Day on 12 August 2025** with enthusiasm and academic spirit under the inspiring theme “**Books are Our Best Friends.**” The programme was organised with the objective of strengthening the reading culture among students and highlighting the library as an essential centre for knowledge, learning, reflection, research, and intellectual growth. The celebration brought together the principal, librarian, faculty members, and students in an atmosphere of academic curiosity and active participation. The programme commenced with an auspicious **lamp lighting ceremony** by **Dr. Divya Trivedi, Principal**, and **Mrs. Deepika Kamle, Librarian**, symbolising the dispelling of ignorance through



the light of knowledge. In her address, Dr. Divya Trivedi emphasised that a library is much more than a collection of books, it is a **dynamic learning space that connects students with knowledge, ideas, experiences, and new perspectives**. She encouraged students to develop the habit of regular reading and make meaningful use of the library's collection of textbooks, reference materials, journals, periodicals, and digital learning resources. She also highlighted the importance of reading in developing critical thinking, communication skills, creativity, imagination, and lifelong learning habits.

A series of engaging academic and creative activities formed the main attraction of the celebration. A **Book Review Session** provided students with an opportunity to read selected books and share their understanding, observations, and personal reflections with fellow students. The activity encouraged students to go beyond textbook based learning and develop the confidence to express their ideas and interpretations. A **Creative Poster-Making Competition** was also organised, through which students conveyed the importance of books, reading, knowledge, and libraries through imaginative and attractive visual presentations. The posters were displayed in the library, adding colour and vibrancy to the learning environment.

The programme also featured a **General Knowledge and Literature Quiz**, which generated considerable enthusiasm among the students. The quiz encouraged participants to broaden their knowledge beyond the prescribed curriculum and promoted healthy academic competition, teamwork, quick thinking, and intellectual curiosity. The active participation of students reflected their growing interest in reading and in exploring diverse areas of knowledge.

The celebration concluded with appreciation for the enthusiastic participation of students, faculty members, and the library team. **National Library Day** served as a meaningful reminder that books remain valuable companions in the journey of learning and



personal development. The programme successfully reinforced the role of the library as a **vibrant academic and intellectual resource centre** and encouraged students to cultivate reading as a lifelong habit. The college also reaffirmed its commitment to organising similar literary, academic, and creative activities to further strengthen the culture of reading, knowledge-sharing, and continuous learning among its students.

Orientation Programme 2025

Victoria College of Education organised a comprehensive **Orientation Programme on 2 September 2025** to warmly welcome the newly admitted students of **B.Sc. B.Ed. and B.Ed. programmes**. The programme was designed to provide students with a meaningful introduction to the institution, its academic environment, professional expectations, campus culture, available learning resources, and the opportunities available for their overall development. It marked the beginning of the students' academic journey and helped them understand the values, responsibilities, and professional ethos associated with teacher education.



The programme commenced with a traditional **lamp-lighting ceremony**, symbolising the pursuit of knowledge and the illumination of young minds through education. In her welcome address, **Dr. Divya Trivedi, Principal**, encouraged the students to approach their academic journey with dedication, curiosity, discipline, and a commitment to continuous learning. She emphasised that teacher education extends beyond classroom instruction and plays a vital role in developing **communication skills, leadership qualities, ethical values, creativity, social responsibility, and professional competence**. Students were

encouraged to actively participate in academic, co-curricular, cultural, and extension activities throughout their programme.

An important feature of the orientation was the interaction with distinguished resource persons. **Dr. Dhanraj Shinde from Satya Sai University** spoke on the **evolving role of educators in a rapidly changing educational environment**. He highlighted the need for teachers to remain adaptable, reflective, technology-aware, and responsive to the diverse learning needs of students. His interaction encouraged the newly admitted students to view teaching not merely as a profession but as a continuous process of learning, innovation, and social contribution.

Mr. Ashish Mewada from Satya Sai University further enriched the programme by focusing on the importance of **interdisciplinary learning, research orientation, and connecting theoretical knowledge with practical classroom experiences**. His address encouraged students to develop an enquiring mindset and to understand how concepts acquired during teacher education can be effectively translated into meaningful teaching learning practices.

The **Heads of Departments and faculty members** introduced themselves and familiarised students with the academic structure, curriculum, teaching learning processes, assessment and

grading system, attendance requirements, institutional guidelines, and various academic support mechanisms. Students were also introduced to the college's learning facilities, including **laboratories, library and digital resources, classrooms, and other academic infrastructure**. This orientation helped students understand the resources available to them and encouraged them to make purposeful use of these facilities.



The programme concluded with an **interactive Question-and-Answer Session**, during which students had the opportunity to seek clarification regarding academic procedures, curriculum, examinations, facilities, and student activities. A **guided campus tour** was subsequently organised to familiarise the students with the various facilities and functional areas of the institution. The Orientation Programme served as a valuable platform for **welcoming, informing, motivating, and integrating the new students into the academic community**. It successfully

established a positive beginning to their professional journey and reinforced the institution's commitment to nurturing confident, competent, reflective, and socially responsible future educators.

Student Interaction and Conclusion

A special **Student Interaction Session** was organised on **24 September 2025** as an integral part of the orientation and student induction process. The primary objective of the session was to provide newly admitted students with a **comfortable, open, and friendly platform** where they could freely interact with the principal, faculty members, and other members of the institution. Rather than limiting the interaction to formal academic matters, students were encouraged to speak about themselves, share their interests, aspirations, expectations, previous experiences, and any concerns they might have as they began their new academic journey.



The interactive nature of the session created a relaxed and welcoming atmosphere in which students could express themselves without hesitation. Students introduced themselves and spoke about their **academic interests, career aspirations, talents, hobbies, areas of interest, and expectations from the teacher education programme**. They were encouraged to share what motivated them to choose B.Ed. and B.Sc. B.Ed. programmes and what they hoped to achieve during their years at the college. This helped faculty members understand the students better and

provided an opportunity to identify their individual interests, strengths, expectations, and areas where academic or personal guidance might be required.



Students were also given the opportunity to interact freely with faculty members and seek clarification on matters relating to **classroom learning, curriculum, examinations, assignments, practical work, teaching practice, attendance, library facilities, laboratories, co-curricular activities, sports, campus facilities, and student support systems.** Faculty members responded to their queries in an encouraging and constructive manner and assured students of their continued guidance and support throughout their academic journey.

The session also emphasised that effective teacher education is built on **communication, mutual respect, participation, confidence, and openness.** Students were encouraged to approach their teachers whenever they needed academic guidance or wished to discuss an idea, concern, or difficulty. Such informal interaction helped remove the initial hesitation often experienced by new students and enabled them to become more familiar with the college environment and its academic community.

The interaction concluded on a positive note with a **vote of thanks**, expressing appreciation to the students, faculty members, and guests for their active participation and valuable contributions. The programme was followed by a **guided campus tour**, during which students were introduced to the classrooms, computer facilities, library, laboratories, sports facilities, and other important areas of the institution. The tour helped students become familiar with their surroundings and understand how the available infrastructure could support their academic and professional development.



The Student Interaction Session proved to be a meaningful and engaging component of the orientation programme. It successfully created a **sense of belonging, confidence, openness, and connectedness among the new students.** By providing them with the freedom to speak, interact, ask questions, and express themselves, the institution ensured that their transition into college life was comfortable and positive. The session reflected the college's commitment to creating a **student-friendly, inclusive, supportive, and participatory learning environment**, where every student is encouraged to communicate, participate, learn, and grow with confidence.

Road Safety Awareness Rally

On 13th March 2026, the students of Victoria College of Education, Sehore organised a Road Safety Awareness Rally with the aim of spreading awareness about responsible road behaviour and the importance of protecting human life. The rally was an earnest effort by the students to take the message of road safety beyond the college campus and connect it with the wider community.



Carrying meaningful placards and raising awareness slogans, the students moved through the surrounding area, appealing to motorists, pedestrians and members of the community to follow traffic rules and adopt safe practices on the road. The rally highlighted the importance of wearing helmets, using seat belts, avoiding mobile phones while driving, observing speed limits, following traffic signals and respecting pedestrians and other road users.

The students interacted with people along the route and conveyed a simple but powerful message: road safety is not only a matter of rules, but a shared responsibility towards ourselves, our families and society. Their participation reflected a strong sense of social responsibility and demonstrated that education becomes truly meaningful when it inspires individuals to contribute positively to the community.

The rally received encouraging attention from the local community and provided students with an opportunity to learn through active participation. The programme successfully reinforced the values of discipline, responsibility, patience and respect for human life, making the Road Safety Awareness Rally a meaningful community-oriented initiative of Victoria College of Education, Sehore.



Other Contribution from Team

Community Development: From Learning to Serving Society

**By: Sanjoy Kumar Sharma,
Chief Education Officer,
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Education is not complete when knowledge remains confined to the classroom. Its real purpose is realised when learning develops compassion, responsibility and a willingness to contribute to society. **Community development is therefore an important part of student life, irrespective of the course, class or background of a student.** It provides an opportunity to understand society closely, recognise the challenges faced by others and become a meaningful participant in creating positive change.

Community development begins with a simple human quality the **willingness to care for others**. When students step outside the boundaries of their classrooms and interact with communities, they begin to understand the realities of people whose lives may be very different from their own. They see the difficulties faced by families who struggle for basic necessities, children who need educational support, elderly persons who require care, and communities that continue to face challenges related to health, sanitation, livelihood and awareness.

Such experiences teach lessons that no textbook can fully provide. They help students develop empathy, patience, sensitivity and respect for human dignity. More importantly, they encourage students to move beyond merely identifying problems and think about **practical and sustainable solutions** that can improve people's lives.

Community development also plays an important role in building responsible citizens. A responsible citizen is not someone who simply knows his or her rights and duties, but someone who is willing to take action when society needs support. Small efforts helping a child with studies, participating in a cleanliness drive, spreading awareness about health and sanitation, supporting an elderly person, contributing to environmental protection or assisting a disadvantaged family can become meaningful steps towards a better community.

The most important lesson of community service is that **change does not always require great resources; it requires commitment and consistency**. A few hours of voluntary service, a thoughtful conversation, sharing knowledge, planting a tree, helping someone access a government service, donating useful materials or simply listening to a person's difficulties can bring dignity and hope into someone's life. When such actions are repeated by many individuals, they can create a much larger social impact.

Educational institutions have a special responsibility in this regard. Colleges can provide students with opportunities to understand community needs through outreach programmes, field visits, awareness campaigns, social service activities, environmental initiatives and interaction with local communities. However, community engagement should not remain limited to an annual event or a compulsory activity. **It should gradually become a part of the culture and everyday life of the institution.**

Students should be encouraged to ask themselves: *What can I do today that may make someone else's life a little better?* This question can transform community service from an occasional

activity into a personal value. When helping others becomes a natural part of daily life, education begins to acquire a deeper meaning.

Community development is also a two - way learning process. While students contribute their time, knowledge and energy, communities teach them valuable lessons about resilience, dignity, cooperation and the strength of human relationships. These experiences help young people develop a broader understanding of social realities and prepare them to become compassionate professionals and responsible citizens.

Our society still has people who lack access to basic opportunities and necessities. Their circumstances remind us that development must be inclusive and that progress has meaning only when it reaches those who need it most. Students, with their energy, creativity, education and enthusiasm, can become powerful partners in this journey.

Let community development, therefore, become more than a programme. **Let it become a habit, a responsibility and a way of life.** Let every student find at least one opportunity to serve, support, teach, protect, encourage or help another person. Let every classroom inspire one action beyond the classroom.

The strength of a nation is ultimately reflected in the way its people care for one another. By developing a culture of service among students today, educational institutions can help build a generation that is not only professionally capable but also socially conscious, compassionate and committed to the larger good of society.

When education creates the desire to serve, knowledge becomes a force for change. And when thousands of young minds choose to serve their communities, even small acts can become the foundation of a stronger, more inclusive and humane society.

Students' Growing Neglect of Teacher Education: A Serious Concern

**By: Dr. Divya Trivedi,
Principal, Victoria College, Sehore,
Madhya Pradesh.**



Teacher education is often treated by some students as merely a path to earning a degree or securing a job. Irregular attendance, incomplete practical work, careless assignments, and indifference toward teaching practice and internships show a serious lack of commitment. However, courses such as B.Ed., D.El.Ed., and B.Sc.B.Ed. are designed to prepare students for the important responsibility of shaping children's learning, character, confidence, and future.

Teacher education combines both theory and practice. Subjects such as educational psychology, pedagogy, classroom management, inclusive education, assessment, ICT, and teaching methodology help future teachers understand and manage real classroom situations. Practical activities, internships, micro-teaching, lesson planning, workshops, and school observations develop communication, creativity, leadership, problem-solving, and classroom-management skills. Treating these activities as mere formalities prevents students from gaining essential professional experience.

A teacher's responsibility begins during teacher training. Regularity, discipline, sincerity, punctuality, and active participation are qualities that future teachers must develop and later model for their students. In today's changing educational environment, teachers are not only knowledge providers but also mentors, counsellors, facilitators, evaluators, motivators, and role models. They must understand diverse learners, support children with special needs, use technology effectively, and create safe and positive classrooms.

Students should therefore take teacher education seriously and recognize that every lecture, practical, internship, and classroom experience prepares them for their future profession. Neglecting their training means neglecting the children they will one day teach. Earning a teaching qualification is only the beginning; becoming a good teacher requires commitment, continuous learning, responsibility, and genuine dedication.

"A teacher does not simply teach a lesson; a teacher influences a life."

Thank You