YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Veena Memorial College of Education
• Name of the Head of the institution	Dr. Manoj Kumar Sharma
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9928054009
• Mobile No:	9928054004
• Registered e-mail ID (Principal)	vmcekarauli@gmail.com
• Alternate Email ID	iqac.vmssk@gmail.com
• Address	VILL- Padewa Post- Rampur Dhawai, Kailadevi Road
• City/Town	Karauli
• State/UT	Rajasthan
• Pin Code	322241
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Rural**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**University Of Kota**
• Name of the IQAC Co-ordinator/Director	**Mr. Yashwant Parashar**
• Phone No.	**9928054003**
• Alternate phone No.(IQAC)	**9928054095**
• Mobile (IQAC)	**9928054003**
• IQAC e-mail address	**iqac.vmssk@gmail.com**
• Alternate e-mail address (IQAC)	**vmcekarauli@gmail.com**
3.Website address	http://www.vmcekarauli.org
• Web-link of the AQAR: (Previous Academic Year)	http://vmcekarauli.org/docs/AQAR202122.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://vmcekarauli.org/docs/acal202223.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.46**	**2011**	**16/09/2011**	**15/09/2016**
Cycle 2	**B++**	**2.80**	**2017**	**30/10/2017**	**29/10/2022**
Cycle 3	**C**	**1.70**	**2023**	**24/06/2023**	**23/06/2028**

6.Date of Establishment of IQAC	**08/09/2010**

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

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

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	**4**
• 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)
Regarding National Webinar I & II
Regarding E-Journals
Regarding Social Awareness Program
Regarding Orientation Program
Computer Literacy program for Girls and Woman
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
Computer Literacy program for Girls and Woman	**A computer teaching program is being run for girls and women in Padewa. The computer literacy program is a new innovation for girls and women in the coming education policy. All the girls computer trainees will be acquainted in the future to perform their necessities. It is a revolutionary step in education for girls literacy in computer education. The outcomes will be seen in the future as their awareness to achieve their job in the future and teach all the computer learners for their needs.**
Social Awareness Program	**Social awareness programs are being organized by B.Ed. Trainees in different local communities and villages through different presentations and communication as part of the Swachh Bharat mission program for cleaning the environment everywhere. Nuked Natak for voting awareness in girls education increases society awareness. Different types's rallies make. Awareness about the central government program as a save water program everywhere in our society The outcomes of this program will help develop our society with more revolutionary awareness in the present scenario.**
School Internship Workshop and Value Added Course	**A school internship workshop is being organized at our college campus in the seminar hall. All the trainees are acquainted with the proper schedule of internships at school in their**

	teaching schedule at internships in school. In their achievements, students follow the school internship program properly. a value-added program to use and follow in their lives, such as yoga and meditation for physical development, arts and crafts for their future livelihood, or money-earning who are interested in employment in their different skills. Women's empowerment will make them more powerful in all fields, including social, educational, and political in the future.
ICT Training for Staff and Non-Teaching Staff	ICT training for teaching and non-teaching staff is the cornerstone of developing skills in educational technology. All the staff members have a future vision for modernization. ICT use and training will be helpful in the future for their job security anywhere in the private and public sectors. Faculty members will also be aware of the need to use teaching skills to teach the trainees, as in teaching martial arts during their training period.

13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	19/01/2023

15.Multidisciplinary / interdisciplinary

Vision and Plan:

- VMCE aims to become a premier multidisciplinary institution through integrating knowledge across disciplines, faculty development, infrastructure development, and community engagement.

Integrating Humanities and Science with STEM:

- VMCE plans to achieve this integration by blending humanities and science perspectives into core curriculum, offering interdisciplinary electives, project-based learning, and faculty collaboration.

Flexible and Innovative Curriculum:

- VMCE provides students with flexible curriculum options including projects in community engagement and service, environmental education, and value-based education.

Multidisciplinary Research Endeavours:

- VMCE encourages interdisciplinary research collaborations, establishes research centers, partners with external organizations, and organizes conferences and workshops.

Good Practices for Multidisciplinary:

- VMCE implements best practices like faculty mentoring program, interdisciplinary teaching awards, student clubs and societies, and guest lectures and workshops.

16.Academic bank of credits (ABC):

Following the University of Kota's implementation of the Academic Bank of Credits (ABC) system for the academic session 2023-24, Veena Memorial College of Education, as an affiliated institution, is now actively supporting this innovative initiative.

Committed to Student Empowerment:

Veena Memorial College of Education recognizes the transformative potential of the ABC system and is deeply committed to empowering its students to fully utilize its benefits. The college is diligently implementing all instructions received from the University of Kota and the UGC to ensure a smooth and successful roll-out of the system.

Encouraging Early Adoption:

The college actively encourages all enrolled students to create their ABC IDs without delay. This proactive approach ensures seamless integration into the system and allows students to reap the numerous advantages offered by ABC, including:

- Greater Flexibility: Build a personalized academic journey tailored to individual goals and interests.
- Enhanced Mobility: Explore diverse learning opportunities across institutions and disciplines.
- Improved Transparency: Gain clear visibility and control over academic progress.
- Reduced Costs: Save valuable time and resources by avoiding unnecessary credit repetition.

Supporting the Journey:

Veena Memorial College of Education is dedicated to providing all necessary support to its students during the ABC adoption process. This includes:

- Comprehensive information sessions: Providing clear explanations and guidance on creating ABC IDs and navigating the platform.
- Technical assistance: Offering prompt and helpful assistance with any technical difficulties encountered.
- Faculty guidance: Encouraging faculty to integrate the ABC system into their courses and provide students with relevant information and support.

17.Skill development:

Veena Memorial College of Education: Embracing Innovation within University Guidelines

As an affiliated college of the University of Kota, Veena Memorial College of Education (VMCE) adheres diligently to the prescribed curriculum. However, VMCE goes beyond the mandated coursework by

actively promoting essential soft skills and fostering value-based education through various initiatives.

While the core curriculum remains aligned with the University's guidelines, VMCE integrates skill-building activities and value-based discussions within existing courses. This approach allows students to acquire industry-relevant skills like problem-solving, communication, and teamwork alongside academic knowledge.

Beyond the classroom, VMCE fosters a vibrant learning environment through:

- Industry Veteran Engagement: Bringing in industry experts to conduct workshops and provide practical guidance, bridging the gap between theory and practice.
- Mentorship Programs: Pairing students with experienced professionals for personalized guidance and career support.
- Community Engagement Initiatives: Encouraging participation in volunteer projects and social responsibility programs, nurturing empathy and civic engagement.
- Skill Labs: Offering access to well-equipped labs for hands-on training in various vocational areas, empowering students with practical skills.
- Entrepreneurship Development: Providing resources and workshops to encourage entrepreneurial thinking and innovation among students.

These initiatives cultivate essential soft skills like communication, teamwork, and leadership, while also instilling values like compassion, integrity, and social responsibility. This holistic approach prepares VMCE graduates not only for successful careers but also for meaningful contributions to society.

By embracing innovation within the framework of the University curriculum, VMCE empowers its students with the skills, knowledge, and values necessary to navigate the complexities of the 21st century.

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

Veena Memorial College of Education: Integrating Indian Knowledge System within University Framework

As an affiliated college of the University of Kota, VMCE's efforts to integrate the Indian Knowledge System (IKS) into its curriculum

are guided by the University's framework while also seeking innovative avenues for its implementation.

a) Integrating IKS through Value Added and Self-study Courses:

- **Dedicated IKS Courses:** Introduce value added and self-study courses on IKS topics like Sanskrit language, yoga, Ayurveda, Indian philosophy, and Vedic mathematics.
- **IKS Integration in Existing Courses:** Infuse IKS concepts and perspectives into existing courses across various disciplines, enriching the learning experience.
- **Cultural Immersion Activities:** Organize cultural events, workshops, and guest lectures celebrating Indian heritage, promoting awareness and appreciation.

- **Collaborations:** Partner with renowned scholars and institutions to develop online IKS modules and resources, expanding access to knowledge.

b) Faculty Training for Bilingual Instruction:

Recognizing the importance of bilingual delivery, VMCE plans:

- **Mentorship Programs:** Partner experienced bilingual educators with faculty to develop language proficiency and IKS content knowledge.
- **Workshops and Training Sessions:** Conduct workshops on bilingual teaching methodologies, language acquisition, and IKS topics.
- **Resource Development:** Create bilingual teaching materials and resources to support faculty in delivering effective IKS-based lessons.

d) Preserving and Promoting Indian Heritage:

- **Traditional Arts Workshops:** Organize workshops and performances showcasing various traditional Indian art forms like music, dance, and drama, promoting cultural appreciation.
- **Cultural Celebrations:** Celebrate cultural festivals and traditions through events, exhibitions, and discussions, fostering a vibrant and inclusive campus environment.

e) Good Practice: Online IKS Modules:

VMCE's online IKS modules exemplify effective integration strategies:

- **Multimedia Content:** Utilizing interactive video lectures, animations, and simulations to enhance engagement and accessibility.
- **Self-Paced Learning:** Allowing students to learn at their own pace and revisit material as needed, catering to diverse learning styles.
- **Practical Activities:** Including activities and assignments that encourage students to apply IKS concepts in real-world situations, promoting deeper understanding and application.

By integrating IKS within the University framework while also pursuing innovative initiatives, VMCE strives to prepare its students to become well-rounded individuals who contribute to the preservation and advancement of India's rich cultural heritage.

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

Veena Memorial College of Education: A Leader in Outcome-Based Education (OBE)

Veena Memorial College of Education (VMCE) is at the forefront of implementing Outcome-Based Education (OBE), a transformative approach to learning that emphasizes student achievement. This approach focuses on clearly defined learning objectives and measuring student success against these objectives, ensuring graduates acquire the necessary skills and competencies to thrive in the 21st century.

Transforming Curriculum towards OBE:

VMCE has undertaken significant initiatives to transform its curriculum towards OBE:

- **Defined Program Learning Outcomes (PLOs):** Articulate the desired competencies and skills graduates should possess upon graduation.
- **Designed Course Learning Outcomes (CLOs):** Each course is structured around specific CLOs that contribute to the PLOs, ensuring a coherent and progressive learning experience.
- **Mapped CLOs across Courses:** Meticulously mapped CLOs across different courses to eliminate redundancy and provide a holistic learning experience.
- **Implemented a Robust Assessment System:** Utilizes diverse methods like quizzes, assignments, projects, presentations, and performance-based tasks to measure students' attainment of CLOs.

- **Regular Feedback:** Provides students with regular feedback based on assessment data to help them track their progress and improve their learning strategies.

Capturing OBE in Teaching and Learning:

VMCE integrates OBE principles seamlessly into its teaching and learning practices:

- **Outcome-Based Lesson Planning:** Lessons are meticulously designed with explicit CLOs and activities aligned with those CLOs, ensuring teaching and learning are focused on achieving desired outcomes.
- **Active Learning Strategies:** Employs various student-centered teaching methodologies like problem-based learning, project-based learning, and collaborative learning. These strategies encourage active engagement, critical thinking, and application of knowledge, fostering deeper understanding and retention.
- **Continuous Improvement:** Fosters a culture of continuous improvement by regularly reviewing and revising curriculum and teaching methods based on assessment data and student feedback.

Good Practices in Outcome-Based Education:

VMCE's commitment to OBE shines through in its innovative good practices:

- **Rubric-Based Evaluation:** Uses rubrics aligned with CLOs to provide clear, transparent, and consistent evaluation criteria for student work.
- **Self and Peer Assessment:** Encourages students to engage in self-assessment and peer assessment, empowering them to take ownership of their learning and develop metacognitive skills.
- **Fieldwork and Internship Programs:** Integrates practical learning experiences like fieldwork and internships into its curriculum. These real-world experiences allow students to apply their theoretical knowledge to solve practical problems and develop essential professional skills.

Alignment with NEP 2020:

VMCE's commitment to OBE clearly demonstrates its alignment with NEP 2020's vision of a learner-centered education system focused on measurable outcomes. By embracing OBE, VMCE empowers its student

teachers to become confident, competent, and well-prepared professionals who can make significant contributions to the education sector.

Key Takeaways:

- VMCE is leading the way in implementing Outcome-Based Education (OBE).
- The college has transformed its curriculum, teaching practices, and assessment system to ensure student success.
- VMCE's commitment to OBE aligns with NEP 2020's vision for a learner-centered education system.
- By embracing OBE, VMCE empowers its students to become successful and well-rounded individuals.

20.Distance education/online education:	

Veena Memorial College of Education: Committed to Curriculum while Embracing Innovation

As an affiliated college of the University of Kota, Veena Memorial College of Education (VMCE) diligently adheres to the prescribed curriculum. However, VMCE goes beyond the mandated coursework by actively exploring innovative ways to enhance the learning experience within the University framework.

While online and distance learning courses are not formally offered by the college itself, VMCE recognizes their potential and encourages faculty to incorporate online elements into their teaching practices. This allows for personalized learning opportunities and flexible access to resources for students. Faculty members regularly conduct online video lectures, discussions, and collaborative activities outside of regular class hours, enhancing student engagement and understanding.

This blended approach demonstrates VMCE's commitment to providing a well-rounded education while respecting the University's guidelines. By integrating innovative practices within the existing curriculum, VMCE empowers its students to succeed in their academic endeavors and become adaptable learners in the ever-evolving world.

Extended Profile

1.Student

2.1	**397**

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	**200**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**192**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**197**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	**197**

File Description	Documents
Data Template	View File

2.6	**200**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	**70.80**
Total expenditure, excluding salary, during the year (INR in	

Lakhs):	
4.2 Total number of computers on campus for academic purposes	**92**

3.Teacher	
5.1 Number of full-time teachers during the year:	**28**

File Description	Documents
Data Template	View File
Data Template	View File

| 5.2

 Number of sanctioned posts for the year: | **28** |

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

Veena Memorial College of Education's dynamic curriculum adapts to local contexts through a continuous cycle of planning, review, and local engagement.

Planning and Needs Assessment:

- **Faculty Workshops: Brainstorming sessions with educators (like the one pictured below) identify evolving trends, student needs, and community requirements.**

- **Expert Consultations: Renowned educationists and industry professionals provide valuable insights.**

- **Student Feedback: Surveys and focus groups capture student voices directly influencing curriculum decisions.**

Review and Revision:

- **In-house Curriculum Committee (Academic Council) : A dedicated committee meticulously reviews existing course content for relevance and effectiveness.**
- **Departmental Discussions: Open forums within each department allow for collaborative revision and improvement.**
- **External Validation: External subject experts review proposed revisions to ensure adherence to national standards.**

Local Context Adaptation:

- **Local Examples: Relevant local case studies, historical references, and community issues are woven into the curriculum.**
- **Fieldwork and Engagement: Students actively engage in local projects and internships, applying their knowledge in real-world contexts.**
- **Community Partnerships: Collaborations with NGOs, schools, and businesses enrich the curriculum with practical perspectives.**

This dynamic process ensures Veena Memorial College of Education's curriculum stays responsive to local needs and prepares future educators for success in their communities.

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**

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 | **A. All of the above**

institution Schools including practice teaching schools Employers Experts Students Alumni

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
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	View File

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://vmcekarauli.org/docs/ProCourseOutcome.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	View File
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

20

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

5

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

5

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

200

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

200

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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	All of the above

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	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

200

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

200

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

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.

Our institute's vision mentions human values, social commitments and ethics, intellectual competency, moral uprightness, social commitment, spiritual orientation and service to society. The achievement of sustainable development depends on the availability and use of coherent planning methodology to ensure the integration of gender issues. The challenges of cross cutting issues in development policy and planning suggest a basis for for an explicit conceptual framework which can be used as a first step of translating and integrated perspective into organizational relationships, planning processes and methods. Institute gives much attention to the quality of teacher education program for continuous professional development. The institute endeavors to assure that teachers have access to effective early career support programs at the start of their career enforcing critical thinking. The intitution is committed to quality education on a regular basis. Students are given opportunities to showcase their skills, knowledge, values and attitudes. In the different activities organised by the college every week, we have activities like speech competitions and debates to improve their communication skills. We also provide opportunities to the students for anchoring and organising events. The institution lays emphasis on inculcating values like honesty, sincierity, commitment, and brotherhood among the prospective teachers.

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

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

The institution familiarizes students with the diversities in school system in India. At the educational level, diversity refers to all different students, no matter what their personal traits, national origin, social or economic backgrounds are. It is strongly connected to the notions of intercultural and multicultural education. NCTE provides curriculum and support and technical assistance to schools in India. There are benefits associated with diversity in education, but the outcomes for students depend on how much diversity is acknowledged in a classroom setting. The college incorporates lesson plans that account for all forms of diversity. Students work better in a diverse environment and improve their performance enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them. Our administration readies graduates for promoting and teaching diversity as a means of accepting it. Our institute develops learning skills to build communities promoting diversity and employing human resource functions such as recruitment and orientation. Our institute considers education as a continuous learning process and not a formality. Practical implementation of knowledge rather than scoring good marks. Updating the education system according to The Institution sends its B.Ed students to RBSE board schools for their internship, so that they are acquainted with the different schools.

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

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

Veena Memorial College of Education, located in Karauli, Rajasthan, is committed to nurturing future educators. Our Teacher Education Programme goes beyond textbooks—it's a dynamic journey where students derive relevant understandings and build their professional acumen.

How do we achieve this?

1. Curricular Experiences: Our curriculum isn't a monotonous script; it's a collection of vibrant scenes. Students engage in diverse learning activities—classroom discussions, field visits, workshops, and internships. Each experience adds a brushstroke to their professional canvas.

2. Interconnectedness: Imagine a web where every thread matters. Our students explore how different subjects intersect. They see how psychology influences teaching methods, how history shapes educational policies, and how science connects with classroom experiments. It's like weaving a rich tapestry of knowledge.

3. Real-World Readiness: We don't prepare students for an isolated classroom. Instead, we immerse them in real-world scenarios. They analyze case studies, collaborate with schools, and observe seasoned teachers. It's like rehearsing for the grand stage of education.

4. Reflective Practice: Our students aren't passive spectators; they're active thinkers. They reflect on their experiences—what worked, what didn't, and why. It's like fine-

tuning an instrument before a concert. This reflective practice sharpens their professional edge.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	**Two of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, action taken and available on website**

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	View File
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

`200`

2.1.1.1 - Number of students enrolled during the year

`200`

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

`125`

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

`125`

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	View File

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

`27`

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

27

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	[View File]()

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.

At Veena Memorial College of Education, we prioritize understanding our students' needs and requirements before their program begins. Here's how we ensure a student-centric approach:

1. Counseling and Orientation: During admission, students receive personalized counseling. Additionally, an orientation program acquaints them with the course, internal assessment methods, and college facilities.

2. Teacher Insight: Our educators gauge the pulse of the class informally. They assess students' familiarity with the course content and their comfort level with the medium of instruction.

3. Identifying Diversity: We recognize diversity as a strength. Students' readiness is assessed through the Learning Readiness Test, previous academic performance, classroom engagement, and a Talent Hunt conducted at the entry level.

4. Sensitive Faculty: Both teaching and non-teaching staff are attuned to diversity. We create a supportive learning environment tailored to individual needs—whether technological or verbal.

5. Academic Support: Veena Memorial College of Education goes the extra mile. We offer guest lectures, workshops, seminars,

group discussions, and remedial classes. Our goal? To ensure every student's success.

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	No File Uploaded

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	All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized	One of the above

activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

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

1:25

2.2.4.1 - Number of mentors in the Institution

16

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	View File

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.

Veena Memorial College of Educationhas meticulously designed a robust learning system. Our teacher educators employ an interactive and participatory approach to enhance student learning. We emphasize diverse modes of learning, including experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussions, and online engagement.

Here's how we bring this to life:

1. **Experiential Learning:** Through demo and practice sessions, students hone their micro-teaching skills and experience integrated teaching in a simulated setting. Real classroom situations and supervised practice teaching during internships prepare them for the field.

2. **Participative Learning:** We champion student-centered learning. Guest lectures, workshops, class seminars, and creating teaching materials empower students. Intra- and inter-college competitions foster collaboration and participative learning.

3. **Problem-Solving:** We nurture problem-solving abilities. Students delve into research and case studies as part of their curriculum. It's like equipping them with a toolkit for tackling real-world challenges.

4. **Online Mode:** Zoom, Google Meet, WhatsApp groups, and e-resources—our online classes connect students seamlessly. We share links, knowledge, and engage in virtual learning.

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

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

18

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	http://vmcekarauli.org/academic.html
Any other relevant information	**No File Uploaded**

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

3

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 teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Four of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	[View File](#)
Geo-tagged photographs wherever applicable	[View File](#)
Link of resources used	https://www.youtube.com/@vmceactivities4673
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

Veena Memorial College of Educationprovides continual mentoring for students. The college has established a mentor-mentee committee where students and teachers collaborate to support students in developing their academic and professional abilities. This collaborative effort fosters growth and success. Our mentors focus

on enhancing students' teamwork capabilities.

Here's how we guide our students:

1. **Listening and Speaking Skills:** We help students develop effective communication skills—listening actively and expressing themselves confidently.

2. **Positive Attitude:** Attitude matters! We encourage a positive mindset, both in classrooms and beyond.

3. **Responsibilities with Colleagues:** Students learn to work harmoniously with colleagues. Professional life demands effective teamwork.

4. **Dealing with Student Diversity:** As future teachers, students must navigate diverse classrooms. Our mentors suggest strategies:

   - Divide students into slow, moderate, and fast learners.
   - Provide remedial classes for weaker students.
   - Offer additional support to moderate learners.
   - Engage students in collaborative tasks.

5. **Stress-Free Learning:** We ensure students' well-being. Stress doesn't hinder their lives.

6. **Intellectual Development:** Staying updated is crucial. We motivate students to attend seminars, conferences, and explore educational resources.

7. **Guidance on Technology:** Students learn to use computers effectively.

8. **Cordial Relationships:** Our mentors maintain friendly bonds with mentees, always ready to nurture their professional growth.

At Veena Memorial College of Education, we shape not just teachers but also lifelong learners.

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

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

Veena Memorial College of Educationfosters students' creativity, inventiveness, critical thinking, empathy, and life skills throughout the teaching and learning process. Our pedagogies evolve to support holistic student growth.

Here's how we empower our students:

1. **Creativity Unleashed: We encourage students to think beyond boundaries. Creativity involves reshaping concepts and imaginative frameworks. Under the guidance of their teachers, students create instructional materials—PowerPoint presentations, scrapbooklets, working models, charts, and posters. These tangible resources enhance their teaching abilities.**

2. **Innovativeness:** Our teachers and students embark on a joint quest for knowledge. They explore available resources, conduct research, and embrace innovative educational practices. Case studies and action research spark creative ideas. In this collaborative journey, students learn the goal, significance, and methodology of research.

At Veena Memorial College of Education, we ignite curiosity and nurture innovative minds.

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

2.4 - Competency and Skill Development

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

as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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	**No File Uploaded**

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	**No File Uploaded**

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	**No File Uploaded**

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 community related events through Planning

All of the above

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

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	**No File Uploaded**

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**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	**No File Uploaded**

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

Veena Memorial College of Educationintroduces a two-year B.Ed. course with a crucial component: internships. These internships bridge theory and practice, equipping student instructors with practical teaching abilities.

Here's how we nurture their growth:

1. Designing and Executing Classes: Interns actively create and deliver lessons, blending theory with hands-on experience.

2. Critical Evaluation: Constructive feedback from supervisors refines their teaching methods, ensuring flawless performance.

3. Exploring School Curricula: Interns delve into diverse subjects, understanding the intricacies of teaching.

4. Professional Competencies: Beyond teaching, they shape young minds, preparing for real-world challenges.

Internship Journey:

- Registration: Interns express preferences on the government portal "Shala Darpan" for school assignments.

- Assignment: Relevant officers assign interns based on preferences, with college allotment letters.

- Guidance: Our college provides mentorship and issues internship-related letters.

- Collaboration: Interns stay connected with school staff, fostering collaboration.

- Feedback Loop: Student experiences are shared via Shaladarpan, enriching their learning journey.

At Veena Memorial College of Education, we prepare future educators for dynamic teaching roles.

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

197

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 events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	**Nine/All of the above**

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

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

Veena Memorial College of Education (VMCE)conducts a well-structured internship program for teacher trainees, aligning with the syllabus prescribed by the affiliating body, Kota University (Rajasthan). Here's how we prepare our future educators:

1. **Guided Learning: Under the able guidance of faculty members, student-teachers receive comprehensive training. We ensure they are well-prepared for the field.**

2. **Micro-Teaching Skills:** Faculty members demonstrate various micro-teaching skills. Each subject and skill receives focused attention. It's like fine-tuning musical instruments for a flawless performance.

3. **Roles of Educators and Peers:**

   - **Regularity and Punctuality:** Teacher-educators, principals, and peers monitor trainees' attendance during the internship.
   - **Optimal Learning Exposure:** Trainees experience diverse classroom scenarios, enhancing their learning exposure.
   - **Problem-Solving:** We address students' challenges within schools.
   - **Assessment and Feedback:** Trainees' observation skills and participation are assessed. Constructive feedback fuels improvement.
   - **Class Allocation:** Proper class assignments are managed.
   - **Guidance:** Timely guidance ensures performance enhancement.
   - **Peer Observation:** Peers observe each other during classes, fostering mutual growth.
   - **Collaboration:** Discussions and reflections lead to continuous improvement.

At VMCE, we mold not just teachers but reflective practitioners ready for the dynamic educational landscape.

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)	One of the above

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

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

27

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	View File
Any other relevant information	View File

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

8

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

152

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

152

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

Veena Memorial College of Education (VMCE)prioritizes professional growth for its teachers. Regular in-house discussions serve as a knowledge-sharing platform. Here's how we stay updated:

1. Discussion Topics: We select relevant topics—latest developments and educational issues—for our discussions. It's like assembling puzzle pieces to see the bigger picture.

2. Government Policies: As policies and regulations evolve, we dissect them together. Teachers discuss changes, challenges, and solutions. It's our compass in the dynamic educational landscape.

3. Past Discussions: We've explored various policies—the Right to Education Act, gender issues, and the draft of the NPE. These discussions boost our confidence and awareness.

4. **Query Resolution:** Teachers' queries find answers during these sessions. It fuels our curiosity to explore recent trends in education.

At VMCE, our collaborative spirit keeps us informed and inspired.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation (CIE)is a comprehensive assessment process that encompasses assignments, midterm tests, and pre-university tests for every course. At our institute, the CIE system is conveyed by the Head of the Department (HOD) to the students. We kick off each session by discussing the syllabus, Course Learning Outcomes (CLOs), Programme Learning Outcomes (PLOs), and exam patterns with our students.

Here's how we evaluate students:

1. **Performance-Based Marks:** Internal marks are awarded based on student performance, including assignment scores, participation in various activities (competitions, workshops, seminars, internships), regular attendance, and efforts to enhance their performance.

2. **Affiliation and University Reforms:** As an affiliated institute, we adhere to university reforms.

3. **Practical Work Assessment:** We assess practical work through lesson plan diaries, pre-viva evaluations, critical lesson plans, and innovative teaching methods. Daily assessments gauge students' preparedness and engagement in classroom tasks.

At Veena Memorial College of Education, our CIE process ensures holistic evaluation and prepares students for real-world challenges.

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	Five 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	[View File](#)
Documentary evidence for remedial support provided	[View File](#)
Any other relevant information	[View File](#)

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

At Veena Memorial College of Education in Karauli, our mechanism for addressing grievances related to examinations is finely tuned and truly effective. We understand that exams can be stressful, and it's crucial for students to feel heard and supported throughout the process.

Our approach is grounded in empathy and fairness. We have designated grievance redressal officers who are easily accessible to students. Whether it's a question about exam procedures, concerns about unfair treatment, or any other issue, students know they can turn to these officers for assistance.

We prioritize transparency, ensuring that students understand their rights and the steps involved in resolving grievances. We encourage open communication and actively seek feedback to continually improve our processes.

Furthermore, we strive to resolve grievances promptly, recognizing the importance of timely resolution for the well-being of our students. Our aim is not just to address individual concerns but also to foster a supportive academic environment where every student feels valued and empowered to succeed.

In essence, our grievance redressal mechanism isn't just about resolving problems; it's about showing care and support for our students' academic journey.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The college prepares its academic calendar in line with Kota University's guidelines and the temporary date sheet of university examinations. Under the annual system, the planning committee schedules practicals, midterms, and attendance reviews. Students with low attendance receive personalized notifications and warnings. Assignments are given punctually with clear submission deadlines. Marks are awarded promptly after evaluation.

The syllabus is discussed by the Academic Council, ensuring timely completion. Faculty members receive prior notice for midterms and internal assessments. Co-curricular activities are held regularly to enrich students' professional and personal skills.

Important information is displayed on notice boards to keep students

informed. A Students Induction Programme kicks off each session, followed by an annual function at its close. Mentors, class teachers, and subject heads oversee teaching quality and student progress daily, offering counseling to resolve any difficulties.

In essence, we strive to create a supportive and enriching environment where students can thrive academically and personally.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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.

At Veena Memorial College of Education in Karauli, we ensure that our teaching-learning process is closely aligned with our stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to foster effective education. Firstly, our faculty members meticulously design course curricula to reflect the specific PLOs and CLOs outlined for each program. They incorporate relevant teaching methodologies, assignments, and assessments that directly target these outcomes.

Moreover, we regularly review and update our teaching strategies and materials to keep pace with evolving educational standards and industry requirements. Our faculty members undergo continuous professional development to enhance their pedagogical approaches and ensure alignment with the desired learning outcomes.

Furthermore, we foster a supportive learning environment where students are actively engaged in the learning process. Through interactive sessions, practical activities, and projects, students have ample opportunities to apply theoretical knowledge and develop the skills outlined in the PLOs and CLOs.

In essence, our institution is committed to ensuring that every aspect of the teaching-learning process is tailored to achieve the desired learning outcomes, ultimately preparing our students for success in their academic and professional endeavors.

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

2.7.2 - Pass percentage of Students during the year

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

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

At Veena Memorial College of Education in Karauli, we take great care in monitoring the progressive performance of our students and their attainment of professional and personal attributes aligned with our Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This isn't just about grades; it's about nurturing holistic development.

We regularly assess students' academic achievements alongside their growth in essential skills and qualities outlined in our PLOs and CLOs. Through constructive feedback and mentorship, we guide students towards reaching their full potential, both academically and personally.

Moreover, we utilize this monitoring process not only to evaluate individual progress but also to identify areas for institutional improvement. By analyzing trends and feedback, we continuously refine our teaching methodologies, curricula, and support systems to better serve our students' needs.

Ultimately, our goal is to empower our students to excel not only in their academic pursuits but also as compassionate, competent professionals ready to make meaningful contributions to society.

Through ongoing monitoring and adaptation, we ensure that our educational experience remains dynamic and effective in preparing students for their future endeavors.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

197

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

At Veena Memorial College of Education in Karauli, we prioritize meeting the individual learning needs of our students through thoughtful assessment practices. For example, if a student struggles with verbal communication skills, we might design assessment tasks that emphasize written assignments over oral presentations. Similarly, if a student requires additional support in understanding complex concepts, we might incorporate more hands-on activities or provide supplementary resources to aid comprehension.

By closely aligning assessment tasks with students' identified learning needs, we ensure that they have opportunities to

demonstrate their understanding and progress in areas where they may have initially struggled. This approach not only helps students build confidence but also guides our teaching strategies to better address their individual requirements. Ultimately, our goal is to foster a supportive learning environment where every student can thrive and reach their full potential.

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

http://vmcekarauli.org/docs/SSS2223.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

0

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)

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
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	One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
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

20

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	View File
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

15

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	View File

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

8

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

370

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

435

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

435

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	No File Uploaded

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

Veena Memorial College of Education (VMCE) cultivates socially conscious students through various initiatives. They regularly organize blood donation camps, visits to old age homes and rehabilitation centers, and field trips to poverty-stricken communities. These experiences expose students to real-world challenges, fostering empathy and a sense of social responsibility.VMCE's commitment extends beyond these activities, integrating social awareness throughout their curriculum and empowering students to become agents of positive change. By fostering a socially conscious learning environment, VMCE aims to create responsible citizens who contribute to a more just and

equitable society.

1. Fostering a Giving Spirit:

   - Blood Donation Camps:Encourage students to save lives through regular blood donation drives.
   - Old Age Home Visits:Promote intergenerational connections and respect for elders through visits.

2. Raising Awareness through Experience:

   - Rehabilitation Center Visits:Expose students to addiction realities and the importance of rehabilitation.
   - Poverty Community Field Trips:Provide firsthand understanding of poverty's impact on individuals and families.

3. Building Changemakers:

   - Social Issue Sensitization:Influence and sensitize students to various social issues,encouraging responsible citizenship.
   - Socially Conscious Curriculum:Integrate social awareness throughout the curriculum,empowering students to address societal concerns.

4. Ultimate Goal:

   - Empowering Agents of Change:Create responsible citizens who contribute to a more just and equitable society.

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

4

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

4

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

4

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	**No File Uploaded**

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice	**Five/Six of the above**

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

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

Veena Memorial College of Education features a comprehensive infrastructure spread across 4296.56 sq. m, facilitating academic and extracurricular activities for holistic learner development. The campus includes 14 classrooms, a seminar hall, an ICT Resource Centre, a multipurpose room, and a conference hall, all fully Wi-Fi enabled, enabling students to utilize ICT facilities for webinars and presentations. The library, equipped with an integrated management system, offers access to textbooks, reference materials, and e-books or journals. Specialized labs in psychology, art & craft, science, and language are equipped with digital resources, enhancing learning experiences. The computer lab provides updated software and internet connectivity, ensuring proficiency in various applications. Faculty members have dedicated desktops with necessary peripherals for online classes, supported by a common printer. Additional amenities include a girls' common room, a sports field and complex, a hygienic canteen, and facilities for differently-abled students, including ramps and wheelchairs. Overall, the college prioritizes a conducive environment for academic excellence and student well-being, preparing them for future success.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

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

8

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	http://vmcekarauli.org/docs/infra.pdf
Any other relevant information	**No File Uploaded**

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

0.442

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	[View File](#)

4.2 - Library as a Learning Resource

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

Library Automation at Veena Memorial College of Education involves the utilization of G-Library Software, an integrated library

management system implemented since 2018. This software streamlines library operations, enhancing efficiency and user experience. Its features include cataloging, allowing systematic organization and easy retrieval of library resources. It enables circulation management, simplifying borrowing and returning processes for both students and staff. The software facilitates online access to the library catalog, enabling users to search for and reserve materials remotely. Additionally, it offers reporting and analytics capabilities, providing insights into library usage and resource availability. Overall, G-Library Software optimizes the management of library resources, promoting a seamless and convenient experience for patrons while saving time and resources for the institution.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.vmcekarauli.org/docs/library.pdf
Any other relevant information	View File

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

The college library has computer and internet facilities. Detail on the access to the staff and students and the frequency of use are as follows:

Access to the staff : teacher and student use computer and internet to access various kind of information regarding teaching subject, teaching learning process. Teaching strategies teaching techniques various kind of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids role of electronic modes in education, resent researches related to educational developments and educational complexities etc. teaching staff compare the educational development of other countries with their educational practices of indigenous system.

Frequency of use :- the library is use almost on each working day.

1. By teaching staff : on as and when required basis.
2. By student : on as and when required basis

Computer and internet services are used by staff and the students

alike.

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

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

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

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

0.23918

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	View File

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

122

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	http://vmcekarauli.org/docs/LibLedger4255.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	**One of the above**

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

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

To ensure students' readiness for the corporate world, our college prioritizes integrating the latest technologies into education. Teachers blend technology with traditional methods to foster enduring learning. We employ Information and Communication Technology (ICT) to enrich education delivery, supported by robust

IT infrastructure. Our lecture halls are spacious and well-equipped, offering hands-on experiences and practical skill development.

SMART classrooms enhance teaching efficiency, aiming for standardized multimedia setups across all lecture halls. Faculty and students enjoy campus-wide Wi-Fi at 100 Mbps. Regular upgrades in hardware, software, and IT facilities keep us current, with 92 desktops, digital cameras, projectors, and other resources procured in 2022-2023.

We are committed to staying abreast of computing and IT advancements, ensuring a dynamic learning environment.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

5.71

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	View File

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

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic 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

`One 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/@vmceactivities4673?si=VoaXMmQ1JH13e5zB
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/@vmceactivities4673?si=VoaXMmQ1JH13e5zB
Any other relevant information	No File Uploaded

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)

`25.5244396`

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	View File

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

`Veena Memorial College of Education meticulously upholds a`
`structured approach in managing its academic and physical`

facilities.

Classrooms are outfitted with cutting-edge technology such as smart boards and CCTVs, ensuring security and facilitating modern teaching methods. Routine maintenance and annual updates are standard practices.

Laboratories adhere to legal regulations, stocked with necessary supplies for optimal educational experiences. Regular inspections and cleaning protocols maintain lab functionality.

The procurement of instructional materials involves departmental input and principal approval. A feedback system is integrated, and a book bank aids students in need.

Hardware and software maintenance, including administrative systems and campus infrastructure, undergo regular updates and upkeep.

Sports facilities are managed by the Sports Cell, ensuring safety and proper equipment handling during events.

Additional amenities include a Multipurpose Play Field, Seminar Hall, Art & Craft Lab, Canteen, Parking Lot, Elevator, and Ramp, all prioritizing student safety.

File Description	Documents
Appropriate link(s) on the institutional website	http://vmcekarauli.org/docs/procandpol.pdf
Any other relevant information	View File

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	Four 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	View File
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 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	**Nine or more of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

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

Two of the above

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	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
03	200

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	View File

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).

16

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	View File

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

26

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	View File

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 at Veena Memorial College of Education plays a vital role in fostering unity and communication within our community. Our student representatives act as bridges between the administration, the principal, and the instructors. They actively listen to the concerns and issues faced by their fellow students and effectively convey them to the relevant authorities.

In addition to addressing concerns, we prioritize building friendships and mutual respect among students. Our dedicated cell for dispelling doubts collaborates closely with student representatives, aiming to foster a sense of partnership and cooperation between teachers and students.

Students actively participate in planning and organizing various activities, including teaching sessions, sports events, and cultural programs. They create an inclusive atmosphere that supports learning and personal growth, ensuring that all students feel included and valued. Moreover, student delegates play a crucial role in representing the collective voice of students to the college administration. This involves engaging in open dialogue, listening attentively to students' opinions and concerns, and advocating for their needs during discussions with college authorities. In essence, our student council embodies the spirit of collaboration and advocacy, working tirelessly to ensure that the voices of all students are heard and respected within our college community.

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	View File

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

12

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 important part of the growth of Veena Memorial College of Education in Padewa, Karauli, is the Alumni Association, even if it is still in the registration phase. Alumni offer tremendous help, mostly in the form of professional networks and experiences, with a primary focus on school advancement. By way of networking events and mentorship programs, they provide students with professional and academic support by providing employment prospects, industry insights, and assistance. Students' educational experience is greatly enhanced, and their success at the institution is guaranteed by the alumni's active participation in academic growth. The registration of the Alumni Association will be as soon as possible.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
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	**Three/Four of the above**

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

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

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

The alumni association acts as effective support at our institution. They have a good part-play that is motivating to all the students, and they have good discipline in the teaching and learning process at the class and on the whole campus. Alumni recognize the weak points of the students and institute them, and they suggest reforming them. They have the mission of nurturing, furthering, and motivating all. Talented students should be rewarded, so the institute should do this work on January 26 or our annual function program. Alumni have a place in the library for reading good books or news papers, and guidance and counseling are being done by them as suggesters to all as good for the institute or students, recognizing all the students by the faculties who are invested in a good career and a good future. This is effective support from alumni, which is good for all, and talented students get a place

according to their ability and vision of life.

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

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.

The vision of Veena Memorial College of Education, Karauli, is to cultivate a dynamic learning community that fosters academic excellence, innovation, and social responsibility. Our mission is to provide transformative education, equipping students with the skills and values to thrive in a rapidly changing world.

In terms of governance, we uphold principles of effective leadership and participatory decision-making. Perspective plans are developed collaboratively, ensuring alignment with our vision and mission. Teachers, students, and non-teaching staff actively participate in decision-making bodies, contributing diverse perspectives and expertise. This inclusive approach empowers stakeholders to shape the direction of the institution, fostering a sense of ownership and commitment to our shared goals. Together, we strive to create an environment that nurtures excellence, creativity, and holistic development.

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

Decentralization and participative management are values that our institute upholds, acknowledging the combined work of administrators, faculty, non-teaching staff, students, and alumni. Together, stakeholders provide input throughout the collaborative policy-development process, which results in changes and implementation. The team is motivated by the principle and committee chairs, who also make sure that team goals are in line with the institution. Communication between stakeholders and management is facilitated by the administrative architecture, which acts as the framework. Staff, students, and alumni work together in internal committees to set policies and accomplish goals. Administration ensures regulatory compliance by supervising accounting, hiring, and record-keeping. When it comes to teaching curricular material and taking stakeholder input into account for policy modifications, faculty members play a critical role. Non-teaching employees play a vital role in day-to-day operations, ensuring the institution runs smoothly. Collectively, these cooperative endeavors maintain our dedication to decentralized decision-making andparticipation of stakeholders, creating an atmosphere that supports institutional growth and academic success.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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.

Veena Memorial College of Education upholds transparency across all its functions through several concerted efforts. Financial transparency is ensured through regular audits conducted by independent auditors, with financial reports made available to stakeholders. Academic transparency is maintained through clear communication of course objectives, grading criteria, and academic policies to students. Administrative transparency is achieved by publishing meeting minutes, policies, and procedures accessible to faculty, staff, and students. Additionally, the institution fosters an open-door policy, encouraging dialogue and feedback from all

stakeholders. Other functions, such as admissions, recruitment, and resource allocation, are conducted through fair and transparent processes, ensuring equity and accountability. Regular communication channels, including newsletters and announcements, keep stakeholders informed about institutional activities and developments. Overall, Veena Memorial College of Education prioritizes transparency as a foundational principle, promoting trust, integrity, and accountability within the college community.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	[View File](#)

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

Veena Memorial College of Education maintains transparency across various functions through a structured approach:

1.Administrative Setup: The institute's management society oversees establishment tasks and operational support, while the principal decentralizes responsibilities to departments and cells, developing codes of conduct. Faculty, staff, and students execute policies, ensuring smooth functioning.

2.Dealing with Affiliation and Approval Bodies: A dedicated committee manages affiliation and approval processes, ensuring compliance with NCTE and University of Kota standards and addressing deficiencies, if any.

3.Appointment of Workforce: Recruitment adheres to UGC/NCTE/state government norms, with vacancies advertised nationally and selections made through rigorous interview processes.

4.Student Support System: A committee facilitates admissions, guiding students through counseling and paperwork, and ensuring transparency in fee collection and admission procedures.

5.Curriculum Delivery and Examinations: An internal curriculum committee manages academic calendars and syllabus delivery, conducting internal assessments in line with university guidelines.

6.Co-curricular Activities and Community Responsibilities: Special cells organize sports, cultural events, and community service activities, enhancing holistic development.

7.Employee Welfare: Staff benefit from EPFO and ESIC schemes, along with refresher and training programs. Free transportation and other facilities support employee well-being.

8.Student Welfare and Scholarships: Assistance is provided for scholarship applications, ensuring eligible students benefit from government schemes.

Overall, the institution remains committed to quality education and adapts its strategies as needed.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://vmcekarauli.org/docs/strategicplan.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

The administration, NCTE, and university regulations, as well as management policies, are carried out by a number of entities that are part of Veena Memorial College of Education. These cells support the efficient operation of the institute. Operations are overseen by an administrative committee that consists of the university representatives, educationists, management staff, and the principal. The hiring process adheres to state, national, and UGC regulations and is announced through online applications and national publications. Candidates are chosen for interviews by a screening committee. Those who pass are sent offer letters, and after that, they are paid and given perks through bank accounts in compliance with legal requirements. All rules are obeyed. There is strict observance of guidelines from state government, the university, the UGC, and the NCTE. Any deviations require quick correction, and to guarantee responsibility and compliance, reports are sent to the appropriate authorities.

File Description	Documents
Link to organogram on the institutional website	http://vmcekarauli.org/docs/organo.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**Five/Six of the above**

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

Veena Memorial College of Education in Padewa, Karauli, boasts several efficient committees dedicated to maintaining effective administration and supporting trainees:

1. **The Sexual Harassment Committee addresses any issues faced by female students, ensuring prompt resolution.**
2. **The Girl's Mentoring Cell focuses on facilitating seamless education for female students.**
3. **The Anti-Ragging Cell handles complaints of misconduct or ragging by senior students.**
4. **The Student Counseling Cell advises students to excel in their academic journey.**
5. **The Internal Complaint Cell oversees campus security and facilities.**

6. The Doubt-Redressal Cell assists students with academic queries.
7. The Alumni Cell prioritizes past students' concerns, seeking solutions to current issues.
8. The Institutional Quality Assurance Cell (IQAC) aims to uphold educational standards.

These committees collectively contribute to the institution's commitment to providing high-quality education and fostering a supportive learning environment.

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

Veena Memorial College of Education in Padewa, Karauli, demonstrates its commitment to employee welfare through a robust Employee Welfare Scheme. This initiative encompasses various key initiatives aimed at enhancing employees' well-being, productivity, and job satisfaction.

The scheme includes provisions for free transportation, educational fee relaxation for employees' children, comprehensive benefits such as Provident Fund, ESI, and Group Insurance Scheme, and opportunities for professional development through workshops, training programs, and research support.

Additional benefits under consideration include group insurance schemes, recreational activities, and further professional development opportunities.

By investing in employee welfare, Veena Memorial anticipates several benefits such as increased morale, reduced turnover, improved employer branding, and a more engaged workforce.

This initiative underscores the institution's belief that its employees are invaluable assets, and reflects its commitment to

fostering a supportive and appreciative work culture.

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

1

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.

7

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

1

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

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

The Veena Memorial College of Education in Karauli implements a structured performance appraisal system for both teaching and non-teaching staff. This system serves as a means to evaluate and reward employees based on their contributions and achievements throughout the year.

The appraisal process involves the use of a 10-point appraisal sheet to assess various aspects of an employee's performance. These include:

1. **Target Achievement: Evaluating duty commitment, punctuality, loyalty, and adherence to duty charts.**
2. **Policy Adherence: Assessing obedience to seniors and adherence to organizational policies.**
3. **General Behaviors: Reviewing interactions with students and colleagues.**
4. **Value Addition Improvement: Identifying additional responsibilities, contributions to quality improvement, and**

future growth and development.

Employees are encouraged to excel in their roles by aligning their efforts with organizational goals and objectives. Those who demonstrate exceptional performance are rewarded with higher annual increments, while satisfactory performers also receive increments, albeit at a different level.

Moreover, the institute considers the overall performance of each staff member, including their contributions to university exams, internal assessments, sports, cultural activities, and participation in other initiatives, during the annual appraisal.

The ultimate aim of the performance appraisal system is to cultivate excellence among staff members, thereby ensuring the provision of high-quality education and preparing the best teachers for society.

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

The Veena Memorial College of Education auditing procedure at our institute is fully outsourced for the purpose of transparency. The institute's financial operations and accounts are routinely audited by an outside chartered accountant. All financial records are sent to this accountant for the purpose of auditing. The accountant reviews these records and makes recommendations for any adjustments that should be made in compliance with the Income Tax Law. The yearly audit report is prepared by the accountant after the papers have been carefully reviewed. The managing society secretary receives this report once it has been sealed and signed by the accountant. Before sending the audit report to the institute's principal, the secretary examines it. After that, the principal

sends the audit report to the state government, NCTE, or the affiliating organization as part of the yearly affiliation or approval procedure.

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	[View File](#)
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	[View File](#)
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.

Veena Memorial College of Education operates in a self-financing mode, relying solely on student fees for its financial needs. The college strategically allocates these funds to cover all expenses. A substantial portion is dedicated to human resources salaries, ensuring the retention of quality staff. The remaining funds are judiciously used for academic, physical, and developmental activities, contributing to the holistic growth of the institution.

In situations where there is a shortage of funds, the college resorts to bank loans to ensure uninterrupted operations. This approach ensures that the institution's activities are not hampered

due to financial constraints.

To maintain transparency and accountability, all financial activities are audited by an independent chartered accountant. The audit report, which includes any necessary corrections under the Income Tax Law, is made publicly available on the institute's website. This practice not only ensures optimal utilization of resources but also builds trust among stakeholders.

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

Our institute meets the IQAC standards set by NAAC for enhancing educational quality. The IQAC aims to create a system for regular, systematic, and proactive action to boost the academic and administrative performance of the institution. The IQAC formed an Academic Monitoring Committee to oversee academic development. The institute has implemented several quality assurance mechanisms under this committee, such as:

- Analyzing feedback from students and other stakeholders
- Seeking opinions and suggestions from all stakeholders for quality improvement
- Keeping abreast of the latest quality criteria of higher education through various sources and visits
- Communicating the feedback analysis results to the relevant parties for rectification
- Appreciating, encouraging, and supporting quality improvement in teaching, research, and administration
- Documenting the various programmes and activities for quality improvement
- Collecting, maintaining, and analyzing documents
- Planning and facilitating effective execution of total quality management, curriculum development, teaching-learning evaluation, research, consultancy, and extension activities for all stakeholders

- **Preparing an academic audit as per the guidelines**

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	[View File](#)

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

The IQAC monitors and enhances the quality of the teaching-learning process. It prepares and circulates the academic calendar in advance. It also organizes the Orientation Programme for the new students, where they learn about the course, the education system, the teaching-learning process, the continuous evaluation system, the course ethics, the institute discipline, and the institute culture. The students get the timetable, programme structure, and syllabus before the academic year starts. The morning assembly makes important announcements, and the classes are supervised for attendance and conduct. The IQAC Committee collects feedback from students and teachers for each course. The students can also give feedback and suggestions to the Principal. The feedback is analysed and communicated to the faculty members. The IQAC reviews and improves the teaching and learning processes based on its recommendations. Some of the major initiatives in the last years are:

- **Daily Home Assignments**
- **Easy admissions process**
- **Career and Guidance Services**
- **Remedial Education Programme**
- **Self-Study Course**
- **Orientation Programme**
- **Micro Teaching**

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

17

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	View File

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	http://www.vmcekarauli.org/iqac.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.vmcekarauli.org/iqac.html
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

our institute In September 2011, the I cycle institution received a B grade from the NAAC peer team. After our accreditation, we made many improvements to our institution related to quality assurance through the use of computers and For computer learning, 35 computers were purchased. A new building was constructed with modern infrastructure facilities. Library facilities increased with the new book purchasing process. So, peer team of NAAC, this visit is allotted to us B++ Grade in October 2017. because of incremental improvements achieved by the institution. In the education system. NAAC previously accredited the organization in October 2017. After that, incremental improvements are achieved by the institution in various fields or sectors as the automation of library software is completed, which is more helpful to trainees and all the faculties. Competition magazines are brought to the library. Information and communication technology (ICT) is used for smart classes and the teaching and learning process. Remedial classes are used in the teaching and learning process. value-added courses, local community activities, etc. are organized. In the III cycle, the institution got a C from the peer team of NAAC in May 2023. After that, planning

for incremental improvements by the institution

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

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.

Our institute is situated at village Padewa on Kailadevi Road, which is in the rural sector, so electric disturbances occur daily in our official work and student facilities, so separate electric arrangements are made by our college management. Our institution has an energy policy for power requirements as a source of electricity and a 24-hour supply of electricity. A new separate electric line is arranged for our institution by the electricity department. In an alternative process at the power cut time, a generator for electric arrangements is permanently established at our college campus. So there is a good resource of our energy or power streaming all the time. There is no obstacle to the lighting system in the communication system for official work and for students's facilities.

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

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

our Institution Veena Memorial College of Education has good arrangements for waste management, such as collecting heaps of rubbish to put in carts and throwing them in particular spots in pits by vehicles or trolleys. Institutional workers are dedicated to creating a clean environment everywhere.

College campus cleaning work for washrooms, classrooms, seminar

halls, and other places is divided among all fourth-grade workers according to their proper schedule of duty on different days and times. They are instructed to put the dustbin and peak spots in different spots. Employees are always attentive to performing their duties to create a clean atmosphere everywhere in our institute.

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 plants Sewage Treatment Plant | **Three of the above**

File Description	Documents
Documentary evidence in support of each selected response	[View File](#)
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	[View File](#)
Any other relevant information	**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 | **All of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	[View File](#)
Documentary evidence in support of the claim	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a

pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Our institution, Veena Memorial College of Education Padewa Karauli, is committed to cleanliness, sanitation, green cover, and providing a pollution-free environment. The institution managing committee makes some efforts, such as tree plantations on the college campus. Green grass and different types of flowering plants are planted for green foliage and good scenery, which makes our institute pollution-free. Different cemented roads or pedestrians are available for students entry and exit. The caretaker is also aware of the importance of protecting and nurturing the plants and perfumed flowers. Students are instructed not to destroy any plants or flowers but to take pleasure in natural sights or phenomena.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

Three of the above

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

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

2.4442

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

Taking advantage of our rural setting, our institute provides hands-on learning experiences that deepen students' knowledge of the local community. Students get to explore the rich variety of flowers grown in the area, from vibrant blooms to hardy wildflowers. Field trips to local nurseries allow them to learn about different plant species and their cultivation. Additionally, the institute addresses future challenges in agriculture by teaching students about sustainable plantation practices.

Recognizing the importance of animal husbandry in the local community, our institute provides workshops on animal health. These workshops equip students with the knowledge to identify and treat common diseases in cows, buffaloes, sheep, and goats, including the epidemic lumpy skin disease in cows. By collaborating with experienced veterinarians, we ensure students gain the necessary skills to care for animals effectively.

Situated in the village of Padewa, our institute caters primarily to students from the surrounding rural communities. We offer a comprehensive curriculum covering over 50 different aspects of crop cultivation and farm management, empowering students to become successful agricultural practitioners.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators	**A. All of the above**

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

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

Best PracticeI

Women's empowerment in computer education in rural communities

The best practice of our institution is women's empowerment in computer education in rural communities. For this computer education, we inform the local community of their registration at our institute, and a one-month course is being run under the guidance of a computer teacher or instructor. Girls of different private schools and government . schools register themselves. So computer awareness in rural and local communities is a good step toward motivation for women's empowerment in the future. Computer education will be a milestone for their future vision.

Best practice II

Yoga and Meditation

Our institute uses yoga and meditation to operate a health awareness program. Various yoga specialists are invited to instruct trainees in the actual use of various asanas and sitting poses along with pranayam breathing techniques. Every employee took part in this program of yoga practice. Ancient people used to grow hale and hearty by doing yoga and meditation. However, becoming healthy all the time without using medication is becoming more and more popular—not just in India, but around the world. With the approval of the U.N.O., June 21 is officially recognized globally as Yoga Day.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

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

The college provides an opportunity to inculcate values. Series of academic achievements at the university level by securing ranks in the university examinations. There is also a high demand for college graduates in the education industry for placement. The college is distinct in its hands-on approach to training and applying theory to practice. The faculty focuses on authentic teaching practices, internships, and creating a truly reflective teacher. The oneness of knowledge is very effectively practiced. The college makes an effort to provide a holistic experience to its students in the form of guest lectures, conferences, and workshops. These are our hallmarks, and we make an extra effort to find those that add value. During an internship, student-teachers experiment with different strategies of teaching, putting into practice all that they learn in theory papers. The feedback provided to them builds on the theories and principles already taught to them by helping with better assimilation. As a result, by the end of the course, they will have developed the ability to reflect on different aspects. We also believe that language should not be a hurdle in the making of an effective teacher.

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**