



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

VEENA MEMORIAL COLLEGE OF EDUCATION

**VILLAGE - PADEWA POST - RAMPUR DHAWAI KAILADEVI ROAD
322241**

www.vmcekarauli.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Co-educational Veena Memorial College of Education was founded in 2005 with the initial goal of educating students about teacher education, particularly in the rural parts of Karauli District in the State of Rajasthan. The college offers a B.Ed. degree and a D.El.Ed. diploma in education. The college is connected with the University of Kota, recognized by NCTE, and governed by Veena Memorial SSEEWA Society, which is entitled to do so by registration number 52/SAWAIMADHOPUR/1991-92 under the Rajasthan Societies Registration Act 1958 (28).

For the B.Ed. programme, the college has two approved intake units of 100 each, and for the D.El.Ed. programme, there is one approved intake unit of 50.

The college is dedicated to giving students a comprehensive education to help them become moral citizens of the country who are emotionally and mentally in balance, physically capable, and socially and culturally knowledgeable. We have a knowledgeable and committed faculty, cutting-edge facilities, and enough of space for our student teachers to develop holistically.

With its variety of backgrounds, demands, and interests, the college is operating successfully, and the university outcomes have been exceptional & favourable.

In the village of Padewa, post of Rampur Dhawai, on the Kailadevi Road in the district of Karauli, rural Rajasthan, our institute is situated 10 kilometres from the district headquarter (Raj).

The college campus features a tranquil atmosphere with a lot of natural greenery. We are able to give our student instructors a high-quality education because to our cutting-edge facilities.

Vision

Our institute's aim is to teach PROSPECTIVE TEACHERS to create a society where equality, justice, liberty, and fraternity are the norm, to offer an integrated model of health care, education, and livelihood, and to finally help people become self-sufficient.

- To ensure support without discrimination based on gender, class, caste, religion, or economic background, and to provide equitable opportunities.
- To lead the educational services industry
- To offer pupils a special learning opportunity that will help them reach their potential and shape their personality as a whole.
- Excellence and Innovation in Teacher Education
- Encouraging pupils to become globally minded
- Involvement of youth in national development and integration
- Improvement of Students' Mental, Physical, Cultural, and Socioeconomic Conditions
- Women's empowerment and gender equality

Mission

Our mission is to educate and develop social, political, and cultural awareness in the rural population in order to give them more authority.

- Should instil in them the belief that they are the ones in control of their destiny and not the other way around. Continually working to provide high-quality teacher education in college.
- To implement teaching and training programmes for aspirants in accordance with the guidelines and criteria established by the state government and other regulatory authorities, such as NCTE.
- To successfully carry out a variety of tasks related to Veena Memorial College of Education Padewa's academic and social responsibility (Raj.)
- Maximising human potential to produce highly intelligent and creative individuals
- Identify emphasis areas and offer a forum for knowledge and solutions based on a knowledgeable understanding of Indian, regional, and global needs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Adequate infrastructure as per NCTE / University norms.
2. Pollution free and peaceful environment.
3. Lusty green campus.
4. Dynamic and participatory management.
5. Better student-teacher relationship.
6. Regular faculty.
7. Better student presence.
8. Enriched Library with books, references, journals and e-journals.
9. Indoor and outdoor sports facilities.
10. Actively participation in social activities.
11. Appreciable exam results at university level.

Institutional Weakness

Weakness:

1. Lack in research activities.
2. No. of research publication to be increased.
3. No control over student's internship program.
4. Distance from the district headquarter.

Institutional Opportunity

1. The institute is hopeful to start M.Ed. course.
2. The institute is trying to get one additional unit in D.El.Ed. program.
3. The institute is trying to achieve higher accreditation grade from NAAC.
4. To be ready to implement NEP-2020.
5. To be improved ICT infrastructure.

Institutional Challenge

1. Diverse students' community.
2. Lack of communication skills and awareness due to belongings of tribal areas.
3. Most of the students depend on the scholarships so they face financial crises.
4. Transportation problem because the institute is located at rural area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college adheres to the policies and curriculum approved by the university because it is associated with the University of Kota, Kota. The college uses an annual basis for all of the programmes that are available. The college follows a curriculum in each of its courses that addresses topics related to gender, the environment and sustainability, human values, and professional ethics, in line with its primary mission and vision. An academic year calendar is created in accordance with the University of Kota, Kota, academic calendar, and it is posted online. The IQAC oversees the efficient and well-coordinated delivery of the curriculum throughout the academic term. In order to provide students with a wide range of co-curricular developments, including gender sensitization, awareness of environmental issues, shaping moral and ethical values, better career options, and community orientation, as stated in the academic calendar, the college engages its staff and students in a variety of co-curricular activities, commemorative day celebrations, extension and outreach programme, etc. The college periodically gathers input from its stakeholders, examines the comments, and identifies opportunities for improvement. This procedure encourages an institution-wide quality culture. Additionally, the college sponsors a variety of events that help students become more aware of cross-cutting issues related to today's urgent concerns on both a national and international level, such as gender, the environment, sustainability, human values, professional ethics, and the growth of creative and diverse competencies. The college seeks to cultivate competency in both teachers and students. Sensitivity to and awareness of diversity in one's professional career. Students learn how to use ICT throughout the training phase, and modifications and innovations are implemented in the classroom in accordance with the university's recommended teaching strategies.

Teaching-learning and Evaluation

Enrolling students in the B.Ed. and D.El.Ed. programmes is a truly transparent process that adheres to the norms and standards of the concerned regulatory bodies of the state as well as the central government. The state government conducts an entrance exam, the P.T.E.T. for B.Ed. and the Pre D.El.Ed. Exam for D.El.Ed. program. The students are allotted to the college by a counselling process. The enrolled students are from different geographical areas, socio-economic, cultural, and educational backgrounds. The institute caters to and honours the diversity of students from diverse backgrounds, including backward communities as well as from

different locales. The first step is to understand the learning requirements.assessment. Equality is the main objective to deal with diverse backgrounds, gender sensitivity, and Divyangjan students. The institute focuses on learner-centered education through participatory, experiential, and collaborative learning. Students are accepted into the internship programme through a centralised process run by the state government. It gives them real-time experience teaching in government schools. They learn different school management tasks. The digital resources are also available for creative and dynamic learning. The institute has facilities to prepare skilled and competent teachers that are ready to adapt to 21st-century conditions. The institute's ICT facility is ready to cater to the changes in teacher education. The institute has a well managed and transparent mechanism for recruitment and appraisal. The institute hired faculty in accordance with NCTE guidelines and is affiliated with university. The institute follows the standard procedure for internal evaluation and assessment. prescribed in the curriculum to test programme or course learning outcomes. The effectiveness of the teaching-learning process is shown in the university's end term exam results. The data shows that our students had excellent performances. Most of our pass out students are placed in the government as well as the private sectors and are doing well. Any activity's feedback is a reflection of its true quality. The institute also conducted a feedback survey to test the quality of its teaching-learning process with different stakeholders. The results of the survey is analyzed, and improvements are made in the areas where the teaching-learning process is lacking.

Infrastructure and Learning Resources

The availability of adequate infrastructure and a variety of learning resources, as well as their effective use by teachers and students, play an important role in teacher education quality. As new technological developments emerge, it is unavoidable that infrastructure and learning resources be upgraded. The institute has state of the art infrastructure with almost all modern facilities, which provides a vital foundation for the teacher education program. The institute's infrastructure is compliant with the norms and standards set by the NCTE and the affiliating university. The infrastructure is augmented from time to time as per the notifications issued by the NCTE and the university. In terms of physical facilities, the institute has standard class rooms illuminated with natural light in all seasons, subject laboratories with proper equipment, an ICT facility, a smart class room, a multipurpose hall, a seminar hall, utilities for normal students as well as specially disabled students, potable water supply with an RO purifier, power backup, and a sports facility for indoor and outdoor games. The library is a soul of any institution, and the college has a library with 12,000 books and references, journals, and other study materials. In the growing age of ICT, the library is also not intact. Our college's library is fully computerised and offers access to electronic resources. There is an adequate infrastructure of ICT tools in the institute, with modern hardware and software. Teachers and students both use ICT resources to make the teaching and learning process more efficient and comfortable. The infrastructure of the institute is properly maintained by supporting staff, as evidenced by the institute's ambiance. The new resources are added in a timely manner, and the repair and maintenance drill is run throughout the year as and when required.

Student Support and Progression

Students are the most important part of any institution. It is the responsibility of each institute to facilitate their students' holistic development, progression to higher study, and gainful employment. The alumni are also a vital source of support for newly enrolled students. Newly enrolled students come from different backgrounds. They have different social backgrounds, economic conditions, and diverse cultures. The centralised admission agency allotted the students different categories like SC, ST, OBC, and EWS. So the students need support to continue their studies and to reduce the dropout ratio. The institution follows all the norms and standards to cater to this type of student with the help of provisions made by the state government as well as the central

government. The institute assists these students in applying for scholarships through the government's portal and in correcting any documentation deficiencies. Because the B.Ed. is a graduate course and the majority of students have graduation as their last qualification, they have to go for higher education. The institute faculty members organise sessions to suggest different courses for higher study according to their capabilities. Only academic activities are not enough for the all around development of the students. Co-curricular activities also have the same importance. The institute facilitates to organize co-curricular activities for both staff and students. The institute has an indoor and outdoor games facility, a multipurpose hall, an activity hall, a seminar hall, and an art room to organize various sports and cultural events and other activities. Passing out students is just as important to an institute as the existing ones. The institute has strong relationships with its alumni. The institute has an alumni association established as per the norms. The members of the alumni association visit the institute on a regular basis and give support to the needy students. They help students choose appropriate courses, organise workshops, and provide academic support; they recommend improvements to the curriculum delivery system and other academic activities to the faculty.

Governance, Leadership and Management

The policies and practices evolved by an institution regarding human resource planning, recruitment, training, performance appraisal system, accounting and financial management, and the role of leadership are the key areas on which the functioning of an institute can be measured. The institute set vision, mission, and goals to achieve its objectives to provide quality teacher education. The participative decision-making process helps the institute to plan and implement academic and administrative policies and decisions to achieve its goals. The management sets its vision and mission to run the institution with participation and transparency. The academic and administrative units of the college are governed by the vision of the management of our college. The management, principal, and other stakeholders of the institute make specific plans for academic and administrative functions and implement them with respect to improve the overall quality of the institutional provisions. The faculty of the institution is more vital than other ingredient of the institute. The faculty members contribute a major part in the quality of institution. The process of recruitment of the faculty in the Veena Memorial College of Education is fair and transparent. They are recruited as per norms and standard set by state government, UGC, and the affiliating university. After the recruitment process a panel of the university approved the appointed faculty members. The institute organizes training, faculty development program, webinars, seminars and workshop to empower the faculty. The performance of the faculty is measured by an appraisal system on yearly basis. The institute runs a survey to get feedback of its stakeholders. The survey result helps the faculty to improve the specific areas. To run a institute in a smooth way the finance is play an important role. In the beginning of the year a budget is planned for different activities within the institute i.e. salaries, welfare schemes, augmentation in the infrastructure, repair and maintenance etc. The institute has computerized accounting system to maintain its financial transactions. The accounts and financial transactions are audited by a certified chartered accountant. The approved audit report published on institute's website. The institute has a self regulatory body to regulate its plans, and decisions to achieve academic excellence. The IQAC and other committees are the responsible for the institute's smooth working.

Institutional Values and Best Practices

It is not possible for an institute to run smoothly without any hazards. Every institute faces internal or external pressure or protest against the policies and decisions of the institutional bodies. It is the social responsibility of an institute to set plans and take decisions and to be proactive in the efforts towards development in the larger

context. The role of an institution and its different bodies reflects in different kinds of programs, activities, and values incorporate within its functioning. The institute supports gender equality in a real way. Any kind of discrepancy is not acceptable or allowed on the basis of gender. The institute is very sensitive to the issues like environmental protection, energy conservation and management, waste management, rainwater harvesting, and other issues, which are all addressed. The institute also has proper facilities to honour the Divyangjan students or faculty. Although each and every practise within the institution is a Some of them are exemplary. Every year, the institute denotes two or three practises as "best practices," which are published on the website. The institute also shows its distinctiveness in its functionality.

Research and Outreach Activities

Although the research is a significant topic related to universities that have proper policies and resources to promote the research culture on its campus. The institute is an affiliated institute with the University of Kota, and doesn't have so many resources as a research centre to promote research. However, the institute encourages its faculties to engage in research activities. The institute funded its faculties to attend webinars, seminars, workshops, the faculty development program, and to publish research papers in the approved journals. Teaching-Learning activities are responsible for making Students sensitive to community issues, gender inequality, adult education, women empowerment, environment protection, etc. The institute promotes this culture in its students to serve the society in a better way by involving them in community activities. The students have become more sensitive towards the community's issues by interacting with them face to face. It's a great opportunity for the institute as It is located in a rural area. So there are vast opportunities to learn about the diverse community's issues and to resolve them with extension activities. Outreach activities are the best way to handle different community situations. issues, and provide a chance to help, serve, reflect, and learn. The outreach activities interface with other curricular inputs have a great educational value in teacher education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VEENA MEMORIAL COLLEGE OF EDUCATION
Address	VILLAGE - PADEWA POST - RAMPUR DHAWAI KAILADEVI ROAD
City	KARAU LI
State	Rajasthan
Pin	322241
Website	www.vmcekarauli.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jagdish Prasad Sharma	07464-221999	9928054004	-	vmcekarauli@gmail.com
IQAC / CIQA coordinator	Manoj Kumar Sharma	-	9928054003	-	iqac.vmssk@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Rajasthan	University of Kota	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	97	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VILLAGE - PADEWA POST - RAMPUR DHAWAI KAILADEVI ROAD	Rural	1.061703	3500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduation	Hindi	200	198

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				27			
Recruited	0	0	0	0	0	0	0	0	24	3	0	27
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	123	0	0	0	123
	Female	75	0	0	0	75
	Others	0	0	0	0	0
Diploma	Male	50	0	0	0	50
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	26	22	19	22
	Female	9	9	14	20
	Others	0	0	0	0
ST	Male	30	32	27	25
	Female	18	15	16	26
	Others	0	0	0	0
OBC	Male	56	44	47	34
	Female	19	24	21	29
	Others	0	0	0	0
General	Male	5	9	19	14
	Female	7	15	30	26
	Others	0	0	0	0
Others	Male	12	16	3	0
	Female	18	14	0	0
	Others	0	0	0	0
Total		200	200	196	196

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute is prepared to implement NEP in accordance with the instructions/guidelines provided by the affiliated universities and state/central approval organisations.
2. Academic bank of credits (ABC):	The institute is prepared to implement NEP in accordance with the instructions/guidelines provided by the affiliated universities and state/central approval organisations.
3. Skill development:	The institute is prepared to implement NEP in accordance with the instructions/guidelines provided by the affiliated universities and state/central approval organisations.

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute is prepared to implement NEP in accordance with the instructions/guidelines provided by the affiliated universities and state/central approval organisations.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute is prepared to implement NEP in accordance with the instructions/guidelines provided by the affiliated universities and state/central approval organisations.</p>
<p>6. Distance education/online education:</p>	<p>The institute is prepared to implement NEP in accordance with the instructions/guidelines provided by the affiliated universities and state/central approval organisations.</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
398	388	381	370	364
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
168	168	168	148	148
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
198	188	185	174	188
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
198	188	185	174	188
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	196	196	176
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	27	28	27	27

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	28	28	28	28

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.62595	7.304	10.51056	132.957015	63.78475

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 92

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Response:

The internal curriculum committee has the authority to recommend changes to a programmed or plan that has already been prepared and is being overseen by academic peers. The committee evaluates and makes recommendations on requests to add, increase, decrease, or change the programmes and courses that our college offers.

Objectives, content (or subject matter), and learning experiences are the three main parts of a curriculum. In order to foster the growth of thinking, socially conscious citizens in a free society, our curriculum is created to offer a common ground of knowledge and competence.

In order to guarantee that each class gets just one teacher during the instructional hours of a certain period, Time Tabe was created.

The cocurricular activities offered by our college allow the students to gain real-world experience in addition to academic knowledge. These activities include gaming, sports, art, literary, and cultural events.

College fosters the evolution of artistic qualities, character, spirituality, physical development, moral principles, creativity, etc. Extracurricular activities also promote the development of the whole person.

Every year, the principal college holds frequent meetings to discuss academic achievement and evaluate the classes against the curriculum. Innovative strategies for kids' growth are discussed and planned by the principal and management. The institution plans field trips and excursions in accordance with the University of Kotas' curriculum.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: C. Any 3 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: D. Any 1 of the above

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

1.2 Academic Flexibility

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

Response: 100**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

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

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

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

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

1.2.2 Average Number of Value-added courses offered during the last five years**Response: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

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

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

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**Response:** 0**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
00	0	0	0	0

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

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

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

Response: C. Any 2 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years**Response:** 8.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	54	20	20	20

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

1.3 Curriculum Enrichment**1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas****Response:**

Response:

The vision statement for our institute makes reference to human values, social convictions, and ethics, as well as academic aptitude, moral rectitude, social commitment, spiritual orientation, and community service. The availability and application of a cogent planning approach to ensure the inclusion of gender concerns is essential for the attainment of sustainable development. A foundation for an explicit conceptual framework that can be used as a first step in transforming and integrating viewpoint into organisational connections, planning processes, and methodologies is suggested by the challenges of cross-cutting concerns in development policy and planning. The institute places a lot of emphasis on the program's quality for ongoing professional growth.

The institute works to ensure that teachers have access to efficient early career support programmes that promote critical thinking at the beginning of their careers. It equips teachers with the skills necessary to apply analytical thought to a body of knowledge, analyse and evaluate arguments, assertions, and opinions in light of empirical data.

The institution is dedicated to providing top-notch instruction on a regular basis. Opportunities are provided for students to demonstrate their abilities, knowledge, values, and attitudes. Speech contests and debates are among the various weekly activities the college sponsors to help students with their communication skills. We also give the kids the chance to organise and anchor events.

The university places a strong emphasis on teaching prospective students teachers virtues like honesty, integrity, devotion, and brotherhood.

The process of becoming a teacher begins with the trainee's acceptance. The institution's many programmes provide the trainee with a fundamentally coherent understanding of the profession. Programs for new students are included in the educational system. When it came time for the admissions procedure, our institution encouraged all of the trainees. teaching in a class on many aspects of teacher preparation. All of the students gathered in the seminar room, where many teachers shared their opinions on teacher education and their comprehension of the subject at hand. The principal also shared their opinions on the essential coherence of their field of teacher education in the induction programme.

Learners choose a specific field of study based on a procedural knowledge that develops at various levels of education skills that are specific to specialisation chosen in accordance with his choice in educational system of learning and understanding the ideas of selection of his choices where and in which field he is desirous to go.

Emotional intelligence and critical thinking are important at the trainee level for effective negotiation and communication. Trainees must possess all the virtues. For their bright future, collaboration is also an essential component of his dimension personality. all that will be required to create a successful teacher in the future. Must possess these qualities and accept the social obligations placed upon us as educators who also serve as role models for society.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

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

Response:

Response:

The following system is used in India's educational system by various educational boards in various states.

Development of school system : -

Indian schools have four levels: lower primary (for students aged 1 to 10) upper primary (for students aged 11 and 12), high r (for students aged 13 to 15), and higher secondary (for students aged 17 and 18). The lower primary school is separated into five standards.

Functioning of various board of school education

With 28 states, 9 union territories, and 23 officially recognised languages, India is a cosmopolitan country with a diverse education system and a large range of education boards at the national and state levels. The EISCE, IB, CBSE, and state board are currently India's four primary education boards, respectively.

Although India's educational authorities are highly advanced and perceptive when it comes to providing pupils with a high-quality education, numerous creative and contemporary educational authorities have also gained popularity in India recently. a few years ago.

Functional differences among them

With the rising number of school boards in India over the past several years, it is only natural for parents to become perplexed about which option is best for their children. We have performed a thorough review of the instructional strategy and evaluation standards used by the various school boards to assist them in coming up with a solution. Here, we will discuss the top school boards in India and contrast them based on their approaches to instruction and evaluation, the degree to which their curricula are challenging, and other elements that have an impact on students.

Assessment system :-

Act will grant customer access to the online assessment system solely for the purpose of evaluating exams at authorised test centres and using the Act materials exclusively in connection with the authorised administration of the assessment Act has scheduled maintenance windows during which the one line assessment system may be unavailable to customer to allow for routing updates and maintenance. Periodically, Act updates its website with the maintenance widows' time.

Norms and standards :-

A standard is defined as the harmonisation of dimensions, types of procedures, etc. without necessarily being based on a procedure, set of rules, or a consensus. A norm is defined as a set of rules that result from the consensus of all experts involved in a norming process.

International and comparative perspective :-

By examining issues in relation to particular educational sectors, from early years and primary schooling

through to future adult in higher education, international and comparative education offers detailed and broad illustration of how comparison can illuminate our understanding of content per any educational system.

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

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

Response:

Response:

College teaches students how to generate new meanings by fusing previously learned concepts with newly acquired knowledge. In interactive settings where students negotiate understanding through engagement and a variety of strategies, learning connections are made most successfully. Teachers are aware that rookie learners frequently have conceptual frameworks that are underdeveloped or incomplete.

Teachers support and encourage students in accessing and clarifying existing information, fostering a social atmosphere through active learning activities that connect concepts and take a variety of methods to learning, and inviting them to reflect and co-create curricula and roadmaps. The professors give students the option to begin lessons with material they are already familiar with or to participate in quick exercises like brainstorming that make the collective class knowledge available to the public. In contrast to the straightforward use of a whiteboard or chalkboard to list topics, a schedule, or connected ideas, lecturing can build knowledge more effectively when a clear transition is provided.

By making predictions, teachers inspire pupils to come up with ideas on their own. This increases the likelihood that students will occasionally give wrong, inaccurate, or misinformed answers. This fosters a culture of learning. By acting out problems on the board, thinking aloud through a social dilemma, or tracing the ways they link words, teachers show students how they approach problems or scenarios in their field.

File Description	Document
Documentary evidence in support of the claim	View Document

1.4 Feedback System

<p>1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Response: E. Any 1 or none of the above</p>	
File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

<p>1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Response: E. Feedback not collected</p>	
File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 96.8

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
168	168	168	148	148

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

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

Response: 6.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	31	4	0	0

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

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Response:

Our college offers students the opportunity to participate in professional education programmes while receiving academic support to inspire and monitor learners with moderately advanced students. At the time of admission, the college makes a distinction between intermediate pupils and progressing students. The members of our college's admission committee evaluate applicants' ability levels in light of their prior education in accordance and divide them into moderate students and high level learners. High level learners are encouraged to participate in Youth Festivals activities by joining various academic clubs and gatherings. They are also encouraged to pursue subjects in which they have excelled. The moderate kids, on the other hand, are assisted by their families in choosing the courses and subjects that are best suited to them.

System adopted for moderate students:

Moderate students are identified on the basis of Graduation & Higher Secondary level %. The pupils are divided up into various groups and given various themes to answer the questions on. The subjects are distinct, and they are required to go through exams that are incredibly complex according to their requirements. They receive queries from universities to answer. The teachers contact the parents to alert

them about the pupils' academic performance and how they should be managed to produce excellent results. At regular intervals, parents' and students' directing meetings are scheduled. In a few instances, the students were also guided in sessions for therapeutic and educational activity. Assignments are given to students based on their performance so they can begin investigating

progressed students:

The grades received on exams taken in high school, college, and/or university are another indicator of a student's progress. They are encouraged to enrol in professional training programmes and are properly advised to pursue various career options. Students are encouraged to participate in college clubs and events that are connected to youth gatherings and intercollegiate competitions, such as discussions, proclamations, exams, writing articles, collage production, and so forth. Additionally, several mini-projects and surveys are offered to the top students to help them develop their research skills. They receive more lab work and academic assignments to put their skills to use and polish them.

Each of the materials required for both types of students to make a professional decision during their job admission procedure and exit from the institute in their

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: D. Any 2 of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate

learning exposures are provided to students**Response:** Only when students seek support

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

2.2.4 Student-Mentor ratio for the last completed academic year**Response:** 16:1**2.2.4.1 Number of mentors in the Institution**

Response: 25

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

2.3 Teaching- Learning Process

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

In teaching and learning, several strategies or methods are employed. strategy that teachers employ to facilitate experiential learning It is driven and places a strong emphasis on participation. Numerous approaches and forms of problem solving are used during the learning process. are fresh and geared toward dialogue in groups. Online education is employed. in education and all kinds It is possible to witness the pupils having a brainstorm using a teaching strategy. People use a variety of learning methods, as well as different sorts of programmes, courses, and basic knowledge. It might be a better strategy for teaching. The trainees taking part in this procedure are learning something new. Teachers use a variety of teaching and learning strategies.

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

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

Response: 3.76

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

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

File Description	Document
Data as per Data Template	View Document

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

Response: 100

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

Response: 398

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

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

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

Response: C. Any 2 of the above

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

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

Response:

Mentoring is considered as an integral part of teacher education to change the attitudes and beliefs; and improve personal and professional knowledge and skills of teacher educators and trainees.

Strong teacher collaboration builds strong institutions. This idea is the motivating factor behind the growing prevalence of teacher learning teams in high-achieving schools, which enable teacher-to-teacher professional learning and collaboration. The creation of learning communities and teacher collaboration are unquestionably important. Numerous sayings from the past serve as inspiration for us educators as we strive to advance student learning, support and improve our schools, and evolve as a profession.

Anyone who chooses to pursue a career in teaching accepts responsibility for conducting themselves in a manner consistent with the profession's objective. Students and the general public are always examining a teacher's performance.

Therefore, each educator should recognise that there isn't disparity between her or his principles and actions She or he must strive to instil in children her or his personal values in addition to the national goals of education that have already been established. Additionally, the profession calls for the teacher to have a kind demeanour, a calm, patient, and communicative temperament.

A teacher must manage the variety in the classroom. The values that underpin the teacher's role in the varied classroom accept, respect, and celebrate variety based on factors such as gender, nationality, race, origin language, social background, religion, class, caste, degree of educational attainment, handicap, etc.

Our teachers take a position on and show understanding of the diversity in the classroom. They locate and acknowledge the commonalities in student diversity in order to address the problems and difficulties brought on by diversity and curriculum design. The academic staff at the institutions design adaptable teaching-learning procedures to meet the various learning requirements of the students.

Teachers frequently put in long hours. Teachers frequently spend their days in institute helping the students until late hours of the day, sometime stay up until midnight editing papers, and spend their weekends planning courses, chaperoning field trips, or going to conferences. Fulfilling a teacher's responsibilities without working extra hours is nearly difficult. However, realising that a teacher can't participate in all committees, attend every activity, or organise many field trips.

stressed-out teachers Almost three-quarters of teachers (73%) believe that the majority of the time is stressful at work. They're more likely to bring work home as a result of feeling physically and emotionally exhausted after leaving work. A teacher runs the risk of burning out if they can't balance work and personal life.

The institute cares for its valuable human resources and works to keep them healthy and motivated so they can concentrate on providing the programme more effectively.

The institute also takes effort to keep its faculty members informed of new developments in the field of education. To improve the teachers' knowledge and abilities, the institute hosts orientation, faculty development programmes, webinars, seminars, and other events.

File Description	Document
Documentary evidence in support of the claim	View Document

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

Response: D. Any 2 of the above

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

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

Response:

The majority of the college's courses are immersive, participatory, and learner-centered. The optional and

elective papers are prepared in subject-specific studios and laboratories around the campus. The core exams are conducted in groups in outdoor testing areas and multifunction rooms. All of the college's resources are employed effectively to make the teaching-learning process focused on innovation, competency inculcation, critical thinking, life skills development, and value inculcation. ICT resources are employed to get students ready for the demands of the digital natives of the twenty-first century. The curriculum offers chances for skill development through micro-link lessons, for direct experience gaining through field trips and nature excursions, for instruction through models of teaching, and for collaborative learning experiences through peer tutoring and team teaching.

Opportunities for innovations, critical thinking, and creative designing are provided by the problem-based practicums, unique lessons, and instructional resource development exercises. The chart/still model design with the plus notion integrated is noteworthy due to its experimental results in teacher education, even on a global scale. The numerous co-curricular activities and initiatives that are offered by the college administration and that the student-teachers themselves devise make up a sizeable percentage of the overall grooming experience that they get while attending the college. Through the morning assembly, the kids have earned self-acquired quality upgradation experience over the years. Each class presented a performance with distinctive uniforms and professionally and semi-classically designed programmes.

The morning assembly typically includes the following elements: an invocation, news (in the style of a TV news programme), the principal's address, a speech on a social issue of interest, the recognition of accomplishments, the announcement of upcoming events, amusing incidents from the previous week in college life, a visual presentation on days of remembrance, the addition of new books to the library, the national anthem, etc. The subsequent activities would expand on the pupils' creative, critical, and empathetic qualities.

Creativity is developed through :

Art and Aesthetic Education

Open Air Sessions

Club Activities

Association Activities

Academic/Creative Writing

Innovativeness is developed through :

Lesson template preparation Based on Models of Teaching

Innovative Lesson template

ICT Oriented Lessons

Activity Oriented Classes

Problem based practicums

Intellectual and Thinking Skills are developed through:

Practicums

Practical works

Seminars

Assignments

Brain storming sessions

Development of Educational Research tools

Gender issue awareness and management

Empathy is developed through

Social Visit

Group Seminar

Group Discussions

Working with Community

National Level Educational Tour

Field Trip

Health and Physical Education Training

Morning Prayer

Sports Day

Value added Courses-Communicative English and ICT

File Description	Document
Documentary evidence in support of the claim	View Document

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

Response: D. Any 2 or 3 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 of the above

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

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

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

Response: D. Any 1 of the above

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

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: C. Any 2 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: D. Any 2 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

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

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

Response: D. Any 1 or 2 of the above

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

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response: D. Any 1 of the above

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

Other Upload Files

1	View Document
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2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The step from apprentice to professional is an internship. This equips B.Ed. students to handle the problems of the workplace once they are placed in schools. Realizations of good platforms place higher demands on oneself and entail increased workload and responsibility. The faculty emphasises to the aspiring teachers that an internship is identical to the kind of instruction that would be provided in a classroom. Students frequently fill out learning agreement forms provided by the university. Only when constructive criticism is given during an internship can it truly serve as a learning experience. The interns are assisted in making the transition from the classroom to the workplace by their mentors or supervisors.

When participating in an internship, students fill out a lesson plan and attendance sheet to record their experiences and the knowledge they have acquired. An intern gets the exposure of numerous types of schools while undertaking the internship. They acquire the sense of the working atmosphere of a school, idea about the curriculum, and rules and regulations.

Every year, internship programmes for students are set up at various government schools. These programmes are participative and on request. About 70–74 lessons make up the practise teaching for student teachers.

The student teachers participate in all school activities, including leading assemblies, planning sporting events, school days, festivals, and evaluations, among others. They create documents, make charts and models.

File Description	Document
Documentary evidence in support of the claim	View Document

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

Response: 1**2.4.9.1 Number of schools selected for internship during the last completed academic year**

Response: 198

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: D. Any 2 or 3 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The B.Ed. programme absolutely requires internships. The college has shifted toward emphasising internships, which is essential for students to advance their careers. An assessment of the internship's effectiveness

For each student to recognise their strengths and shortcomings, the programme is crucial.

The learner is evaluated both formally and informally throughout the training programme according to their development. Following the evaluation, feedback is given to aid the intern's professional and personal growth while keeping the following things in mind:

prompt feedback

- purposeful
- creative
- comprehensive
- One-to-one

informal evaluation of intern programmes

examine the components and wide scope of the training programme

The intern's self-confidence and self-esteem grow as a result of this timely encouragement and criticism. The college keeps track of how well interns get along with other trainees, superiors, coworkers from different departments, and other people.

Teachers constantly assess the interns' expertise when putting new instructional practises, ideas, and resources to the test.

File Description	Document
Documentary evidence in support of the response	View Document

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

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

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

Response: C. Any 2 or 3 of the above

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

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

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

Response: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality

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

Response: 95

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document

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

Response: 15.04

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

Response: 4

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.**Response:** 0.96**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 23

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

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

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

Response:

Teachers make attempts to keep themselves professionally up to date by:

- Household talks of current events and educational topics.
 - Informing coworkers and other institutions on policies and regulations.
 - The college offers chances for staff and faculty to advance
 - Themselves.
 - They urge them to regularly impart their knowledge to their coworkers and students.
 - Their colleges grant them permission to take formal leave so they can attend seminars and workshops.
- They also impart their knowledge on a variety of different platforms, such as those run by
- A variety of literary, artistic, and intellectual associations.
 - We allow learners to learn in the best possible way.
 - There are a number of additional strategies for adjusting to sporadic changes.
 - Teachers need to update themselves and should handle changing times and trends in the education industry.
 - Social media and the internet are used to share policies and laws.
 - The pupils' ability to maintain themselves is substantially aided by the Internet's broad reach.
 - Up-to-date with all current amenities and trends in a range of industries, including education.
 - By publishing books like NEP2020, we have disseminated the expertise of leading researchers in the field.
 - The college arranged two national seminars to increase teachers' and students' expertise.
 - The college offers online Faculty Development programmes to assist in keeping the teachers up to date.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

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

Response:

The internal evaluation of the exam is an indication of how well a lesson worked. It enhances the graphs that display the students' academic progress. The college gives regular exams to evaluate instruction. The internal exams are administered by the relevant topic teachers at our college after completion of the necessary components. The test evaluation is completed by the suggestions offered by the subject matter experts. The essential changes are communicated to the trainees in writing. The record is retained for an internal examination, and the students' answer sheets are displayed to them so they may learn their strengths and weaknesses and the mistakes they made.

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

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

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

Response: E. None of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective**Response:**

The college adheres to a set system that requests that concerns be submitted via feedback forms or dropped off in a complaint box so that the college is aware of them and can take the appropriate measures to address them.

In order to improve the effectiveness of the services, it takes on the responsibility of receiving and processing student complaints. The college has a well-organized process for handling complaints about examination-related issues. To resolve an examination-related complaint in accordance with the complaint's requirements and jurisdiction, students may speak with their teachers, the examination controller, and the principal. Faculty and department heads are notified as needed if there is a complaint regarding the evaluation of the students.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation**Response:**

The college annual calendar serves as a representation of the year-round collegiate schedule. It is a place with certain things that can be done when the time is right. The college uses the annual calendar as a planning tool to schedule all of its events. Additionally, it is beneficial for past students and alumni, parents, too. The college calendar includes pertinent details about the teaching and learning schedule, working days, numerous contests to be held, vacations, internal examination dates, semester examination, etc. The design of the college timetable for the full semester is represented by our educational calendar, which enables professors and students to get crucial information. The internal exams are scheduled, but they could alter depending on the college management committee's instructions or other factors.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes**2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.****Response:**

The VMCE College of Education helps student instructors gain the skills necessary to choose and apply the right assessment methods.

- To encourage learning.
- To determine the potential benefits of education for kids
- To monitor their development and determine where they stand.
- To be aware of the evaluation process beforehand.

To enhance student learning, curriculum improvements are made, and student instructors are trained in the proper selection and application of effective assessment techniques. This aids teachers in monitoring students' development and determining where they stand. This college's students come from a variety of social, economic, and cultural backgrounds. Students and teachers can develop the skills needed to plan learning activities by interacting with them on a daily basis. It is made sure that students gain knowledge about teaching, college administration, and community.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 98.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	185	184	173	186

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

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

Response:

Student progress monitoring is a strategy that lets teachers regularly analyse the quality of teaching and use

students' performance data to make more informed instructional decisions. To assist students learn more and become more aware of their own performance, teachers employ progress monitoring. During the class discussion, teachers assess the students' comprehension of the content. Periodic reviews are conducted by the teacher with the students to make sure they comprehend the lessons and to find any knowledge and understanding gaps. The teacher grades examinations given to the students, administers performance evaluations, and keeps track. The teacher gathered and recorded this data in order to assess student performance data and make any required modifications to instruction. The teacher sets high expectations and keeps track of each student's progress by monitoring their "work." By keeping pupils accountable for their work and enforcing incentives, the teacher promotes learning and enriches it. Through their participation in class activities and internship programmes, students' growth is measured in terms of both professional and personal traits. Through the numerous curriculum activities, the teachers can also reach them.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 198

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

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

Response:

Course outcomes are evaluated based on student success in both academic and extracurricular activities, as well as their participation in class activities, use of ICT, assignments, internship records in various exams, and departmental activities. The performance of students is regularly evaluated based on a variety of factors, including their regularity, receptivity, participation in class discussions, and general demeanour. Their result on the internal tests serves as the initial indication of their learning requirements. Before the Continuous Proficiency Assessment/Examinations, seminars, assignments, microteaching, and practise

teaching were held in the core B.Ed topics to help the students prepare for their presentation of the core subject. In addition to yearly and internal exams, the faculty holds additional class assessments to raise the class's average performance. The program's assessment is centred on the teaching and learning process, and it deals well with people. the accomplishment of the programme objectives in terms of competency and skill development. As a result, everything is well coordinated, just as the institution and the University of Kota, Rajasthan, intended.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.73

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

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

Response: 0

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

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

[View Document](#)

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and

documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**Response:** E. None of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

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

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

Response: E. None of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document

3.2 Research Publications**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years****Response:** 0.08**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC**

website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	02

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response:** 0.08**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..**Response:** 2.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	4	2	2

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 55.87**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
230	210	200	190	232

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 0.47**3.3.3.1 Number of students participated in activities as part of national priority programmes during**

last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	1	1	1

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

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

Every year, Veena Memorial College of Education in Padewa, Karauli, aggressively plans the outreach programmes. The institute is committed to encouraging students to get involved in social and community activities as well as helping to mould them into responsible citizens of the country and fostering their overall development. On issues including sanitization, the environment, planting trees, gender sensitization, traffic rule awareness, the empowerment of girls and women, cleanliness, plantation, sanitary donation programmes, National Youth Day celebrations, etc., various awareness events and workshops are held. All of the aforementioned activities had a great effect on the pupils. They also cultivated their latent personalities and raised awareness among them. Aside from this, the importance of maintaining a clean environment, good hygiene, neighbourhood sanitation, garbage disposal, and raising awareness of these important concerns throughout the community. All of these initiatives have made a significant contribution to the holistic development of the personalities of the programme participants. All outreach initiatives and social committee activities are updated, followed, and promoted via social media accounts and a class Whats App group.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**Response:** 0**3.3.4.1 Total number of awards and honours received for outreach activities from government/**

recognized agency during the last five years.

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

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

Response: 0

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

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

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

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

Response: 0

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

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

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: E. None of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

maintenance of the library

The requirement for a book list is taken from the relevant department. The suggestion box is installed inside the reading room to take users' feedback. books issued to students for 7 days or weekly old or torn books to be rejected by the committee.

Laboratories: In the laboratory, one teacher serves as the laboratory incharge and is in charge of the equipment and other materials; the laboratory is equipped with the necessary chemicals and equipment.

Sports: in the institute, there is a sports coordinator in charge who looks after the spot activities and others.

The institute's computer lab has 30 computers, and approximately 60 students use them in practice. The lab is managed by a skilled computer technician.

classroom—there are several classrooms in this college, about 15 class rooms with good cleanliness and well-furnished with tables, chairs, and a new blackboard. A smart classroom and seminar hall are also there.

Academic: Students can also take remedial classes at the college, which is affiliated with the University of Kota.

Support facilities: various subcommittees are in the college to support services. There is a good environment for the benefits and welfare of the students. First aid facilities are available at the college, as are all the facilities that are related to students. physical Academic and support facilities such as libraries, sports facilities, computers, classrooms, etc.

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

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

Response: 0

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

Response: 00

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

Response: 02

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

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

Response: 19.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.41249	0.18920	1.15575	1.78275	40.60029

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

4.2 Library as a Learning Resource**4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software****Response:**

Library management software is a comprehensive college management system that includes features such as used registration records, accessioning, circulation cataloging, OPAC reporting, barcoding, fines, account record library stock verification (physical verification), book reservations, and more. It provides a solution that helps the organisation manage the books and administration. The exchange of books is done through barcoding and barcode facilities. Multi-user login and member login in our college's library software are the best ways to keep, organize, and exchange countless books in digital form. The library

management system is advanced and elegant. This library management software allows users to access current outstanding total members' total book expenditures and total periodicals' expiration dates, among other things, and is based on ERP software.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document

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

Response:

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

Access to staff: Both teachers and students use computers and the internet to gain access to various types of information about teaching subjects and the teaching learning process. Teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audiovisual teaching aids, the role of electronic modes in education, recent research related to educational developments and educational complexities, etc. Teaching staff compare the educational development of other countries with their indigenous educational practises.

Frequency of use: The library is used almost every working day.

1. by teaching staff on an as-and-when-required basis.
2. By the student: on an as-needed basis

Computer and internet services are used by staff and students alike.

File Description	Document
Details of users and details of visits/downloads	View Document

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

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**

4.e-books**5.Databases****Response:** D. Any 1 of the above

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

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**Response:** 0.02**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.00	0.049	0.012	0.025	0.01

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

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 1.43**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year****Response:** 107**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 131	
4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year	
Response: 110	
4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.	
Response: 193	
4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.	
Response: 64	
File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT (Information Communication Technology) facilities are regularly updated in the institution. Our Veena Memorial College of Education, Padewa Karauli, has one broadband internet connection. Devices are being used, and internet use in college has increased. Departments are networked through a LAN with unlimited internet access. Portable LCD projectors are available in one ICT-enabled classroom. Students and teachers have access to the library and the computer lab. library utilises Gsoft software. The office uses computers as well. The processes of admission, salaries, and scholarships are computerized. The college has a dynamic website that provides all the necessary information. 45 computers and two projectors were added to our college. Wi-fi was installed throughout the entire college. Training programmes for staff and students are conducted to enhance their skills on e-government, networking, and related topics. The management has been substantially augmenting the infrastructural support to update the ICT facilities in the college. During the lockdown period, the institution has upgraded its teaching to online mode using the Zoom app, Microsoft Team, and Google Meet.

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

4.3.2 Student – Computer ratio for last completed academic year**Response:** 4.33

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

4.3.3 Internet bandwidth available in the institution**Response:** 2**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 2

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

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

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

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

Response: 0.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.34	0.34	0.65	0.083	0.38

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

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

Veena Memorial College Of Education has a set of established procedures and policies for maintaining and

utilizing physical, academic and support facilities- laboratory, library, sports, complex, computers and classrooms etc.

The requirement for a list of books is taken from the concern department, and a suggestion box is installed inside the reading room to take users' feedback. The committee will reject old or torn books issued to students for 7 days or weekly.

Laboratories: in the laboratory, one teacher as the laboratory in charge has responsibility for the equipment and other materials. The equipment and other necessary chemicals are available in the laboratory.

Sports: in the institute, there is a sport in charge that looks after the spot activities and others.

The institute's computer lab has 30 computers, and approximately 60 students use the computers in practice. The computer lab is managed by a skilled computer technician.

Classroom: There are several classrooms in this college, about 15 class rooms with good cleanliness and well-furnished tables, chairs, and a new blackboard. There is also a Smart Classroom and a seminar hall.

Students can also take academic-remedial classes at the college, which is affiliated with the University of Kota.

Support facilities: various subcommittees are in the college to support services. There is a good environment for the benefits and welfare of the students. First aid facilities are available at the college, as are all the facilities that are related to students. physical Academic and support facilities such as libraries, sports, computers, classrooms, etc.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: D. Any 1 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: E. Any 4 or less of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

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

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators				
Response: 1.82				
5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
1	1	2	8	5
File Description	Document			
Data as per Data Template	View Document			
Appointment letters of 10% graduates for each year	View Document			
Annual reports of Placement Cell for five years	View Document			

5.2.2 Percentage of student progression to higher education during the last completed academic year				
Response: 0				
5.2.2.1 Number of outgoing students progressing from Bachelor to PG.				
5.2.2.2 Number of outgoing students progressing from PG to M.Phil.				
5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.				

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

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

Response: 4.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	7	1	5	0

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

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

The college has not formed such a student council. We have student representatives who act like a bridge between management, the principal, and teachers. The student representatives communicate the problems of their batch mates. We also have a very active doubt-removing cell that works in collaboration with the student representatives and develops a spirit of partnership and cooperation with the teachers and the students to promote friendship and respect among pupils. Students help in the organisation and management of cultural events, sports and games, and an environment conducive to educational and personal development. They consult with students at the college on a regular basis to ensure good communication and to involve as many students as possible in the activities. Student representatives help represent the views of the students to the college management. It involves talking to and listening to the students, considering their views and concerns, and discussing with college management on behalf of the

students.

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

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

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

Response:

After the first batch graduated in 2016–17, the college established the alumni cell. This cell is not registered, but it is operational. The Alumni Cell is very active in prompting interaction between alumni, staff, and management. It supports the college in achieving its cherished goal, its vision, and its mission.

The main objective is to support a network of alumni through alumni associations, which will help raise the university's profile. The institution rests on the rich history, success, and pride of its students. The objective is to foster mutually beneficial interactions between current college students and alumni, as well as between alumni themselves. This helps the institute conduct a placement program; thus, new enrollment is accompanied by

by expansion and grows stronger. Alumni support the institution and contribute to its institutional, academic, and infrastructure development. Alumni council student representatives build close relationships between students and alumni and provide students' input to the council's deliberations and priorities. The Veena Memorial College of Education and Padewa Karauli College alumni meet annually in December and organise one event for the college.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 6

5.4.3.1 Number of meetings of Alumni Association held during the last five years

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

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

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Alumni are actively involved in our institute's standard institutional activities, such as motivating newcomers or recently accepted students. Alumni members may boost everyone's motivation, whether they are leaders or trainees. Former students also make up our IQAC committee. They get along well with freshmen. Alumni members play a critical role in the expansion of every activity in the internal curriculum. In compliance with university policies and standards, the institution organises a range of events for students, including group discussions with co-curriculum activities, tests and debates, and cultural activities. Events related to games and sports are also scheduled, with alumni advising staff on how to communicate effectively during events and working with them to suggest changes to various games and sports.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

The institute's main goal is to prepare aspiring teachers for a society that values equality, justice, liberty, and fraternity while also offering an integrated educational model that will enable them to earn a living and eventually become self-sufficient. Management's The goal is to consistently highlight the improvement of teaching and learning quality.

Education procedure. The first objective for the improvement of the college is the appointment of workers in accordance with NCTE/UGC norms.

The institute's goals are to assist aspiring teachers in gaining competence in instructing their chosen fields on the foundation of a suitable learning theory and solid knowledge. Develop interests, attitudes, and knowledge that will enable them to support the general growth and development of the children in their care. This is the focus of the teaching and learning process. The institute also seeks to instil a professional consciousness while helping students grasp the interdependence of society, the classroom, and daily life.

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

6.1.2 Institution practices decentralization and participative management

Response:

Our institute has a model process for the practises of decentralisation and participatory management. The success of any institution depends on the joint efforts of management, the principal, faculties, non-teaching staff, students, and all the workers. management body and principal jointly develop The policies on feedback from employees and students Policies are modified and implemented. The principal and chairmen of various committees (teaching and non-teaching) motivate the entire team, and alumni participate in various tasks and easily monitor the institution's goals. 1. The college management believes in decentralisation and the participation of stakeholder groups in the decision-making process to reach its goal. 2. Administrative setup: college administration has an important role between stakeholders and management as the backbone of the college. It develops policies with internal committees, including teaching and non-teaching staff, students, and alumni, and achieves the goals. Administration monitors accounts, recruitments, and record keeping. Student support and feedback The college administration is responsible for implementing university or government guidelines. 3. Faculty are also valuable because

they deliver curriculum content and take feedback from stakeholders, which is useful for updating policies. 4 departments and committees: The HODs and committee heads collaborate to achieve the college's goals and mission. 5. Nonteaching Staff: They play an important role in day-to-day activities. They arrange all the stuff that is required for an organisation's smooth running. The account section, clerical staff, support staff, cleaning staff, and security staff are the key pillars of the section. They carry out their duties in accordance with the college's vision and mission.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

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

Response:

Our institution has good practices over transparency in the financial, academic, administration, and other fields. All the financial transactions are audited by an independent Chartered Accountant. The audit report publishes on the institute's website and submitted to the government bodies and the university from time to time. Cash transactions are rare and all the students have deposited their annual fees directly to the bank. In the administrative area, the institute follows state/central government, NCTE, University rules and regulations, and directions. The management doesn't interfere in the working of the institute. The college management committee is responsible for the smooth working of the college. It takes care day to day working and takes feedback from the stakeholders and takes decisions in its meetings. In the academic section, the institute is committed to transparent practices. The admission of students is taken care of by a government agency or state university through a centralized process. The exams are also conducted by the affiliating university and the curriculum and other activities are done by the institute in fair manner.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Strategic plans—the institute's administrative setup is divided into pyramid shapes. On top of the pyramid is a management society that is in charge of the establishment task as well as arranging physical facilities and providing full support to the institute's smooth operation. In the middle, the head of the institute, "the principal," is responsible for understanding the management policies and developing a plan to implement

them. Further, the principal is also responsible for decentralising the whole process into departments, different cells, teaching and non-teaching setups, and the development of "codes of conduct" for the staff as well as students. Finally, the overall operation of the institute is dependent on the vision of the principal. So the principal is the key person who runs the institute according to management policy and government guidelines. They provide quality education through academic or co-curricular activities, examinations, and other means. The appointment of qualified personnel to the institute is a difficult task. The institute management has a fair policy for the recruitment of teaching and non-teaching staff members. There is a well-managed system for supporting the student from admission to passing the final exam. A committee mentors the admission process after the allotment of students who are shortlisted through a central process, i.e., the common admissions test (PTET) organised by a state university. The in-house curriculum committee is in charge of creating an academic calendar and delivering the curriculum using both traditional and ICT methods. Academic activities alone are insufficient for total personality development. The institute promotes co-curricular activities with the teaching and learning process. Staff welfare programmers are important to assure employees of their future safety and security. Currently, the institute provides EPFO and ESIC coverage to its employees. The scholarship facilities for the eligible students are provided by the social justice and empowerment department of the Government of Rajasthan. The institute helps the students apply on the online portal of the department and clarifies any objections. The scrutiny committee in the institute verifies the student's application and forwards it to the government body for the disbursement of the scholarship. The institute is committed to providing quality and valuable education to its society and to changing its plans as and when new information becomes available.

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

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Our institute Veena Memorial College of Education consists of different bodies which are responsible for the implementation of management policies as well as guidelines of govt/ncte/affiliating university. The work of the different cells is shown in the effective working of the institute. A selection committee manages the institute's administrative setup and has a principal, management personal, educationist, and

university representative as members. In the appointment of the work force of the college, the norms laid down by UGC/NCTE/State Government are as follows. The requirement for human resources is published in national newspapers and applications are invited online. The Scrutiny committee shortlists the qualified candidates and calls them for an online or offline interview. After the successful interview, an offer letter is issued to the selected candidates and asks them to join at the earliest. The salary and other perks are given as per norms and through bank accounts only. All the orders/guidelines issued by the governing bodies like UGCC, NCTE, state government or university are followed word to word without any negligence and the action taken report is also submitted to the concerning agencies.

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

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

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

Response: E. Any 1 or none of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document

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

Response:

Our institution, Veena Memorial of Education, Padewa, Karauli, has various effective cells or committees to execute good

administration at the college for trainees. Other committees are working as:-

1. Sexual harassment committees related to any problem girls have and solves the problem.

2. Girl's mentoring cell is related to proper girl's education without any difficulty or any problem.
3. The Anti Ragging cell is also related to any complaint of trainees misbehaving or ragging by senior trainees.
4. The student's counselling cell advises them to do well and have good performance in the teaching-learning process.
5. The internal complaint cell is always aware of internal security at the college and facilities on the campus.
6. The doubt redressal cell always deals with the doubts of the student.
7. The alumni cell always gives importance to past students of the institute and demands the suggestions of trainees' problems to be solved and removed.
8. IQAC's main target is to provide qualitative education. So this is the process of our institution.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Staff welfare schemes are important to assure employees of their future safety and security. At present, the institute covers its employees with EPFO, ESIC, and group Insurance schemes. Whereas the EPFO is an investment and savings scheme for old age, the ESIC provides medical coverage for employees and their dependents. As per the government rules, the employee-employer contribution is deposited to the concerning agencies. Apart from economic and medical cover, the institute also offers some other schemes to its employees to boost their knowledge and professional skills with the help of refresher programs for teaching staff and training programs for non-teaching staff. Because the institute is located 12 kilometres from Karauli, employees are provided with free transportation. Several other facilities are also available for the staff's welfare.

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

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**Response:** 0**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

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

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

6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**Response:** 9**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

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

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

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

Response: 0

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

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

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

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

Response:

Appraisal is a process that is used to evaluate an organization's workforce. Our institute also follows a pre-defined appraisal system for the annual salary and incentive increment. A 10 point appraisal sheet is used to assess an employee's last year performance under the Target Achievement (duty commitment, punctuality, loyalty, and compliance with duty chart), Policy Adherence (obedience to seniors, general behaviours (student & colleague)) and Value Addition Improvement (additional responsibility, quality of future growth and development)

measures. Employees are always motivated to perform better in order to meet their goals and objectives when they are rewarded

for their efforts. The institute's main outcome is to prepare the best teachers for society, so the overall performance of each student, i.e. in university exams, internal assessments, sports, cultural and participation in other activities, is also considered in the annual appraisal. The good performer receives a higher annual increment, and the satisfactory performer also receives an annual increment, but there is a distinction between the two.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The institute outsources all of its auditing for transparency reasons. Accounts and financial records of the institute Transactions are audited on a consistent basis by a qualified accountant. The CA has received all of the financial records for auditing purposes. The CA examined every document and suggested changes as needed to comply with Income Tax Law. After After carefully reviewing the papers, the CA draughts the yearly audit, which she then turns over to the management society's secretary. containing his signature and seal. After having checked the audit report, the secretary sends it on to the institute's principal. The The principal provides the audit report as part of the annual affiliation or approval procedure to the state government, NCTE, or the affiliated university.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

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

Response: 0

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

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

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

Response:

The institution is running in self-financing mode and is fully dependent on the fees deposited by the students to meet its financial requirements. There is no other way to generate revenue. No government grants are receivable. The college has to manage all the expenses through the collection of fees. A significant portion of the funds is used to pay human resource salaries. The rest of the fund is used for academic, physical, and developmental activities. The shortage of funds is managed with the help of bank loans. All financial activities are audited by an independent chartered accountant and the audit statements or report are published on the institute's website.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

Our institute fulfils all the IQAC norms laid down by NAAC for educational quality development. The primary aim of the IQAC is to develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution. The IQAC cell established an Academic Monitoring Committee that focuses on academic development. The institute has developed several quality assurance mechanisms under the Academic Monitoring Committee as follows:

- i. Analysis of feedback received from students

- ii. coordinates with all stakeholders to solicit their feedback and suggestions for quality improvement.
- iii. Getting updated on the latest information on various quality parameters of higher education through various articles and field visits
- iv. An analysis of all stakeholders' feedback and an explanation of its outcome for correction
- V. The Institute appreciates, encourages, and provides support for quality improvement in teaching, research, and administration.
- vi. documentation of the various programmes and activities leading to quality improvement.
- vii. collection, maintenance, and analysis of documents
- viii. Planning and supporting effective implementation for total quality management, curriculum development, teaching-learning, and evaluation, research, consulting, and extension activities for all stakeholders. Academic audit preparation in accordance with the guidelines

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

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

Response:

Response: The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed, and circulated in All newly admitted students have to compulsorily attend the orientation programme, in which they are made aware of the course, the uniqueness of the education system, the teaching-learning process, the system of continuous evaluation, the ethics of the course, and the discipline and culture of the institute. Students are apprised of the timetable, programme structure, and syllabus of the courses before the academic year commences. Important announcements are made in the morning assembly, and attendance and the conduct of classes are monitored. Feedback from students is also taken individually by teachers for their respective courses. by the IQAC Committee. Students are also free to approach the principal of the institute for feedback and suggestions that will be properly analysed and shared with the individual faculty. members. The teaching and learning processes are reviewed, and improvements are implemented based on the IQAC recommendations. The major initiatives taken over the last five years include the

following:

- a. implementation of daily home assignments
- b. Effortless admissions processing
- c. Career and Guidance Services
- d. Remedial Education Program
- e. Self-Study Course
- f. The Orintition Program

g. Micro learning

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

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

Response: 4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	3	4

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document

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

Response:

Response Cycle I

In the NAAC cycle I, the peer team remarked in the visit report regarding the IQAC that it was present but not functional. The institute improved in this sector and made the IQAC functional. Now the IQAC is the main body in the institute to monitor and take decisions regarding the quality measures. IQAC is responsible for developing the academic and co-curricular activity calendar and for its implementation. Quarterly meetings are being held to review all the processes and make quality improvement decisions.

Another remark made by the peer team was that all the staff had an M.Ed. degree as their last qualification. The IQAC and management take it seriously and have started efforts to recruit faculty with a Ph.D. or NET qualification. It is well known that highly qualified faculty are the key to quality education. The institute has a transparent mechanism to recruit faculty members. The maximum number of faculty members is now Ph.D. or NET.

Another remark made by the peer team in the teacher-quality section was that "More emphasis is given to ICT use in teaching." The IQAC recommended that smart classrooms be established and that the computer lab be improved. Now the institute has proper ICT resources to deal with e-content and an updated computer lab.

Response Cycle II

During the NAAC cycle II visit, the peer team mentioned that "teacher quality—professional development needs to be encouraged." The institute organised various programmes to improve faculty professionalism. Several faculty development programs, webinars, seminars, and workshops were organised after cycle-II. The institute also financially supports the attendance of seminars, workshops, or FDPs at outstations, as well as the publication of research papers.

Another remark made by the peer team was that "the library is not automated." The IQAC recommended purchasing library automation software to comply with this deficiency. Now the library software is

installed in the library, and e-journals are subscribed. The library also has resources to access e-contents from the shelf or from the internet.

Another remark made by the peer team was that "computer skills should be strengthened among the faculty and staff." To resolve this issue, the institute organised a "Computer Skill Development Training Program" for faculty. And the students are continuing to use the ICT/computer lab facility.

Another remark made by the peer team was that "computerization of accounts is limited." The institute now uses the computerised accounting software "Tally" to manage the financial transactions.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

Energy is an important part of our day-to-day operations. It plays a significant role in the development and smooth running of an organization. We use electricity supplied by a government agency or a diesel generator during energy retirements. We are very sincere about energy conservation and reducing its intensity. The use of electricity on campus is a strictly regulated activity that is overseen by the college administration. All the faculty, non-teaching staff, and students are part of the energy conservation policy. They are all aware of its cost and proper use. All the stockholders follow straightforward rules on how to use electricity during the day or at night with security staff. As per the guidelines of the electricity company, only copper wires are used in the fittings of electrical equipment. Improvements in energy consumption to reduce costs. Use of star-level equipment use of LED bulbs or tools in place of conventional bulbs minimum use of ACs or heaters use of solar energy Run a campaign to make students and staff aware of the efficient use of electricity. The electricity supply to the campus is an 11 KV HT supply from JVVNL, Rajasthan, with a sanctioned load of 25 kW, which is distributed to the different sections of the college with energy-efficient cables and panels. A 40KV A silent DJ set is installed on the campus as an alternate source of electricity in case of a shutdown or fault in the primary source. Reduce energy consumption on campus by utilizing energy-efficient equipment and natural light. Start using solar energy. Faculty and students should be aware of how to use electrical equipment efficiently, such as computers, printers, cameras, fans, tubes, and others. Avoid using the DG set on a regular basis

File Description	Document
Institution energy policy document	View Document

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

Response:

"Let's go green and keep our campus clean," is Padewa Karauli's Veena Memorial College of Education's motto. Education at Veena Memorial College Since Padewa Karauli is very careful about producing less waste and recycling, its essential operations have very little of an influence on the environment. Environmental steps have been introduced, including a no-smoking zone and a waste management system. The college's mission is fundamentally based on tree planting and environmental awareness. an excellent garden to preserve the college's pristine beauty and purity. The waste management procedures used by the institute are split into three categories.

1. Management of Solid Waste and Liquid Waste Management 2. Management of Solid Waste: The waste produced on campus comprises wrappers, glass, metals, paper, and other materials. With liquid waste management, the plants are watered.

The campus's grass and gardens are kept up. Additionally, food waste is given to farmers.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.3 Institution waste management practices include

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

Response: D. Any 1 of the above

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

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

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

Response:

By carrying out the "Swachh Bharat Mission" of the Prime Minister, the Veena Memorial College of Education in Karauli, Padewa, is dedicated to excellence. to keeping the college environment clean and setting a good example for employees, teachers, and students. Being tidy in college means offering sanitary

classrooms. Place garbage bins in each corner. Encourage both students and teachers to keep the classroom tidy and clean.

shortly after use Hold cleanup days and Swachh Bharat campaigns. 5. Regularly clean the campus amenities.

Sanitation:

Personal grooming

2. Access to clean water

toilet disposal and human waste

Water waste management

solid waste management

Environmental hygiene

a clean and healthy atmosphere

Use reusable water bottles and LED bulbs at colleges while disposing of electronic trash in bins on the property.

waste disposal across the campus

Plastic is not used on campus.

use dust-resistant

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary

component during the last five years (INR in Lakhs)**Response:** 0**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

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

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

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

The Institution aspires to more effectively use its partnerships and knowledge as competitive advantages with the neighbourhood. As a result of the institute's location in a rural area, it is important to establish positive and constructive relationships with the local community. Over the course of millennia, they have amassed a comprehensive body of knowledge that has enabled them to preserve a balanced social and ecological system. In addition, the institute makes an effort to obtain this important knowledge from local experts. The resources we have in the form of knowledge, social capital, and education, however, can be used to serve our local community. Likewise, locals and students from other regions of Rajasthan were admitted to the college. Because of this, there is diversity in the social, cultural, and economic circumstances. The teaching staff faces difficulties in adjusting to these disparities. The faculty encourages the students to observe and research the local population's behaviour and other customs. The college occasionally joins the neighbourhood community in celebrating local holidays. Adult education, health awareness, women's empowerment, early marriage and early pregnancy, and save the girl child are a few examples of the various activities the institute undertakes to promote social awareness. The institutions make an effort to purchase necessities from the neighbourhood market in order to boost the local economy and provide local shops with a good living. In addition, the institute encourages its students to rent apartments in the area. The institute promotes the planting of new trees in place of damaged trees and runs awareness campaigns against the green tree cutting in order to conserve environmental resources.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

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

Response: A. All of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

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

Response:

Title of the practice : Use of ICT for effective teaching learning Objectives of the Practice:

1. To promote the skill using Information Communication Technology (ICT) and to improve the learning outcomes
2. To provide “Head-Heart and Hand approach- 3H” to learning
3. To promote the teaching and learning efficiency.
4. To motivate students about innovative learning
5. To enrich the process of teaching learning by using by ICT techniques.

The context :

In the traditional teaching system were used with chalk and talk. In the modern education system curriculum is framed to develop the competences in the teachers and students for best performance. Curricula are also emphasizing capabilities and concerns towards the application of the information. ICT are able to provide strong support for all these requirements.

Information and Communication Technology -

ICT has become and integral part of teaching learning process. Effective use of technology makes the class more dynamic, motivates students and renews teacher's enthusiasm as they learn new skills and technologies. Adoption and use of ICT in education have positive impact on teaching and learning.

The practice In this digital era use of ICT in the classroom is important for giving students opportunities to

learn and apply the required 21 st century skills. Most of the classrooms in the institute have installed projectors and white boards. The entire faculty members take the lecturers using the same. Whole campus of the institute is Wi-fi connected. Information Communication Technology (ICT) enabled teaching methodologies are being followed by the faculty members in classrooms as a complementary tool for conventional teaching methods. Faculty members started to use ICT in the preparation of annual plan, subject time table, students' practice teaching time table, attendance, question bank, question papers etc. The use of multimedia teaching aids like PPTs, Videos, LCD projectors, smart classrooms and internet enabled computer system in daily teaching learning, the student teacher of B.Ed use the ICT in their practice lessons.

Women Empowerment Best practices II

Veena Memorial college of Education Padewa Karauli has best practice of women empowerment. It is demand of time in modern age at our country. Our institute has co- education system of boys and girls at training. So we are aware about to make more women empowerment by different schedules and motivational work. On prayer spot women's empowerment motivational statements or slogan are given to them. In sports and games girl's atheletes are motivated to participate. Girls sports and athletics activities are organized separately with different cultural programmes. They are motivated to participate and remove the hesitation of presentation in front of people for women empowerment to make more secure them CCTV cameras are established not only at classrooms but also in whole campus in various spots according to time make secure the self-defense trainees are called to teach them different tricks for their own security every where in future. Our institution is strict for discipline and for girls family member's or parents are allow to meet at college. In co-education college uniform is necessary to each boy or girls at college on different occasions girls are motivated to make forward and self reliance by different means of earning by different types experts in two days programme for women empowerment at college campus. So it is best practice of our college.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness

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

Response:

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 internship, student-teachers experiment with different strategies of teaching, putting into practise 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 develop the ability to reflect on different aspects. We also believe that language should not be a hurdle in the making of an effective teacher. Hence, they are also given the option of writing their papers in Hindi or English.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

The college is working to hire more PhD-qualified faculty members and to encourage them to publish research or review papers, edit books, or contribute book chapters (s). The institution is also preparing to host a number of webinars on various subjects, some of which may be connected to the curriculum or to the professional growth of faculty or students.

Concluding Remarks :

It is the great opportunity to us that we are applying to NAAC accreditation for the Cycle-III. We are maintaining the B++ Grade as our achievement. Still the journey is begin from the scartch and we are doing our best to get atleast Grade-A from the NAAC. Before applying to Cycle-III we improve different areas remarked by the peer team in Cycle-II. The institute is on the way to do better than best and to achieve academic excellence with vision and mission sets by the governing body. As soon as the government or the affiliated university issues a notification, the institution is also prepared to execute NEP-2020 rules. The institute will always work to provide students, staff, parents, alumni, local organisations, and other stakeholders with a quality teacher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has select C. Any 3 of the above as per shared report by HEI.</p>
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has select D. Any 1 of the above as per shared report by HEI.</p>
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library

	<p>3. Computer lab facilities 4. Academic Advice/Guidance</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as HEI has not provided any proof on self study courses.</p>
<p>1.4.1</p>	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has select E. Any 1 or none of the above as HEI has not provided sample filled in feedback form.</p>
<p>1.4.2</p>	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: E. Feedback not collected Remark : DVV has made the changes as per 1.4.1</p>
<p>2.2.2</p>	<p>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</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Answer before DVV Verification : A. Any 5 or more of the above
 Answer After DVV Verification: D. Any 2 of the above
 Remark : DVV has select D. Any 2 of the above as per shared report by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	7	15	24	23

Answer After DVV Verification :

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

Remark : Supporting documents not shared by HEI.

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

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

Answer before DVV Verification : A. Any 4 or more of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has select C. Any 2 of the above as per shared report by HEI.

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**

6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Answer before DVV Verification : C. Any 3 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : DVV has select D. Any 2 of the above as per shared report by HEI.

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

Answer before DVV Verification : B. Any 6 or 7 of the above

Answer After DVV Verification: D. Any 2 or 3 of the above

Remark : DVV has select D. Any 2 or 3 of the above as per shared report by HEI.

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. **Formulating learning objectives**
2. **Content mapping**
3. **Lesson planning/ Individualized Education Plans (IEP)**
4. **Identifying varied student abilities**
5. **Dealing with student diversity in classrooms**
6. **Visualising differential learning activities according to student needs**
7. **Addressing inclusiveness**
8. **Assessing student learning**
9. **Mobilizing relevant and varied learning resources**
10. **Evolving ICT based learning situations**

	<p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has select D. Any 2 or 3 of the above as per shared report by HEI.</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has select D. Any 1 of the above as per shared report by HEI.</p>
2.4.4	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per shared report by HEI.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has select D. Any 1 of the above as per shared report by HEI.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation

	<p>4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has select D. Any 2 or 3 of the above as per shared report by HEI.</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <p>1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has select D. Any 1 or 2 of the above as per shared report by HEI.</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <p>1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above Remark : DVV has select E. None of the above as HEI has not shared any relevant documents.</p>
4.1.2	<p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 1 Answer after DVV Verification: 00</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 1 Answer after DVV Verification: 02</p>

Remark : DVV has made the changes as per shared photos.

4.2.6 **Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

Remark : Supporting documents has not shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.62595	7.304	10.51056	132.9570	63.78475
			1	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.34	0.34	0.65	0.083	0.38

Remark : DVV has made the changes as per shared report by HEI.

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

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

Answer before DVV Verification : B. Any 7 of the above

Answer After DVV Verification: E. Any 4 or less of the above
 Remark : DVV has select E. Any 4 or less of the above as per shared report by HEI.

- 5.1.3 **The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**
1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
 2. **Details of members of grievance redressal committees are available on the institutional website**
 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
 4. **Provision for students to submit grievances online/offline**
 5. **Grievance redressal committee meets on a regular basis**
 6. **Students' grievances are addressed within 7 days of receiving the complaint**
- Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 3 or 4 of the above
 Remark : DVV has select C. Any 3 or 4 of the above as per shared report by HEI.

- 5.1.4 **Institution provides additional support to needy students in several ways such as:**
1. **Monetary help from external sources such as banks**
 2. **Outside accommodation on reasonable rent on shared or individual basis**
 3. **Dean student welfare is appointed and takes care of student welfare**
 4. **Placement Officer is appointed and takes care of the Placement Cell**
 5. **Concession in tuition fees/hostel fees**
 6. **Group insurance (Health/Accident)**
- Answer before DVV Verification : B. Any 3 or 4 of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has select C. Any 2 of the above as per shared report by HEI.

- 5.3.2 **Average number of sports and cultural events organized at the institution during the last five years**
- 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
160	58	20	68	64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

Remark : DVV has made the changes as per shared report by HEI.

5.4.2

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

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

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has select C. Any 2 or 3 of the above as per shared report by HEI.

6.3.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	4	1	2

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared report by HEI.

6.3.4

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

6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : supporting certificates has not shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.62595	7.304	10.5156	132.9570 156	63.78475

Answer After DVV Verification :

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

Remark : DVV has made the changes as Any expenditure on green initiatives are not indicated in the audited statement.

2.Extended Profile Deviations

ID	Extended Questions
1.2	<p>Number of Computers in the institution for academic purposes..</p> <p>Answer before DVV Verification : 35</p> <p>Answer after DVV Verification : 92</p>