



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

Veena Memorial College of Education

- Name of the Head of the institution **Dr. Sunil Sharma**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **9928054009**
- Mobile No: **9928054004**
- Registered e-mail ID (Principal) **vmcekarauli@gmail.com**
- Alternate Email ID **vmsseewa@yahoo.com**
- Address **Vill-Padewa, Post- Rampur Dhawai, Kailadevi Road**
- City/Town **Karauli**
- State/UT **Rajasthan**
- Pin Code **322241**

2.Institutional status

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

- Location **Rural**
- Financial Status **Self-financing**
- Name of the Affiliating University **University Of Kota**
- Name of the IQAC Co-ordinator/Director **Mr. Jagdish Prasad Sharma**
- Phone No. **9460152485**
- Alternate phone No.(IQAC) **9875050417**
- Mobile (IQAC) **9460152485**
- IQAC e-mail address **vmcekarauli@gmail.com**
- Alternate e-mail address (IQAC) **vmsseewa@yahoo.com**

3.Website address<http://www.vmcekarauli.org/>

- Web-link of the AQAR: (Previous Academic Year)

<http://www.vmcekarauli.org/docs/AQAR202021.pdf>**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

http://www.vmcekarauli.org/docs/a_cal202021.pdf**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.46	2011	16/09/2011	15/09/2016
Cycle 2	B++	2.80	2017	30/10/2017	29/10/2022

6.Date of Establishment of IQAC**05/07/2012****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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

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

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

9. No. of IQAC meetings held during the year **4**

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

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

- If yes, mention the amount

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

Regarding Awareness Programme

ICT Training for Staff

Student development Programme

Regarding Orientation Programme

Regarding Community Activities during pandemic situation

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

Plan of Action	Achievements/Outcomes
Community Activities during pandemic situation	All of our institute's students gained knowledge on how to use hand sanitizer, distribute masks, hand sanitizer with plants, and spread health awareness about the COVID 19 pandemic not just for themselves but also for the rest of the community, society, and their families.
Student development Programme	All students are motivated for loyal and moral behavior their whole lives in our family and society.
ICT Training for Staff	All staff or faculty members improve their skills in the use of ICT or computer knowledge. All the faculties are familiarised with operating computers and can get any desired information on new technology urgently or immediately.

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

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• Name of the Head of the institution	Dr. Sunil Sharma
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9928054009
• Mobile No:	9928054004
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• Type of Institution	Co-education
• Location	Rural
• Financial Status	Self-financing

• Name of the Affiliating University	University Of Kota				
• Name of the IQAC Co-ordinator/Director	Mr. Jagdish Prasad Sharma				
• Phone No.	9460152485				
• Alternate phone No.(IQAC)	9875050417				
• Mobile (IQAC)	9460152485				
• IQAC e-mail address	vmcekarauli@gmail.com				
• Alternate e-mail address (IQAC)	vmsseewa@yahoo.com				
3.Website address	http://www.vmcekarauli.org/				
• Web-link of the AQAR: (Previous Academic Year)	http://www.vmcekarauli.org/docs/AQAR202021.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.vmcekarauli.org/docs/acal202021.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.46	2011	16/09/2011	15/09/2016
Cycle 2	B++	2.80	2017	30/10/2017	29/10/2022
6.Date of Establishment of IQAC			05/07/2012		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
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<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Regarding Awareness Programme		
ICT Training for Staff		
Student development Programme		
Regarding Orientation Programme		
Regarding Community Activities during pandemic situation		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

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ICT Training for Staff	All staff or faculty members improve their skills in the use of ICT or computer knowledge. All the faculties are familiarised with operating computers and can get any desired information on new technology urgently or immediately.
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2020	20/01/2022
15. Multidisciplinary / interdisciplinary	
The Institute adhered to the university's developed curricula	

because it is affiliated with the University of Kota. The institution will offer multidisciplinary and interdisciplinary courses in the future in accordance with the regulations of the state government or the university.

16.Academic bank of credits (ABC):

The Institute adhered to the university's developed curricula because it is affiliated with the University of Kota. The institution will offer multidisciplinary and interdisciplinary courses in the future in accordance with the regulations of the state government or the university.

17.Skill development:

The institute is always emphasising skill development programmes for its personnel and students. That will make it easier for our stakeholders to stay informed and advance their expertise.

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

Rajsthan's Hindi State and Semi-Tribal Region are where the institute is situated. The university's curriculum is also offered in Hindi at the institute, which provides its educational materials in that language. A native language may therefore be adopted without restriction.

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

.The Institute adhered to the university's developed curricula because it is affiliated with the University of Kota. The institution will offer education in the future in accordance with the regulations of the state government or the university.

20.Distance education/online education:

The Institute adhered to the university's developed curricula because it is affiliated with the University of Kota. If in future affiliating university will permit to run distance or online education courses, the institute will ready to implement it.

Extended Profile

2.Student

2.1

398

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2	200
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	168
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	198
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	198
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	200
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	14.62595
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	35
Total number of computers on campus for academic purposes	
5. Teacher	
5.1	23
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	28
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The in house curriculum committee is empowered with the right to make recommendations on the established program or plan initiated by faculty peers responsible for that program or plan. The committee reviews and makes recommendations on proposals for adding, expanding, deleting or modifying program and courses offered by our college.</p> <p>Curriculum can be organised into three major components - Objectives, Content or Subject Matter, and Learning Experiences. Our Curriculum is designed to provide for common space of understanding and competency for the purpose of developing thinking, socially responsible citizens of free society.</p> <p>Time Table is designed to ensure that each class has only one teacher during learning hours of a particular period.</p> <p>Our college provides not only theoretical knowledge but also real and practical experiences received by the students with help of</p>	

games, sports, art, literary and cultural activities etc., which are known as cocurricular activities.

College helps in developing aesthetic aspects, character building, spiritual growth, physical growth, moral values, creativity etc. Overall personality development is also supported by co curricular activities.

The principal college conducts regular meetings every yearly to plan academic progress and review the classes according to the curriculum. The Principal and Management discuss and plan innovative practices for students' development. The institution follows University of Kota, Kota syllabus and plans field trips and excursions accordingly.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://vmcekarauli.org/docs/ProCourseOutcome.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

20

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

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

0

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

0

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

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

0

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

0

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

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

All of the above

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

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

03

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

56

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

1.3 - Curriculum Enrichment

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

Our institute's vision mentions human values, social commitments and ethics, intellectual competency, moral uprightness, social commitment, spiritual orientation and service to society. The achievement of sustainable development depends on the availability and use of coherent planning methodology to ensure the integration of gender issues. The challenges of cross cutting issues in development policy and planning suggest a basis for for an explicit conceptual framework which can be used as a first step of translating and integrated perspective into organizational relationships, planning processes and methods. Institute gives much attention to the quality of teacher education program for continuous professional development.

The institute endeavors to assure that teachers have access to effective early career support programs at the start of their career enforcing critical thinking. It makes the teachers capable to apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence.

The intitution is committed to quality education on a regular basis. Students are given opportunities to showcase their skills, knowledge, values and attitudes. In the different activities

organised by the college every week, we have activities like speech competitions and debates to improve their communication skills.

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

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

The institution familiarizes students with the diversities in school system in India. At the educational level, diversity refers to all different students, no matter what their personal traits, national origin, social or economic backgrounds are. It is strongly connected to the notions of intercultural and multicultural education.

NCTE provides curriculum and support and technical assistance to schools in India. There are benefits associated with diversity in education, but the outcomes for students depend on how much diversity is acknowledged in a classroom setting.

The college incorporates lesson plans that account for all forms of diversity. Students work better in a diverse environment and improve their performance enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them. Students feel safer when they are educated in a diverse setting. Our administration readies graduates for promoting and teaching diversity as a means of accepting it. Our institute develops learning skills to build communities promoting diversity and employing human resource functions such as

recruitment and orientation.

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

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

Students learn in college to connect new knowledge with previous knowledge and concepts that they already know, thereby constructing new meanings. Students connect knowledge most effectively in active classrooms where they negotiate understanding through interaction and varied approaches. Teachers are aware that students as novice learners often possess less development or incomplete conceptual framework.

The teachers help and encourages to students to access and clarify prior knowledge, facilitate social environment through active learning activities that interconnect ideas and vary approaches to knowledge and invite students to reflect, cobuild courses and roadmaps. The teachers provide scope to open lesson with content that students already know or ask students to perform brief exercises like brainstorming that make the class's pooled knowledge public. When the clear transition are provided lecturing can build knowledge more effectively while the simple use of whiteboard or chalkboard to list topics, a schedule or connected ideas can help students build tighter conceptual understanding. The teachers encourage students to discover ideas on their own by making predictions. This encourages the possibilities that student will offer incorrect, inaccurate or misguided responses at time. This builds a learning culture.

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

1.4 - Feedback System

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

Four of the above

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

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

200

2.1.1.1 - Number of students enrolled during the year

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

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

168

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

158

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

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

32

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

32

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

2.2 - Honoring Student Diversity

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

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. 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.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

16:1

2.2.4.1 - Number of mentors in the Institution

25

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

2.3 - Teaching- Learning Process

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

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

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

20

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

398

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological

Four of the above

activities Field sports	
File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

Mentoring is considered an integral part of teacher education to change attitudes and beliefs, and improve the personal and professional knowledge and skills of teachers, 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 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 is no disparity between her or his principles and actions She or he must strive to instil personal values in children in addition to 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.

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

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 include employed to get students ready for the demands of the digital natives of the twenty-first century. The The curriculum provides opportunities for skill development through micro-link lessons as well as direct experience. through field trips and nature excursions, for instruction through models

of teaching, and for collaborative learning experiences through peer tutoring and team teaching. Problem-based learning provides opportunities for innovation, critical thinking, and creative design. 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 college.

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

2.4 - Competency and Skill Development

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice

Eight /Nine of the above

teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

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 an increased workload and responsibility. The faculty places emphasis on 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 If 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 exposure to numerous types of schools while undertaking the internship. They acquire the sense of the working atmosphere of a school, idea about the curriculum and the rules and regulations Every year, internship programmes for students are set up at various government schools. The student teachers participate in all school activities.

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

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

2.4.9.1 - Number of final year students during the academic year

198

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Seven/Eight of the above

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

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

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Two of the above

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

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

Five of the above

readiness	
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	
23	
File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded
2.5.2 - Number of fulltime teachers with Ph. D. degree during the year	
04	
File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded
2.5.3 - Number of teaching experience of full time teachers for the during the year	
23	
2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic	

year	
131	
File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded
<p>2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations</p>	
<p>Teachers make attempts to keep themselves professionally up to date by:</p> <ul style="list-style-type: none"> • 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	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded
2.6 - Evaluation Process	

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

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	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Four of the above

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

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

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

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

The college 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, butthey could alter depending on the college management committee's instructions or other factors.

2.7 - Student Performance and Learning Outcomes

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

The VMCE College of Education helps student instructors gain the skills necessary to choose and applythe 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 theproper selection and application of effective assessment techniques. This aids teachers in monitoringstudents' development and determining where they stand. This college's students come from a variety ofsocial, economic, and cultural backgrounds. Students and teachers can develop the skills needed to planlearning activities by interacting with them on a daily basis. It is made sure that students gain knowledgeabout teaching, college administration, and community.

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

2.7.2 - Pass percentage of Students during the year

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

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

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

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**198**

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

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

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 practiseteaching 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	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://vmcekarauli.org/docs/sss202122.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

One of the above

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

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

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

One of the above

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

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

0

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

4

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

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

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

230

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

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

4

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

460

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

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 classWhats App group.

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

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

0

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

3.4 - Collaboration and Linkages	
3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
0	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
0	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
0	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for	None of the above

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

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

INFRASTRUCTURE AND LEARNING RESOURCES
4.1 - Physical Facilities

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

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, 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.

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

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

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

1

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

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

0.41249

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

4.2 - Library as a Learning Resource

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

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

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

The college library has computer and internet facilities. 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	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

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

0.00

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

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

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

107

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

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

4.3 - ICT Infrastructure

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

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

4.3.2 - Student – Computer ratio during the academic year

11:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:

E. < 50 MBPS

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

14.62595

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

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

The 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.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Seven/Eight of the above

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

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Three of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
1	193

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

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

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

0

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

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

26

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

5.3 - Student Participation and Activities

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

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

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

160

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

5.4 - Alumni Engagement

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

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Three/Four of the above
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File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

1

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

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

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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

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

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. Nonteaching Staff: They play an important role in day-to-day activities. the key pillar of the

section.

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

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

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

6.2 - Strategy Development and Deployment

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

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. The principal is the key person who runs the institute according to management policy and government guidelines. 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. 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. It also provides EPFO and ESIC coverage to its employees.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

None of the above

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

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

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

6.3 - Faculty Empowerment Strategies

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

Staff welfare schemes are important to assure employees of their future safety and security. At present, the institute covers its employees with EPFO and ESIC 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	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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

3

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

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

1

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

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

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

6.4 - Financial Management and Resource Mobilization

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

The auditing of the institute is purely outsourced for transparency purposes. The institute's accounts and financial transactions are audited by an independent chartered accountant on a regular basis. All the financial documents are submitted to the CA for audit purposes. The CA studied all the documents and suggested corrections if required under the Income Tax Law. After the scrutiny of the documents, the CA prepares the annual audit report and submits it to the Secretary of the managing society with his seal and signature. Then the Secretary verifies the audit report and forwards it to the Principal of the institute. The principal submits the audit report to the state government, NCTE, or affiliating university with the annual affiliation or approval process.

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

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

0

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

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

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

6.5 - Internal Quality Assurance System

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

Our institute fulfill all the norms of IQAC laid down by NAAC

foreducational 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 has established an Academic Monitoring Committee that focuses on academic development. The Institute has developed several quality assurance mechanisms under Academic Monitoring Committee as under: i. Feedback analysis received from Students. ii. Coordinates with all stakeholders for their opinions and advices for quality improvement. iii. Getting updated on latest information on various quality parameters of higher education through various articles & field visits. iv. Analysis about the feedback received from all stakeholders and informs the concerned about its outcome for correction. v. Institute appreciates, encourages and provides support for quality improvement in teaching, research & administration. vi. Documentation of the various programs /activities leading to quality improvement. vii. Collection, maintenance and analyzed documents. viii. Planning and Supporting effective implementation for Total Quality management, Curricula development, Teaching-Learning and evaluation, Research, Consultancy and Extension activities for all stakeholders. Preparation of Academic Audit as per the guidelines

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

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

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 the. 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, the discipline and culture of the Institute. Students are apprised of the time-table, 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. Feedback is properly analysed and shared with the individual faculty members. The teaching-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 Orientation Program g. Micro Teaching

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

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

Nil

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle)

Two of the above

Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.vmcekarauli.org/iqac.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.vmcekarauli.org/docs/AQAR202021.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Our institution did the incremental improvement In academic functionthrough quality assurance or development before I NAAC. In I cycle institution got B Grade by peer team of NAAC at sept. 2011. afterthe I accreditation we did many improvement in our institutionrelated with quality assurance as use of computers and for computerlearning 35 computer purchased. New building constructed with modern infrastructure facilities. Library facilities increased with newbooks purchasing process. So peer team of NAAC atthis visit allottedto us B++ Grade in oct. 2017 because of incremental improvementsachieved by the institution. In education system.Previous accreditation done byNAAC at oct. 2017 after thatincremental improvements achieved by the institution in variousfields or sectors as automation of library software is

completed that is more helpful to trainees and all the faculties. Competition magazines are brought in library. Information communication technology (ICT) is used for smart classes in teaching learning process.

Remedial classes are used in teaching learning process, orientation programme is communicated or taught with new innovation and use of modern technology in teaching learning process. Online classes are used to teach the trainees wi-fi facilities are also available at the campus.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy is an important part of our day-to-day operations. 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. 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.

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

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

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

One of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

By carrying out the "Swachh Bharat Mission" of the Prime Minister, the VeenaMemorial 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 sanitaryclassrooms. 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 phot

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

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

Two of the above

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

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

0.02424

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

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

The institution aspires to more effectively use its partnerships and knowledge as competitive advantages in the neighborhood. 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. 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. As a result, there is a wide range of 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 saving the girl child are a few examples of the various activities the institute undertakes to promote social awareness.

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

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

A. All of the above

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

7.2 - Best Practices

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

1. Using ICT to Improve Learning and Teaching Goals for the Practice The modern educational system's curriculum is built to help teachers and students acquire the skills they need to perform at their best. The use of information and communication technology (ICT) in teaching and learning has become essential. teachers utilising the same Wi-Fi is available throughout the entire institute site. 2. Best practises for empowermentwomen. In our nation, it is a current obligation. For trainee boys and girls, our institute offers a coeducational educational environment. As a result, we understand the importance of empowering more women through flexible schedules and inspiring employment. Women's empowerment motivating quotes or phrases are posted at prayer locations. Girls' athletes compete in sports and gamesare inspired to take part. To make it more secure for them, they are encouraged to take part and get over their anxiety of speaking in front of an audience on women's emancipation. To protect the self-defense students, CCTV cameras have been installed not only in the classrooms but also around the entire campus in various locations as needed. It is anticipated that it will educate them a variety of security tips in the future.

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

7.3 - Institutional Distinctiveness

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

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 practice all that they learn in theory papers. The feedback provided to them builds on the theories and principles already taught to them by helping with better assimilation. As a result, by the end of the course, they 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	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded