



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SWAMI VIVEKANAND COLLEGE OF EDUCATION

SWAMI VIVEKANAND COLLEGE OF EDUCATION VILLAGE TAKAUTA
BHATTAN POST OFFICE DUNGRI TEHSIL BHORANJ DISTT. HAMIRPUR H.P.

176045

176045

<https://www.svntarkwari.com>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION:

The college is established in the year 2000 and is named after a great Indian Visionary, a Great Thinker and Social reformer “ Swami Vivekanand ji” and the foundation stone was led by Professor Prem Kumar Dhumal Ji, the then Chief Minister of Himachal Pradesh. The College is affiliated to HP University Shimla. Since its inception, the College has witnessed tremendous and sustained growth in terms of reach and outreach. The first NAAC accreditation in the year 2004 with C++ Grade and re-accreditation in the year 2010 with B Grade and CGPA 2.40. Swami Vivekanand College of Education Tarkwari is situated in the heart of the District Hamirpur to serve the rural population in lush green zone of Dhauladhar range with campus area of about 1.7625 acres (**measuring 5395 square meters**) the institution enjoys a pleasant and congenial environment which is free from pollution and disturbances. At present, the College is running two programmes namely B.Ed. (Bachelor of Education) and D.El.Ed. (Diploma in Elementary Education) duly recognised by NCTE. The annual intake capacity in B .Ed. Course is 100 (two basic units of 50 each) and in D.El.Ed. it is 50. The strength of faculty members in the College is 22 with 07 members having Ph.D. in Education. The faculty of the College has a balanced blend of experience and expertise with the presence of senior & young teachers who are well versed in emerging areas of teaching and technology. Value added inputs like seminar presentations, project works, assignments, community contact and extension programmes are all incorporated in the overall curriculum of the College. The Department of Higher Education to the GoHP permits our students for internship programs in approx. 12 Government Schools every year.

Vision

Our vision for learning and wellbeing

"Our vision is to give the education to the students according to the needs and requirements of the Society."

A vision for learning and wellbeing helps teachers and school leaders to create a unified set of values and beliefs which drive the development of a high performing and inclusive teaching culture. It creates the foundation for success and a narrative for change.

All students are empowered to learn and achieve /experience high quality teaching practice which promotes learning, wellbeing, enriching with knowledge, acquiring skills and to shape the world around them. Our vision is to get the students achieve and grow with realising goals of lifelong learning. Students will be empowered to:

- take ownership of their learning
- make purposeful contributions to their learning environments
- respond positively to challenges and opportunities throughout their lives.

Our vision for learning and wellbeing also recognises the central role of teachers as they use expert knowledge,

skills and dispositions as designers. The faculty members develop engaging the students in enhancing their teaching skills and create the optimal conditions for student learning atmosphere including support to parents as first educators and partners in education.

Our vision for learning and wellbeing creates the narrative for change and draws attention of the students to focus on the human values and beliefs. Our students get the opportunity to acquire the knowledge of school working culture and professional practice. We are committed to the innovative practices and leadership by generating, embracing, and promoting equitable and creative solutions to all.

Mission

Mission :

The mission of our college is to achieve " **Quality and Excellence in Teacher Education** ". We are constantly striving to achieve the following:

- To collaborate with other institutions for achieving quality and excellence in Teacher Education.
- To Promote and foster social justice and educational equity,
- To achieve innovative, student-centered practices,
- To Inspire reflective teaching and learning,
- To Conduct purposeful research,
- To serve the schools, colleges and community,
- To assess students' outcomes on regular basis.,
- To Identify learners' needs,
- To Plan for curricular / co-curricular activities for effective implementation.
- To implement assessment procedure issued by the affiliating University. ,
- To impart student-centered education for uses in future,
- To make strong bonding between faculty, students and stake holders.
- To motivate the students under the GoI Policy " **Ek Bharat Shresth Bharat**" for Patal making, Baskets, Flower pots, Kirdu, and so many indiginous items.
- To encourage the students for joining short term courses aimed at skill based Capacity Building.
- To motivate the students for adopting NSS and Range Rover units to serve the society.
- To inculcate professional ethics among the students for effective teaching work.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Swami Vivekanand College of Education is an Intitute of Excellence in the field of Teacher Education.
- It is situated in Tehsil Bhoranj of Distt. Hamirpur well connected with roads.
- The admission process in both the courses is through counselling process of affiliating University / Board.
- The college has fully wi-fi enabled campus.
- Book Bank facility is available to provide free books for complete session
- Fee conecssion is available to needy students.
- Free library faciliity is available for public from 3.00 pm to 4.00 pm

- Free ICT lab facility is available for public from 3.00 pm to 4.00 pm
- 58.33 % Faculty are having Ph.D. Degrees.
- College has a well established library having facilities like DELNET and LIBO 1.0.0 provides ample opportunities to the students and faculty
- There are 4 Functional MOUs and Collaborations for improvement in the field of curricular and co-curricular activities.
- The institution is publishing Peer Reviewed and Refereed Half Yearly Research Journal since 2014 on regular basis.
- Placement cell is fully active in the college.
- Guest Lectures are organised through eminent educationist from diverse fields.
- Outdoor games such as Volley Ball & Badminton facility are available.
- Indoor Games facility such as Table Tennis, Carom, Chess, etc are available.
- Financial Help is provided to the staff members for attending various National/ International Conferences.
- CCTV enabled class rooms are available.
- Plastic free campus.
- Sanitary Pad Vending Machine available for use by the females.
- Festival gifts are given to all the staff members from time to time.
- Value added courses such as Art of Living, Self Defence for girls, Self Study Course are conducted every year.
- The Institution is awarding Rs. 10000.00 for meritorious student in University Examinations.

Institutional Weakness

- The hostel facility not available being students from nearby areas.
- Limited parking space for vehicles.
- Ramp for physically challenged students not available.
- Lesser number of Solar Lights available.
- The institution not registered under 2(f) of The UGC Act.
- The institution not registered under NIRF.

Institutional Opportunity

- The Institution has ample potential for becoming Institute of Excellence in Teacher Education.
- Alumni can be motivated to contribute financially for the Institute's upgradation.
- Frequent Placement drives can be conducted by inviting different institutions private.
- The college can conduct various community programmes and awareness drives along with increased adoption of villages.
- The Institution can move towards Multi Disciplinary in future.
- The college can broaden its horizon through international collaborations.
- Research Project and Research Journal Committee of the institution is formed to motivate the research culture.
- The Institution can enter into more and more MoU's within state as well as outside state with prestigious educational institutions for the progress of students.

- The institution can provide classes for NET/TET/CTET, Entrance test for M. Ed., B.Ed., D.El.Ed.

Institutional Challenge

- Placements made by the institution could not get matured because of more female candidates who can not go out for services.
- Communication skill of the students is not up to the mark being rural background.
- Registration under section 2(f) of The UGC Act not done because of Government regulations for privately managed teacher education institutions.
- Registration under NIRF is still pending and is under process.
- Vocational courses could not be conducted without the sponsorship from the Government Agencies.
- The communication with the parents of the students is on the lower side
- The institution is not using full virtual mode for educational guidance to the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of Swami Vivekanand College of Education Tarkwari is set by the Affiliating University i.e. Himachal Pradesh University Shimla. In the B.Ed. Curriculum. The courses imparted to the students by the University are as : 1. Childhood and Development Years 2. Contemporary India and Education, 3. Learning and Teaching, 4. Understanding Disciplines and Subjects, 4. Language Across the Curriculum, 5. ICT in Teaching Learning Process, 6. Gender, School and Society, 7. Inclusive School, 8. Health and Physical Education, 9. Assessment for Learning.

In order to enhance the professional capability the courses like 1. Text Reading and Reflection 2. Understanding the Self is included.

A variety of optional courses like Vocational and Work Education, Guidance and Counselling, Education for Peace are also offered.

Internship plays an important part of the curriculum which is divided into two segments- i) Four weeks School Exposure Programme

ii) Sixteen Weeks School Internship.

The students have to undergo different tasks like observation of school working, preparation of lesson plan, mentoring students.

In the D.El.Ed. Course, there is a variety of subjects like 1. Understanding the Psychology of Children, 2. Education in Contemporary Indian Society, 3. Education Society and Curriculum Pedagogical Courses etc.

Overall the curricular aspect of the Teacher Education Programme is to bring out the all round development of the would be teachers to fulfill the needs of the present society.

College makes its own calendar of events which is communicated to all stakeholders.

Principal conducts meetings with Teacher-In Charge(s), faculty members, Convenors of various committees and non-teaching staff to ensure smooth execution of scheduled activities. For conducting effective Continuous Internal Evaluation, teachers prepare teaching schedule, tests and assignments in accordance with time- table and academic calendar. Students are informed in advance about deadlines for assignments, dates for tests and presentations, and criteria of assessment.

Teaching-learning and Evaluation

Teaching learning and evaluation is a vital component of teacher education. In the College. During the Academic Session 2023-25 the number of enrollment in the B.Ed. Course is 94 and in D.El.Ed. Course it is 38. The reservation policy of the state is followed during the admission as per guidelines of State Govt. The teaching-learning process of the College is based on classroom interaction among the students.

The teaching learning approach is prepared in such a way to utilise the creativity of the students in various fields. The importance is given to seminar presentation, home assignments, debates, discussions and declamations.

Micro-teaching workshop is an important part of the College as it imparts basic and important teaching skills to the students to help them during the real time classroom teaching.

Experiential Learning: The institution imparts experiential learning practices to enhance the creativity and cognitive levels of the student Laboratory Sessions are conducted with content beyond the syllabus.

The College has a Wi-Fi Enabled Campus which helps the teachers and students to stay connected to the internet and learn and teach the updated information.

Teachers most often use ICTs for 'routine tasks' lesson plan development, information presentation, basic information searches on the Internet, record keeping and so on.

The evaluation process of the College is continuous, comprehensive and robust. The aspects of individual differences are considered in .Class-tests, unit tests, house exams and semester end examination. The evaluation process is followed as per the curriculum issued by the affiliating University i.e. Himachal Pradesh University Shimla. The students' course learning outcomes and programme learning outcomes are specially monitored by the College Principal and Mentors. The remedial teaching classes are taken for low achievers. The mentors provide personal, academic consultancy to the maintees throughout the year.

The institution conduct "**Entry Behaviour Test**" in the beginning and "**Terminal Behaviour Test**" at the end of the course to assess their Teaching Aptitude and Learning Outcome of the course.

Infrastructure and Learning Resources

Swami Vivekanand College of Education Tarkwari is the only Teacher Education College in Boranj Tehsil which aims at developing the understanding and competencies required by practicing teachers for effective teaching-learning process. It has well furnished and spacious infrastructure spread over an area of (1.7625 acres) land. The college has adequate ICT enabled classrooms. The college has well established curriculum Lab, Computer Lab, Art and Craft resource Centre and Health & Physical Resource Centre. The College has multipurpose hall to accommodate approx . 300 students for attending various curricular activities and seminars like debates, symposia, guest lectures, cultural activities etc.

The college has parking area, Sports Infrastructure, chowkidar hut, toilet complex for boys and girls separately, store rooms, canteen, girls common room, boys common room, class rooms etc. The institution has fully equipped browsing centre and a spacious well furnished staff room. The college is also committed to clean energy and sustainable environment, Installation of solar light panels.

The Teaching faculty is keenly making use of E-learning resources like google classroom/google meet for further enrichment of teaching learning process. The college has a fully automated library having LIBO 1.00 software and well furnished reading areas for e-learning. The library has a total number of books 9929 books. The institution has own Book Bank with 550 books which are donated by the Teachers / Alumni for the welfare of the needy students.

The Library is equipped with DELNET Software which provides access to 206 Educational Journals, 10664 e-books in 709 categories.

The college has two - badminton courts, one volleyball field, one practice pitch for cricket. The indoor games include "**Table Tennis**" chess, carrom etc.

The college provides "**Free Service**" to the local community in computer lab and library from 3.00 pm to 4.00 pm and it has been displayed in the college campus.

The institution has one e-Panel (Interactive Flat Panel Display) installed in Multipurpose Hall for multi uses and one in class room for teaching learning activity.

Student Support and Progression

Swami Vivekanand College of Education, Tarkwari has a NSS unit of 88 Students. The major activities of the NSS Unit are coordinating curricular, co-curricular and extra-curricular activities of the student community within and outside the campus, celebrating the major festivals and national/international days of importance, assisting in organising medical camps, and

carrying out activities under various flagship schemes of the Government of India like swachh bhara abhiyan. Further, the NSS Unit helps in engaging the students in meaningful and purpose-oriented activities, helping each student develop a sincere regard for law and order, sense of personal responsibility, encouraging desirable attitudes of a good citizen. Students are also members of various committees such as IQAC, women development cell, academic committee, library committee, student support services committee, grievance redressal committee, anti-ragging committee and committee against sexual harassment. The anti-ragging committee ensures compliance with the provisions of law concerning ragging in the campus. As per the guidelines of UGC and the supreme court ICC (Internal complaint committee) has been established by the college to provide a healthy atmosphere to the students of the college.

The college has a vibrant alumni relations cell and eminent alumni of the college keeps visiting the college and mentors the students in various facets of education and career.

Besides, through an active placement cell the college provides opportunities to get placed in good schools and colleges of Himachal Pradesh or nearby States.

Governance, Leadership and Management

The institution has a specific vision and mission and policies and planning to make it into a leading teacher education college in the state. The IQAC of the College is taking a vital role in development of its different aspect of activities annually. The College have many committees formed from time to time to duly take up responsibilities of the College. The Admission Committee, Infrastructure Committee, Examination Committee, Sports Organizing Committee, Cultural, Community Contact Committee are formed to deliver maximum effort for the smooth organization of activities. There is a form of decentralization in the management and every committee has the liberty to take its resolutions and actions. There is transparency in the admission process The Affiliating university allocate the college to students for their admissions. The College has formulated a comprehensive and progressive strategic plan for every year in tune with the vision and mission of the College. The College has an informal welfare measure for the teaching and non- teaching staff and plans are there to formalize it in the coming session. Professional development programme for both teaching are organized from last two years. The College encouraged teachers to go for orientation, refresher and other short term courses. The financial audit is done and the income and expenditure statements are uploaded. The induction programme organised every year to newly admitted students for both B.Ed. and D.El.Ed. Students. Feedback are taken by students, Alumni at every semester end for improvement of teaching learning process.

Institutional Values and Best Practices

The College is conscious about values and social responsibilities. The institution has a energy policy pertaining to saving of energy and utilization of solar energy. The College also has a policy and procedure for implementation of waste management. Water conservation and rainwater harvesting is mandatory in the College. Cleanliness programme are conducted every year to inculcate a sense of cleanliness and to bring forth a clean and green world. Tree plantations are done every year and students are encouraged for minimum use of vehicles. The campus is slowly developing into a plastic-free campus and there is a government decision to turn all communications into e-communication which is a move towards paperless office. In order to encourage students towards locational knowledge and resources, community contact programmes are conducted every year. It also inculcates in the students a sense of brotherhood and humanitarian. The best practices of the college is regular IQAC meetings and mentor groups

Research and Outreach Activities

The research and outreach activity of the College is satisfactory. Though no in-house support is provided by the institution for research purposes. The institute encourages an ecosystem for innovation and novel ideas. Faculties are encouraged to publish research papers and articles in journals and books. The faculty of the College has published quite a number of papers in international and national journals. In the outreach activity of the College, the students have joined in Swachh Bharat Aabhiyan, Gender Sensitivity Programmes, Yoga Camps and celebration of Teachers' Days. In the outreach activity the students have also visited Rehabilitation Centre, old age homes and schools and have participated in donating essential items and goods. The institution has linkage with schools and other agencies and join hands in upliftment of the community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWAMI VIVEKANAND COLLEGE OF EDUCATION
Address	SWAMI VIVEKANAND COLLEGE OF EDUCATION VILLAGE TAKAUTA BHATTAN POST OFFICE DUNGRI TEHSIL BHORANJ DISTT. HAMIRPUR H.P. 176045
City	Tarkwari
State	Himachal pradesh
Pin	176045
Website	https://www.svntarkwari.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kuldeep Singh	01972-223560	9817080018	-	svntarkwari@yahoo.com
IQAC / CIQA coordinator	Pradeep Kumar	01972-8219523696	8219523696	-	naveenmca31@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Himachal pradesh	Himachal Pradesh University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	16-06-2015	108	The college had submitted affidavit for Two Basic Units of Fifty each on June Sixteen Two Thousand Fifteen Thereafter NCTE had put new recognition on NCTE Website for same Units without mentioning any date

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SWAMI VIVEKANAND COLLEGE OF EDUCATION VILLAGE TAKAUTA BHATTAN POST OFFICE DUNGRI TEHSIL BHORANJ DISTT. HAMIRPUR H.P. 176045	Rural	1.7625	3570.92

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education,	24	Graduation	English + Hindi	100	94

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	8	6	0	14
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	4	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	16	0	0	0	16
	Female	78	0	0	0	78
	Others	0	0	0	0	0
Diploma	Male	10	0	0	0	10
	Female	28	0	0	0	28
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	6	12	8	8
	Female	31	20	33	30
	Others	0	0	0	0
ST	Male	2	1	1	2
	Female	1	0	4	5
	Others	0	0	0	0
OBC	Male	4	4	3	9
	Female	17	21	18	17
	Others	0	0	0	0
General	Male	10	20	7	9
	Female	60	68	64	64
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		131	146	138	144

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Institution is providing education for B.Ed. and D.El.Ed. courses of two years duration from the Academic Session 2000-01 and 2008-09 onwards respectively for annual intake of 100 and 50 students in each course. The programs provided by the institution is not multi disciplinary till now but in future we have plans for starting other courses in other disciplines. There is no limit to learning and the multidisciplinary and interdisciplinary approach, as mentioned in NEP, is a very important step taken towards promoting the same. These approaches in academics are pivotal in the contemporary educational set up. By incorporating multi-disciplinary and interdisciplinary approach, students</p>
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	<p>inculcate the understanding how each discipline contributes to the 'whole'. In other words, students will learn the capabilities, characteristics and individual disciplines when they understand how that discipline contributes to their newly learned knowledge of the subject. They will also begin to think holistically, and they will be able to deduce why it is important to learn a subject they would otherwise dislike. Students are better equipped to synthesize multiple perspectives. A multitude of initiatives in this respect has been taken up by the college. Our institution has entered into MOU's with different Govt./Private Institutions for Faculty exchange, workshops, seminars, social service camps, sports activities etc.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>. As per the Directions issued under NEP-2020, the Academic Bank of Credits has been initiated by our College as per the instructions from HP University (affiliating University) from the Academic Year 2023-24 onwards and in this direction we have prepared DIGI lockers for the admitted students</p> <ol style="list-style-type: none"> 1. Kindly Update 12 Digit Abcid With Abc Certificate 2. Please check the 12 Digit Abcid and Abc id Mention in Certificate Both Are Same. 3. Please Don't Update Wrong/Fake Abcid Or Certificate S.No. Student Name Father Name Mother Name DOB Gender User ID ABC ID ABC ID Upload Document VIEW Update Abcid Abc id Update Feature <p>Instructions :- List of Student ?Notification & User Manual RME (JavaScript:Void(0);) ? My MODULES ((S(iu2e3jhs21ut3zbg5ryrwx5i))/Modules.aspx) ? 550558397 Admin Activity (../UMM/#) Session : 2023-2024 * Collge Name : *SVN College of Education, Tarkw Degree Type : Post Graduate (PG) * Exam Category : SEMESTER * Degree : B.Ed * Subject : B.Ed * RegNo : Student Name : SEARCH RESET 6/28/24, 11:46 AM HPU :: Himachal Pradesh University :: UNIVERSITY ADMIN https://nexams.hpshimla.in/(S(iu2e3jhs21ut3zbg5ryrwx5i))/Rme/Admin/ACD_ABC_Get.aspx 1/16 1 POONAM THAKUR NARESH KUMAR SARITA DEVI 06/19/1995 Female 101878924 526530191353 526530191353 Choose File No file chosen file size should not be more than 200 KB and supported file types are .jpg,.pdf DOWNLOAD UPDATE 2 VEGA THAKUR Rajesh thakur Santosh thakur 07/04/1996</p>

	<p>Female 115872095 686559039741 686559039741 Choose File No file chosen file size should not be more than 200 KB and supported file types are .jpg,.pdf DOWNLOAD UPDATE 3 NIKITTA Rattan chand Kashmira devi 01/28/2003 Female 128917400 354996895527 354996895527 Choose File No file chosen file size should not be more than 200 KB and supported file types are .jpg,.pdf DOWNLOAD UPDATE 4 NITIKA KUMARI RUP LAL KUSHMA KUMARI 10/05/2000 Female 138053249 946990458638 946990458638 Choose File No file chosen file size should not be more than 200 KB and supported file types are .jpg,.pdf DOWNLOAD UPDATE 5 ATTI DEVI RAJ KUMAR RAM PAYARI 05/17/2001 Female 153760252 379035948370 379035948370 Choose File No file chosen file size should not be more than 200 KB and supported file types are .jpg,.pdf DOWNLOAD UPDATE 6 RIYA SHARMA VIJAY KUMAR SHARMA SARLA DEVI 11/09/2000 Female 159752557 869928516770 869928516770 Choose File No file chosen file size should not be more than 200 KB and supported file types are .jpg,.pdf DOWNLOAD UPDATE 7 ANJANA VERMA JAGDISH CHAND LEELA DEVI 09/02/2003 Female 160472646 122790730304 122790730304 Choose File No file chosen file size should not be more than 200 KB and supported file types are .jpg,.pdf DOWNLOAD UPDATE 6/28/24, 11:46 AM HPU :: Himachal Pradesh University :: UNIVERSITY ADMIN https://nexams.hpshimla.in/(S(iu2e3jhs21ut3zbg5ryrwx5i))/Rme/Admin/ACD_ABC_Get.aspx 2/16 8 SAHIL THAKUR SH. SANJAY KUMAR SMT. REEJA THAKUR 10/30/1996 Male 161888228 112151409522 112151409522 Choose File No file chosen file size should not be more than 200 KB and supported file types are .jpg,.pdf DOWNLOAD UPDATE 9 BHARTI SUKH DEV SINGH KANTA DEVI 12/30/2002 Female 174079579 345546517153 345546517153 Choose File No file chosen file size should not be more than 200 KB and supported file types are .jpg,.pdf DOWNLOAD UPDATE</p>
3. Skill development:	Skill development helps to build up a strong foundation of students. It helps to build up Self-esteem, confidence and leadership skills. It also promotes problem solving skills and collaborative

	<p>learning. It helps students to become independent thinkers and encourages them to plan for their future. The college has taken various initiatives for development of various skills-both academic and extra-curricular amongst the students. The college has collaborated with Govt. College Hamirpur which has helped in promotion of art and crafts skills among the interested students and one workshop was organized by them on 24-25 May 2024 named as " Indian Knowledge System (Bamboo Art & Craft" in which 52 students from our college participated. Art of Living courses which provide physical and mental wellness of the students are organized every year for which certificates are also issued to the students. Disaster Management skills are inculcated among the students to protect them selves at the time of Disasters. A career counseling programme was organized by the college. The participants were immensely benefited as they were enlightened on various aspects regarding availing various scholarships and career opportunities with our IQAC.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The preservation and promotion of India's cultural wealth needs to be given high priority for the country, as it is truly important for the nation's identity as well as its economy. This has been duly envisioned in the NEP, 2020. Indian knowledge system seeks to promote interdisciplinary research on its all aspects, preserve and disseminate further research and societal application. It actively engage for spreading the rich heritage of our country and traditional knowledge in the field of Art and Craft. These components need to be incorporated in the curriculum in an accurate and scientific manner. Pahadi Language is inextricably linked to art and culture of Himachal through Nukad Natak. So, in order to preserve and promote our culture, we need to promote regional language. Apart from promotion of language, local culture also needs to be preserved. In this context, local festivals and events are also celebrated in the college with great enthusiasm and favor. Himachali festivals like Lohri, Holi, Chidnu, Sayar, etc are annually celebrated in the college. Various programmes like song and dance recitals, speeches, drama etc are conducted. We observe various important days viz. Vivekananda's Birthday, Netaji's Birthday, Voters' Day, Republic Day, Teachers Day. An important initiative by the college</p>

	<p>in promotion of traditional system of yoga and meditation among the stakeholders. An add-on course in the college on 'Stress Management' using traditional methods of meditation. In this respect the college collaborated with Art of Living Society'. Mangers/ experts from this society use to visit the college in order to conduct sessions. 'International Yoga Day' use to celebrate every year. We observed Azadi Ka Amrut Mahotsav initiated by the Central Govt. of India and many students as well as stakeholders participated in the programmes.</p>
5. Focus on Outcome based education (OBE):	<p>. Outcome –based education is an educational theory that bases each part of an educational system around specific goals. Outcome based education has gained much impetus in the contemporary education system. Student participation is an essential part of OBE. The students can do their learning and analyze their skills and development. OBE upholds the standard of education and ensures students through preparedness for life. OBE thus aims to assess the competence of learners in their totality. It takes holistic approach in describing the competence of a learner in terms of knowledge, skills and values. Being an affiliated college of the HP University, we are bound to follow the university designed curriculum. Still the college has started certain initiatives for outcome based learning for the benefit of students. Programmes are conducted for the Students to equip them with art and crafts skills. Collaboration with various institutions has been done in this respect. This will help to empower the students in finding out alternate ways of self- employment. The various add on courses organized by different college to improve the proficiency of students in learning of different skills and fulfilling the objectives of OBE.</p>
6. Distance education/online education:	Not Applicable for Our institution

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club has been set up in the college on 20.07.2022.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	The ELC coordinators and members are nominated by the Principal. The ELC is functional with the

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>following office bearers: Sl. No. Name 1. Sh. Rajesh Kumar Assistant Professor Teacher Coordinator 2. Ms. Sonia Sharma Assistant Professor Member 3. Mr. Sanjiv Kumar Office Superintendent Member 4. Mr Surender Kumar Final Year Student Member (Coordinator) 5. Ms.Vega Thakur First Year Student Member.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>ELC of the institution has arranged various activities to awaken public about electoral system in India. The committee organized various mock drill activities on; 1. 17.07.2022 (Salogan writing and declamation contest in the college multipurpose hall) 2. 15.10.2022 (Salogan writing and declamation contest in the college multipurpose hall) 3. 24.10.2022 (Visit to Village Takauta Bhattan to motivate adult people to cast their vote) 4. 03.11.2022 (Rally under Systematic voters, Educational and Electoral Participation program of GoI.) 5. 06.11.2022 (Activity in Polling Station Bhiar under Systematic voters, Educational and Electoral Participation program of GoI.) 6. 27.06.2023 (Mock drill to aware the students about Electoral System in India) 7. 17.02.2024 (SDM Bhoranj delievered lecture on electoral system, Chuanb Pathshala Activity</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Awareness Drive was organised on 24.10.2022 in adjoining village Takauta Bhattan to sensitize voters regarding forthcoming Assembly Elections</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>. Students above 18 years who have still not registered their names in the voter list are encouraged by the teachers to do so.The college organized slogan writing competition on 15.10.2022 and Chunab Pathshala Activities from 12.02.2024 to 17.02.2024 in which various types of electoral programs were organised such as poster making, quiz competition, patriotic dance,speeches etc.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	138	146	131	126
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	68	58	71	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	138	146	131	126
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	99	98	99	97
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	138	146	131	126
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	17	11	10	11

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
49.48	43.87	45.51	43.01	48.64

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

3.2

Number of Computers in the institution for academic purposes..

Response: 40

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Swami Vivekanand College of Education have a unique and transparent system of curriculum transaction as per the guidelines provided by its affiliating university (H P University, Summer Hill Shimla/ HPBOSE, Dharamshala).

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

Swami Vivekanand College of Education is affiliated to H P University and the revision and up gradation of the syllabus is done at the University/Board level, the college has a mechanism for effective, documented curriculum delivery.

FOR EFFECTIVE CURRICULUM DELIVERY:

1. Qualified and experienced faculties are recruited.
2. Healthy working environment is maintained in the college.
3. Regular reviews are done on the performance of the faculty.
4. Feedback from the students is collected every batch.
5. Regular meetings are conducted by the Principal with the faculty members.

FOR THE EXECUTION OF THE CURRICULUM:

1. Use of ICT-based pedagogical tools.
2. Allocation of subjects based on subject expertise.
3. Maintaining a Teaching diary in order to keep a record of day-to-day teaching activities.
4. Teachers are encouraged to attend University-related subject orientation workshops to keep themselves updated on the contents.
5. FDPs are organized regularly.

The Principal of the Institution conduct meetings with the teaching staff to develop strategies for effective implementation of the curriculum. This phase includes the following processes:

- Drafting of the Academic Calendar and timetable.
- Scheduling the various academic activities.
- Setting up all the technical support for effective class delivery
- For a systematic plan and execution of syllabus completion, the Principal takes care of balancing the time-table schedule with regular university prescribed subjects, value-added programme and other special and remedial classes for students. At the commencement of each academic year, the institution conducts an induction programme for newcomers. Every faculty member provides the students with individual time plans and reading lists for each course, so that the student can gauge with a degree of clarity, what portion of the curriculum will be delivered within the stipulated time frame. Besides traditional lectures and seminars, infrastructure for the use of ICT in

classrooms,like power point presentations,smart boards and audio-visual support are all available to make the delivery of the curriculum interesting for the students.The institution provides encouragement and training to students to use Smart board and upload materials.Extension lectures by eminent professors and heads of institutions are arranged.The students are sent to schools for macro teaching and the school teachers are oriented to evaluate them in a systematic manner.Strict discipline is maintained and attendance is made mandatory when students go for four month teaching practice in schools.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 18.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	54	54	54

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 0.8

1.2.2.1 Number of Value – added courses offered during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	0

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

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 67.59

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
150	105	105	103	0

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

1.2.4

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

1.Provision in the Time Table

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

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 55.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	105	105	103	0

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

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

At present, Swami Vivekanaand College of Education is an affiliating college to H P University. All the courses and curricular structure followed in the college are designed by H P University and the same is

enforced to implement in the college. The beauty and effectiveness of the curriculum lies at the college domain. In this regard, our college has given efforts to acquire knowledge from the different subject papers identified in their respective elements of learning outcomes. In the paper -I (Childhood and Development Years), student teachers are taught and trained to understand the knowledge of individual differences among learners. Further, they are bestowed the opportunities to know the methods used in studying learners. In paper Paper-II (Contemporary India and Education), student teachers have the opportunity to acquire knowledge about the salient features of our constitution and constitutional measures to protect diversities. Further, the new hot spot area of global platform like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization. The most important and necessary part of education through Panchayati Raj Institutions was given awareness to student teachers. The current programmes like mid-day-meal and other issues related to socially disadvantaged group were also significant knowledge aspect of present system. In respect of paper Paper -VI (Learning and Teaching), the main thrust area of the objective aims for enabling student-teachers know the different types of learning needs among different types issues like culture, sociological background, mental abilities etc. Further, there is an impetus inside it for constructivist perception of pedagogy with reference to various perspectives. It has also given an area of teaching-learning methodology in a heterogeneous group of students in classrooms. Both student-teachers and faculties need to address these areas because the skills and owned knowledge from the institution should be able to translate into practice in school situations. The entire portion of paper Paper-XVII (Health and Physical Education) endorses to skill orientation and idealistic perception of Indian Yoga values. This paper gives opportunities to all student-teachers to know the value of Yoga regarding body and mind relation and spiritual importance. This paper enhances physical training and and impart skills to all student-teachers how to organize training workshop of different physical exercises. Beyond this area, this paper also gives knowledge for health awareness, prevention knowledge from diseases like HIV/AIDS. Further, the horizon of training also extends to acquire basic skills for giving first aids, emergency responses including organizing indoor and outdoor sports events. In paper Paer XII (Knowledge and Curriculum), the course objectives give thrust on acquiring knowledge about epistemological and social bases of education in pedagogical avenue. This paper has given the core skills to evaluate, design curriculum and develop a syllabus. The advance level of this area, if mentioned, is the training skills for making relation between textbook aim and corresponding educational objectives and learning outcomes. Last but not the least, this paper has shown the importance of knowing the gap between theory and practice in school. In paper Paper XIII (Gender, Schools and Society), vast knowledge related to present social norms, gender, sex, equity, feminism etc. are given to know by student-teachers for adapting themselves to social sectors. Beyond doubt, this paper has tone of knowledge giving area for various issues like gender stereotypes arises in curriculum, textbooks, intersection with class, caste, religion and diversity in pedagogical platform.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

The institution in its broad curriculum and syllabus of both B.Ed. and D.El.Ed.occasionally deals with the history of the development of school system inHimachal Pradesh and India.The courses also cover the functioning of the Boards of School Education namely Himachal Pradesh Board of School Education, Himachal Pradesh School Of Higher Education.The Courses also cover the different assessment systems and norms and standards of the formative assessment,summative assessment etc.These facts are divulged to the students through the subjects taught and analysed in the classrooms.Through the Pre-Internship Micro-Teaching Workshop,the Teacher Traininee got exposure to 4 week internship and four months practice -teaching in different school

Diversity in school system refers to the range of identities that exist in a group of schools. It means a broad range of ideas and initiatives to create learning environments that are safe, inclusive and equitable for as many identities as possible. Recognizing, fostering and developing sensitivity to the needs of people in various identity categories are primary aims of school system diversity.

Following are the points that show how institution makes the students familiar with the diversity in school system:

DEVELOPMENT OF SCHOOL SYSTEM

Knowledge and Curriculum throw light to its various aspects such as curriculum construction and discipline; provides theoretical knowledge about the development of school system to the students.Education society and curriculum provides valuable information about the development of the school system according to the changing needs of the society to the students .

FUNCTIONAL DIFFERENCE

Courses such as Contemporary India and Education provides knowledge about the functional difference among the school systems in terms of diversity. A comparative study of Higher education in U.K. U.S.A and India familiarizes the student with the number of universities and colleges, regulatory bodies of Higher Education.Structure of the higher education,degrees awarded and the budget of education of India., U.S.A and U.K. which shows the functional difference at international level.

ASSESSMENT SYSTEM

Assessment systems of the school broadens their horizon of knowledge by enabling them to make the comparison of the assessment system of Indian school system to the foreign schools. Internship program makes them able to put their knowledge into practice while teaching practice in the real classroom situation.

File Description	Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

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

Response:

Teacher Education Programme in Swami Vivekanand College of Education is a very systematic programme wherein the students of both B. Ed. and D.El. Ed. have an opportunity to develop a wide and varied range of curricular experiences which can ultimately assist them to develop all the required skills and values to become an efficient teacher. The different curricular experiences provided in the college ranged from scholastic to co-scholastic areas. Seminars, presentations with utilization of ICT, group discussions, debates, project work, library work are some of the scholastic activities. In the co-scholastic activities, there are various programmes including college clean-up, cultural competition which includes competition in dances, songs and drama. The literary competition includes recitation, ex-tempore speech, debates, quiz. The sports activity includes carrom, chess, table tennis, badminton, athletics, tug-of-war, volleyball and football. Other variety of experiences are gathered from the community contact programme where the students get the opportunity to get in contact with various strata of the community and assist and help in the development. It inculcates in the students a sense of belongingness and humanitarian values. Other internship programme like the school exposure programme, 16-week internship to assist the students to develop expertise in the teaching-learning process, understanding the school students, administration of educational institutions and development of intrinsic national values. In addition to these, the very important micro-teaching workshop which is a regular teacher enhancement and skill enhancement programme of the institution, helps the students to improve their teaching skills side by side with development of lesson plans, utilization of ICT, development of teaching learning materials and review of their own and their peers teaching. Other optional papers like Drama and Art in Education develops in the student the aesthetic values of performing art. Paper like understanding the self gives exposure to Yoga benefits to students in the overall physical and mental fitness. All these qualities and characteristics are required in building a teacher who can mould the future generation, building a strong state and an equally developed country.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: E. Any 1 or none of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: D. Feedback collected

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 91.33

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

2.1.2

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

Response: 55.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	39	41	29	34

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

2.1.3

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

Response: 1.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	3	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Response: The affiliating University i.e. Himachal Pradesh University Conduct Common entrance Test to check the entry behaviour of the candidates who wants to become teacher. Thereafter, after admitted in

the college our college begins its assessment process as soon as the student teacher comes in for admission. There is a pre and well structured plan to identify the learner's readiness to undergo a professional education program. We are committed to caters to their diverse needs and also academic support provided to them through a Diagnostic and Remedial procedure. They are familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution. The institution organizes orientation program for the students at the commencement of the new batch every year and it takes every possible measure to understand the needs and requirements of the students before the commencement of the program. The teachers assess learner by using teacher aptitude test battery at entry level to identify different learning needs. After collection of assessment of the test, Specific teaching-learning methodologies are used to discover the different needs of students. The faculty adopts a comprehensive strategy to make learning more approachable and clear, certain traditional teaching techniques are combined with new technological approaches. Teachers not only encourage them to participate in the class, but also help them with study material and books to render clarity on the subject. Teachers recommend several books to pupils in order to improve their comprehension of the subject. Different Web-links are also provided to pupil teacher in order to obtain a thorough understanding of the subject. For explanations and discussions, a bilingual approach is used to reach out to each and every student and bring them up to speed with the rest of the class. Personal, academic, and career counseling is provided on occasion. They are encouraged to help and provide support to the weaker students by engaging in group discussions and presentations. They are given an opportunity for micro- teaching in the class as well as making individual presentations. The 'Talent Search Function' is organized at the start of each session to identify talent in the fields of Art, Drama, Dance Folk, Music, and Folk Art. Students are encouraged to engage in inter-college, intra-college, and youth festivals (Zonal and Inter Zonal levels). Indoor and outdoor games are also encouraged for students. Students who secure academic, cultural, sports achievement are facilitated on annual prize distribution function to motivate them further to excel in their field. Identification of slow and advanced learners allows for the development of their skills. The faculty pays particular attention to how slow learners are performing. Teachers discuss the performance of slow learners with their parents. Advanced learners are encouraged to upgrade their knowledge and skills through value added courses provided by the college along with special lectures organized by expert resource persons. The College Library is partially automated with LIBO library software and provides unlimited access to more than e-journals and over e-books through high-quality electronic databases subscribed by DELNET facility and other e-resources to help the advanced and weaker learners to broaden their horizons.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: D. Any 2 of the above

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

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12

2.2.4.1 Number of mentors in the Institution

Response: 12

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

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Response: The curriculum and scheme of evaluation proposed by the SWAMI VIVEKANAND College of Education, Tarkwari is highly student-centric and it completes all the processes in a time bound manner. Conducive support systems are provided to the faculty for the effective implementation of student-centric learning.

The following methods are employed to develop varied skills and competencies.

Experiential learning: The student teachers are given experiential learning by different means Field Visit ,Poetry Recitation, Demonstration of Experiments/Instruments, Discussions and debates on contemporary issues, Institutional Visits and study tours .Students are provided with an opportunity to work in schools during their pre- internship and internship period (4 weeks) so as to understand school systems and infrastructure and gain experience of on-going activities, classes, exams, PTM's, vision of the school, policies, practices, decision- making system of the school, teaching-learning processes and human resource system etc. of the host institutions. These are opportunities for the students to put what they have learned in the classroom into practice. These activities are built on the principles of experiential and collaborative learning

Participatory learning: Participatory learning is incorporated into the courses through a variety of learning methods, tools, and mechanisms, including field-based assignments, field visits, group presentations, hands-on group exercises, workshops, training sessions, home assignments, quizzes, seminars, brainstorming interaction with experts and other stakeholders, and role-play-based learning.

Problem-solving approach: The College uses the problem-solving approach to help students in

developing their creativity, critical thinking, reasoning skills, logical thinking, ability to make decisions and scientific attitude. This approach is being effectively used in fields including psychology, life science, physical science, and math to improve student learning experiences. The institution has engaged into a number of collaborative arrangements/memorandums of understanding (MOUs) with a number of educational institutes to promote joint-projects and academic activities such as seminars, conferences, lectures, and other exchange efforts. These engagements expose students to a broader range of options and provide them with valuable experience.

Brain storming strategy: During theory classes, the teacher educators encourage the student- teachers to focus on a topic and contribute to the free flow of ideas.

Online mode/ Independent Learning: The college has a partially automated with "libosoft library software" version 2008(1.0.0) with internet facility. DELNET facility is provided in the library to facilitate accessing e-resources by students general reflections. Seminars/ Workshops/ Paper presentations using digital resources. In order to nurture creativity and critical thinking, the students are also encouraged to participate in online inter-collegiate events and competitions

Student-centric methods are an integral part of the pedagogy adopted by the faculty members for which the college provides all possible support such as:

- (i) Smart classrooms.
- (ii) Personal laptops for faculty.
- (iii) Fully Wi-Fi campus.
- (iv) PPT of lessons.
- (v) Xerox facility for faculty.
- (vi) Fund allocation for community contact programme.
- (vii) Institutional books to be purchased by the college Librarian.
- (viii) Fund for publication of College Magazine.
- (ix) Fund for purchase of laboratory instruments, equipments and materials.
- (x) Fund for organizing workshops, seminars and conferences ,Computer Labs.
- (xi) Seminar room.

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

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning

Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**Response:** 100**2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
24	17	11	10	11

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 100**2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 144

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

2.3.4

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

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

Response: B. Any 3 of the above

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

2.3.5

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

Response:

Response: Some of the continuous mentoring are given below:

Swami Vivekanand College of Education has a strong mentorship structure in place, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations graciously. Our College provides several opportunities for mentor-mentee relationships to cater with students' diversity. To sustain an effective mentoring relationship, faculty members recognise, reflect on, and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners.

The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, And to empower weak students. Yoga, English Language Communication Skill and ICT are main value added course and students develop skill in those areas. Microteaching sessions are there for sharpening skills. Working in groups has always been an important aspect of our organisation. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members (team spirit). Students generate fresh ideas to create a wide range of practical models, charts, and instructional aids. They are motivated to construct knowledge on their own. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as community service projects (NSS), youth festivals(zonal and inter-zonal) etc.

Our college campus offers a wide range of academic, cultural, and recreational opportunities, which helps in all round development of pupil teachers. Mentors lessen the stress of their mentees by teaching them different skills such as time management, presenting skills, social skills. There is also a provision for instructors to develop their professional skills. Teachers are encouraged to participate in orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organisations. Teachers, in turn, encourage their mentees to deliver seminars and participate in debates, declamations, and symposiums. Every student is encouraged to use updated technology. They have access to the computer lab and the internet, which they may use to stay up to speed on the current developments in their topic as well as in education. Mentoring through association activities are guided and assisted by the teachers. Every day half an hour is set before class in morning assembly to present; thought of the day, daily news and lecture on moral values (twice a week). Students also trained to plan and execute various creative activities in this time (self reflection activities, general awareness quiz, self introduction in English, brief ideology regarding great personalities etc.).

The regularity and punctuality are properly maintained by the office of the principal as well as by the faculty concerned. Unit Examination and seminar are organized at the end of every unit as they have to be evaluated whether they have been learnt or not the course contents. And they have to develop basic teaching skills as well as collection of teaching-learning materials. So that they will be future teachers. House Examination Examination is conducted at the end of course.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

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

Response: B. Any 4 of the above

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

2.3.7

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

Response:

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

Teaching- learning process attempted by teachers is (a) Teachers deal with fundamental or coherent understanding of the field of teacher education. (b) Teachers deal with procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization. (c) Teachers deal with students' capability to extrapolate from what one has learnt and apply acquired competencies. (d) Teachers deal with teaching- learning to enhance skills/competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. Institution carried out Interactive workshop for developing skills in teachers. It was made compulsory to attend the workshop to all. Teaching- learning process of this Institution involves Student-Mentor system. Each teacher works as not only a teacher but also as a mentor, friend, philosopher for students. The Student- Mentor programme in teaching- learning process nurtures creativity, innovations, intellectual and thinking skills, empathy, life skills, etc. among students. The teacher- mentor adopt the following activities in teaching- learning process :

1. Counselling to individual student
2. Counselling in group of students
3. Guidance for self-study course
4. Guidance for vertical and horizontal transition
5. Guidance for Curriculum planning
6. Guidance to understand PLOs + CLOs of the institution.
7. Guidance for choice of elective subjects including pedagogy courses
8. Guidance for value added courses
9. Guidance for the students to acquire and demonstrate knowledge, skills, values and attitudes
10. Familiarises students with the diversities in school system
11. To provide inter connectedness of the various learning engagements of students
12. To guide for feedback to fill
13. Remedial lectures for slow learner
14. To guide for learning enhancement
15. To mentor students for cultural activities, sports activities
16. To guide students for evaluation system
17. To mentor students for social work, community activities
18. To mentor students for ICT utilization

19. To guide students for scholarship, progression, personality development of professional development of as a teacher. These activities in teaching- learning process are attempted by teachers.

All the facilities available in the college is being used judiciously to make the teaching learning process focused on creativity, innovativeness, rational thinking competency Inculcation, acquisition of life skill and inculcation of values Teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes. All disciplines in the college have taken initiative to make teaching learning process more live, learner centered, student centered and proactive. There is a provision to full fledged computer lab which provides the student proper access to the internet connectivity. Our teachers follow various innovative teaching method to make teaching -learning more interesting. Students are always encouraged to take full advantage of the various opportunities offered at college.

In addition to this SWAMI VIVEKANAND College of Education has been providing guidance to not only present students but also who have passed out. There are various examples of the students who didn't have much confidence but today are placed in esteem school organizations. The teachers regularly monitored the students after each session of counseling and encouraged and trained them to participate in different co- curricular activities of college . After that they represent the college in different fields like Cultural , fine arts items;still life drawing, modelling , heritage items; ,Tokri making, yoga, sports and in N.S.S camp. It is a true example of nurturing creativity, life skills, empathy and everything. In the teaching-learning process of Contemporary India and Education (B.Ed.) during the teaching of culture and norms, the students were asked to compare the cultural norms of east and western culture. Students discussed about the meaning of colours and their symbolism in connection with their culture. The uses of black for mourning in western culture is contrasted with the use of white for mourning in Indian culture. The discourse brought out the intellectual and high level thinking skills in students making them internalise the symbolic meaning of colours of different cultures, thus helping them to empathise with other cultures. In teaching Critical Understanding of ICT (B.Ed.), the students were asked for different uses of ICT in various subjects. The students were very innovative and the multiple uses of ICT was tabled for discussion. It enhanced the innovativeness, thinking skills and creativity amongst the students. Lecture on Life skills were arranged for the trainee- teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

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

1. Organizing Learning (lesson plan)

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

Response: B. Any 6 or 7 of the above

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

2.4.2

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

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

11. Exposure to Braille /Indian languages /Community engagement**Response:** B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

Response: D. Any 1 of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Response:

The college calendar gives temporary dates for the commencement of the internship program. Staff meetings are conducted and Schedule is prepared in detail. The internship program is systematically planned according to the university syllabus. The practicing schools are selected based on the proximity of the pupil teachers' residence to the school, and availability of basic infrastructural facilities.

1. Selection/Identification of schools for internship: Participative/on request:

It is done by keeping in view the following parameters and on request to the schools:

- Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.
- Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.
- The student's medium of instruction (Hindi/ English) is considered before assigning practice teaching school.
- Well-renowned schools of Bhoranj block are selected that provide a boost among pupil teacher's capacities, skills & capabilities

2. Orientation to school principals/teachers:

Principal and Head of Department make one-to-one conversations (oral and/or telephonically) with the school Principal and teachers and inform them about the activities that needed to be performed by the trainee. The list of activities is shared with the school principal.

3. Orientation to students going for an internship:

The following methods are used for the orientation of the students toward internship:

- Students are informed about the school's requirements and do's & don't within the school.
- Guidelines are given to students for their apt behavior with school authority, students, parents, and dress codes as a part of their teaching practice.
- Students are informed about various school curricular and co-curricular activities that they have to perform during an internship, and the necessary resources like teaching aids, etc. to conduct these activities.

4. Defining the role of teachers in the institution:

The college defines the roles of teachers in the following manner:

- On the first day of the internship in the school, pupil teachers are oriented by the school

coordinator and college teacher.

- Teachers provide valuable exposure to the internship by ensuring regular checks by visiting the school.
- Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

5. Streamlining mode/s of assessment of student's performance:

The training program formally assessed each of the interns throughout the internship in the following ways:

- Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.
- Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest for improvement.
- Trainee records their scheduled activities in the "Engagement with field" (EWF) file and it is properly checked by the college faculty with suitable remarks.

6. Exposure to a variety of school set-ups:

- Efforts are made to provide the most diversified and finest mode of learning to students by providing them with a changed and new school environment every time they go for an internship.

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

2.4.9

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

Response: 9.6

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 15

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: D. Any 2 or 3 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response: The observation of practice teaching is a shared responsibility of the college and the

concerned school. All the classes taken by each pupil- teacher are observed in different modes. The observation can be done by following means like peer observation, subject teacher in-charge observation, mentor teacher observation, feedback by students and teachers, etc.

Role of Teacher Educators: For monitoring purposes, at least one teacher educator is sent to each school. The teacher educator/s is the one who coordinates with the school principal, school mentors, and the trainee students. The teacher is in constant touch with the school and visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tabs on timetable adjustments or other aspects like any challenges they face in the school, they also keep the TEI's teachers informed.

The main role of the teacher educator is: **1.** To maintain and ensure regularity and punctuality of teacher-trainees during the Internship. **2.** Teacher Educators also ensure optimal learning exposures to trainees during their Internship Programme. **3.** They also look after the problems faced by the students in the schools and provide viable solutions at their level. **4.** Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities. **5.** Suitable feedback is provided to the trainees for performance improvement.

Role of School Principal: During internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. School Principal on his/her part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it to monitor and aid the intern in case, she faces any issues. They observe the class and give their feedback for a better teaching-learning process and also for the professional growth of interns. In addition to this college teachers and school teachers along with their staff help the intern to plan and organize curricular and co-curricular activities for the students. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities. An internship certificate is issued by the concerned school to each pupil's teacher.

Role of School Teachers: The pupil teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer scripts, maintaining of attendance register, organizing co-curricular activities, correcting homework notebooks, maintaining classroom discipline, etc.

Role of Peers: Peers observe lessons delivered by each pupil -teacher and provide feedback, which helps the pupil teachers to be aware of their strengths and weaknesses. Hence, he/she can improve him/herself. During the internship program peer groups collectively perform various assigned duties of co-curricular events for its successful completion.

School supervisors: School supervisors are the senior teachers who monitor the classroom performance of the students and also record their remarks in the period plan books of the candidates.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 60.83

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 54.79

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

Response: 8

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

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 3.67

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

Response: 88.01

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Response: Swami Vivekanand College of Education allows the faculty members to attend orientation, Faculty development, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and nongovernmental organizations. Following these programs, the institution offers faculty development programs through IQAC (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experiences with their colleagues.

Staff members are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons. Staff members are encouraged by the Principal to deliver papers at national, international, and state-level conferences and workshops. For this reason, teachers can avail of duty leave.

The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed Journals. They write chapters for edited books and research papers as well. The institution also publishes a research journal namely “Swami Vivekanand Journal of Educational Research”, which is a joint effort of all the staff of the college. The usage of cutting-edge technology is encouraged for all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and education.

Faculty members are allowed to do academic tasks including assessment, paper setting, invigilation of exams, etc. Each year, the Himachal Pradesh University assigns a few of our faculty members to serve on several special duties like co-ordinator of skill in teaching, syllabus revision, external examiner for viva-voce, and member of the selection panel, Academic council, etc.

The Institute encourages the staff to improve their qualifications for professional or career growth. The faculty members are free to take advantage of the chance to pursue higher education through FDP

(Faculty Development Programme). The institution felicitates the faculty members when they get an honor. The management of the institute honors the performance of the teacher educator by giving awards each year. In meetings and through the public address system, the finest performance is also recognized. The principal also encourages staff members to pursue PhD and apply for NET examinations. All these kind of facilities and exposure provided to them helps the teachers to grow professionally and keep themselves updated with the new education trends. Awareness programs and sensitization on the New Education Policy, 2020 are also held from time to time where the faculties have thorough discussions on the philosophy and transaction of the New Education Policy. Stakeholders and educationists from the locality are also invited to join the discussion.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Response: Being affiliated to HPU University SHIMLA, the college follows continuous internal evaluation as prescribed by the university which is monitored by keeping records of the performance of each student in each activity. At the beginning of the semester, faculty members inform the students about the various components of the assessment process during the semester through orientation.

There is internal evaluation in each of the theory papers as well as teaching papers which is based on class attendance, class discussion, written assignment, class test, general behavior, group discussion, seminar performance, house test, and sessional work. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The internal assessment criteria of HPU University are followed for the distribution of marks in each subject. Question paper is prepared by teaching faculty regarding their subjects as per the pattern of the university. Question paper patterns and the answers scripts are evaluated by the concerned subject faculty and also marks sheet is prepared. In teaching practice, we are getting opinions of concerned teaching practice schools, about students' sincerity, punctuality, and obedience. There is complete transparency in the result of the house test.

The score of the house test and list of top 20 students is displayed on the notice boards for the students and they can come and discuss with the teachers how to improve in the final exams. There is also a provision for makeup and mercy tests for students to improve their progress. Internal evaluation for subjects of B.Ed and D.El.Ed is monitored by keeping the records of files and specified assignment work such as teaching practice and activities work.

Teachers maintain all the records of the academic, co-curricular, and extracurricular activities of the students and assess them internally based on their performance. The performance of the students in the internals is also monitored by the Principal and the necessary feedback is given to the concerned faculty members. The marks in the internal examination are communicated to the parents/ guardians and they are advised to note the performance of their wards and take remedial measures if needed

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

2.6.2

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

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

Response: D. Any 1 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Response: The examination committee also resolves any grievances related to internal examinations promptly. Grievances may be there due to typing errors in question, incomplete questions, questions being molded, out of syllabus, and errors in the distribution of marks. If any such grievance is reported at the examination hall then appropriate action is taken by the Examination-in-charge. The grievance is first verified with the respective subject teachers.

The house test copies are shown to students by respective subject teachers after evaluation. So any grievance related to marks by the student is immediately clarified by the subject teacher and rectified if necessary. After this, the faculty members in charge of various theory papers consolidate the internal marks which comprise of all the tests, and assignments done by the students throughout the Semester. The students are permitted to check their consolidated internal marks and if they have any grievance related to it, they can solve it with the help of the faculty.

Students have easy access to teachers and the principal. The principal informally meets the students frequently to know about their grievances, if any, and to take steps for their redressal. A ‘Grievance Box’ is also present in the college where the students can write about any problem with their name or anonymously and drop it in the box. The college’s mechanism to deal with examination-related grievances is transparent, time-bound, and efficient. The students can approach the principal, lecturers, and their mentors to redress their examination-related grievances as per the requirement of and jurisdiction of the grievance. Students who are not comfortable approaching faculty or the Principal about evaluation issues can use the suggestion box to drop in their dissatisfaction. The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimized. A Grievance committee is present in the college and Written grievances received are discussed in the committee meeting and resolved on a case-by-case basis.

Grievances related to the examination schedule and timetable are addressed during emergencies e.g. pandemic and re-scheduled with prior notice. Sick candidates are taken care of by the chief examiner by permitting them 15-minute extensions. Indiscipline in the hall during the semester-end exams is avoided by appointing an examination squad. The mentors dealt with the grievance that was addressed and resolved. Not many grievances are received from the students about examinations.

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

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Response: Our institution focuses on 3 key elements of the teaching-learning process; curriculum, teacher, and learner at the time of planning and implementation of curricular and co-curricular activities. Every year IQAC plans and prepares the Academic Calendar of the college based on the academic calendar issued by the University at the beginning of the academic year. It delineates a schedule for teaching(working days), examinations, semester breaks, and vacations, that is strictly followed by the college to ensure the smooth and efficient functioning of its teaching and administrative processes. Within the same framework, the college also prepares its own Academic calendar and moral activities calendar of events and activities before the commencement of the Academic Session and the same is communicated to all. For transparency of functioning, both the University and the college academic calendars are placed on the college notice board and websites All information is reinforced during the orientation of new students at the beginning of the academic session. The Principal also conducts meetings with the Teacher-in-charge(s), and the entire Staff including non-teaching to ensure the smooth implementation of the activities as scheduled.

To conduct Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests, and assignments by their allotted timetable keeping the academic calendar and planned co-curricular activities of the college in mind. The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their final internal assessment marks.

Criteria for assessment are also shared with the students. They are encouraged to seek guidance from teachers during the designated tutorial slots or the latter's free time. Multiple assessments are taken, to allow the students to incorporate suggestions offered by the teacher, thereby making learning a continuum and creating various opportunities for the students to succeed. The institution's approach is reoriented to suit the learner's pace, ensuring the mitigation of any pressure on the students. The academic calendar bears testament to the diverse arenas in which our students enthusiastically contribute and excel.

The IQAC compiles the inputs received from the college and a comprehensive plan is prepared and uploaded on the college website. Syllabus completion reports are taken from the staff members from time to time to ensure that they are following the academic calendar. In staff council meetings, the academic calendar prepared is discussed and reviewed to see that all the lecturers are following it and that the activities are being conducted as planned. The Principal frequently reviews the semester's progress and provides suitable suggestions. In case of revision of the academic calendar by the university, the institute

incorporates the necessary changes accordingly.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Response: The teaching- learning process in Swami Vivekanand College of Education is conducted by thoroughly understanding the PLOs and CLOs of both the courses. The Programme Learning Outcome of B.Ed. is to do with the identification of the students' individual differences, understanding of the value system and Indian ethos, to develop thinking and teaching skills, to have an idea of multi-disciplinary and inter- disciplinary approach, to be aware about the method of teaching, to have a knowledge of pedagogical skills and thus develop allround. Therefore, in the teaching learning process, the teachers help the students to understand individual differences through the psychology subjects and understand the value system of the state and country at large. Every subject teacher makes it a point to teach through the constructivist mode to develop the thinking skill of students. The Micro-Teaching workshop assists the students to upgrade their teaching skills and their pedagogical skills. In the D.EL.Ed. Course, the teachers make the students understand the psychological and sociological aspects of education in addition to making them plan and organise meaningful learning experience. Communication skills and evaluation skill are also learnt by the students. The skill of understanding and usage of ICT is also part of the learning programme. Understanding the community, personality development and giving back to the society through services are also part of the programme which the faculty teaches to the students. Regarding the **CLOs of B.Ed.**, each and every subject like Childhood and development years, Contemporary India and Education, Learning and Teaching, Assessment for Learning Health and Physical Education, Knowledge and Curriculum, Gender, School and Society, Inclusive School, Understanding Disciplines and Subjects, The Different Pedagogies, Language Across the Curriculum, Assessment for Learning, Reading and Reflecting on Texts, Guidance and Counselling, all are taught to bring out the maximum **Course Learning Outcomes. In CLOs of D.EL.Ed.** the Courses namely Understanding the psychology of children, Education in contemporary Indian society, Education society and curriculum, Pedagogy across the curriculum, Pedagogical courses, Understanding the Learning and cognition of children, Teacher identity, school culture and leadership, Diversity, Gender and Inclusive Education, Pedagogical courses like Mathematics, Science, Hindi etc. all are taught to bring out maximum **Course Learning outcomes.**

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 72.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

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

2.7.3

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

Response:

Response 1.The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The assessment processes adopted by the college enables smooth transaction of curriculum creating a link between learner, syllabus, content, and skills with required support system.

2. The practical activities in alignment with PLO include assignments, seminar presentations, observations, reflective journals, subject textbook reviews, etc. which facilitates critical, reflective thinking and communication. Each of these activities are assessed through the rubrics provided by the affiliating university. The college set a standard of minimum of 70% to be attained each of student. Students who do not attain the requirement are identified and attention given in areas of improvement.
3. The teaching process in the cognitive dimension includes pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative, and other approaches supported with ICT, strengthening the attainment in disciplinary knowledge. The internal assessment results and semester examination results enable the faculty to identify students who are weak in disciplinary knowledge and help them with remedial measures.
4. Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment POs, PSOs, and COs.
5. Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship program prepares to master pedagogical skills to attain course outcomes through planning, communicating and presenting at the secondary level of teaching. The feedback given by peers and the faculty helps the students to re-plan, re-teach, and get feedback to refine their skills.
6. Classroom Learning Activity as part of the course outline assigned to all the students forms an important component of internal evaluation. The observations, formative assessments help the faculty plan and provide opportunities to the students based on their needs.
7. Celebration of national festivals, seminars, extension lectures, workshops, and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge and understanding their applications. Students actively plan, organize, and execute these events under the guidance of the faculty.
8. Value-added courses the college provides develop a sense of equity and inclusivity to nurture teachers ethically committed to human values with respect for diversity. Students are motivated to take up these courses for career growth as well as for lifelong learning, which helps them in their holistic development.
9. Placements one of the most important Programme Outcomes of students is the employability of students. The college has a vibrant Placement Cell, which caters to the demands of schools and colleges for different posts.
10. Higher Studies another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 65.97

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

Response: 95

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

Response: our institution has implemented a variety of arrangements to assess student learning needs. At the time of admission, the principal interacts parents and students to assess their needs and aspirations. Students are notified at the time of admission. The institution organizes an orientation program for students at the beginning of the new batch each year. New students were familiarized with the course, internal assessment methods, and extracurricular activities, rules and regulations as well as other facilities available in the institute .

College holds aptitude tests to measure students' intellectual skills at entry level. A variety of talent-seeking programs in various fields such as drama, literature and fine arts are organized to discover the

hidden talents and hidden abilities of students. value added courses are designed for incoming students to bridge the gap between subjects studied in previous grades and the subjects to be studied in the new grades. Teacher Instructors assess students' learning needs through regular class test and house test.

Student achievement is measured by their scores on these tests. Those who score below 70% are provided extra assistance to improve their performance. college organizes tutoring for weak students in subjects to improve skills and skills. Based on classroom testing and internal testing, slow learners are identified and they provide remedial education. Students receive reading materials. many articles homework and assignments assigned to them. Finally, the house exams are held to check knowledge acquired in class. Faculty staff coordinates with parents of slow-learning students to meet their needs.

The mentor-mentor interaction keeps faculty in constant contact with students, helping them academic and personal issues and stimulating the general development of the student's personality. During the internship, feedback Performa developed by the college is provided to the supervisors for evaluating the teaching proficiency of student teachers. Peer groups also encourage observing lessons and making constructive suggestions. They are rated based on various activities performed during the internship i.e. record keeping, action research, organizing extracurricular activities, etc. Overall, by the end of the two-year B. Ed./D.El. Ed. course, students from Swami Vivekanand College of Education develop Pedagogical skills, Teaching competencies, Effective Communication skills, Professional ethics, Scientific temperament, Psychological attitude toward school students, Management & Teamwork abilities, problem-solving abilities, Critical thinking, Action research skills, and Positive approach.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.43

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Any additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects
2. Granting study leave for research field work
3. Undertaking appraisals of institutional functioning and documentation
4. Facilitating research by providing organizational supports
5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: D. Any 1 of the above

File Description	Document
Any additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.14

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC

website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities**3.3.1**

Average number of outreach activities organized by the institution during the last five years..

Response: 0.8

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	1

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 63.65**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
110	103	0	120	103

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

3.3.3**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs**

awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 85.11

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
158	70	120	110	125

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

3.3.4

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

Response:

Response: The Institute has made its noteworthy contribution to the society and environment by making a participation to promote Institution-Neighbourhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Extension activities can be seen in the various means of disseminating the experiences of staff and students. Our institute provides platform in the form of organizing various types of workshops, seminars, conferences and symposia on different social issues. Similarly the faculty members are encouraged and given full support to participate in various activities of National importance. Besides these, there are several other ways in which expertise available is extended to personnel in and outside the institute. For example, social service camps on cleanliness is a regular feature of our institute since the year 2013. The community contact programme is also a co-scholastic activity where the student-teacher get maximum exposure to familiarize themselves with the problems and challenges of the community at large. Thus, these activities will eventually assist in molding the mind and social nature of the future teachers. Our institute is providing free library and ICT facility to local community members. The Extension activities are carried out through NSS Unit, Institute has registered NSS unit, which takes the responsibility of organizing community based activities such as:

- The NSS Unit of the college has also community contact programme with old age home at

Hamirpur (HP) .

- Organized Seven Days camp in Village Takauta where our NSS Volunteers started a cleanliness drive in every nook and corner of the village. In this camp they do mowing of the grass, cleaning of the environment. After that an interaction programme is conducted where the faculty of the college give sensitization on different social issues which range from, Importance of Education, Role of Teachers in Community upliftment, Right To Education, Gender Sensitization, Importance of Co-curricular Activities, How to Live A Positive Happy Life etc. The College also participated in Swatch Bharat Mission in every year to the service of the community. The College organized Blood Donation Campus every year which eventually motivated people and inspire future teachers for the welfare of the mankind.
- Visit to orphanages home.
- Tree Plantation.
- Organized Lecture on Prevention of Drug Abuse

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

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	3	2	1

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

3.4.2

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

Response: 4

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

Response: 4

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

3.4.3

Institution has linkages with schools and other educational agencies for both academic and

outreach activities and jointly organizes

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Swami Vivekanand College of Education has various facilities which are set up in compliance with the needs of teacher education institutes. There are 13 classrooms for B.Ed. and D.El.Ed. programme in which One room is enabled with ICT. There are also 3 Micro- teaching classrooms and 9 rooms are there as additional classrooms. Our college has four labs viz. Curriculum Laboratory, ICT Resource Centre, Art and Craft Resource Centre, Health and Physical Resource Centre, Store room, Canteen etc. The college also has a Multipurpose Hall for conducting various programmes and activities. There is also a play ground in which there are two badminton courts and play fields for Volleyball and kabaddi where the students play badminton, kabaddi and volley ball. There are separate Boys and Girls Common rooms, Faculty room, Principal office. The whole campus is green in nature and has pedestrian walking paths. There are also separate room for HOD D.El.Ed. Guest room, IQAC room, NSS room, There is a big Library having seating capacity of 100 students and college library is a member of DELNET for online access to books and Journals. We have various committees and cells like, Seminar & Guest Lecture Committee, Research Project, Research Journal (SVNJER), College Prospectus & College Magazine, Educational Tour, Health Hygiene, Grievances Redressal, Women Empowerment, Sexual Harrassment at Workplace and Anti ragging Committee, Guidance and Career Counseling, Placement, Alumni Committee, Eco Cell, House Examination and Scholarships Committee, Electoral literacy cells etc. There are separate wash rooms for Ladies and Gents staff and for the students. In addition, the college facilitates the students by providing them with separate girls common room. These common areas will serve as hubs for socialization, relaxation, and collaborative work, fostering a sense of belonging and camaraderie among the students. The college also provided free library and Computer lab facility for the local community members from 03:00 pm to 04:00 pm. and our computer teacher assist the people to learn basics of the computer.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 8

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

Response: 2

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

Response: 25

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 42.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
16.28	22.70	9.59	19.11	30.68

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

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System

(ILMS) or any other software**Response:**

Response: A Library is considered as the gateways to knowledge. The dictionary meaning of library is given as a building or room containing collections of books, periodicals, and sometimes films and recorded music for use or borrowing by the public or the members of an institution. It is a collection or groups of collections of books and other print and non-print materials organized and maintained for use (reading, consultation, study, research, etc.). Library plays an important role in an educational institution. It gives opportunities to enhance knowledge, skills and brings out new ideas among the readers. The library of our college is situated on the second floor and has reference section and teachers cabin. The institution has adopted automation of library using Integrated Library Management System (ILMS). Library unit of the College had started for automation from the year 2008 with the software provided by **Libo** by its soul version 1.0.0. At present, library automation is under progress. All books available in the library are coded with its accession number, author name, publication year are entered in the management system. A separate server unit of the computer system is installed in the library. With the help of the system, availability of books, its location whether it is in the cupboard or rack can be found out by entering the password. Our college library has a good collection of documents, books, old and rare books, textbooks, recommended journals etc. are available to the readers. Some of the documents available/ accessible in our library are National Policy on Education (NEP) 2020, National Curriculum Framework (NCF) 2023, Syllabus and Curriculum published by H P University for Bachelor of Education (B.Ed) and for D.El.Ed. by Himachal Pradesh Board of School Education, Dharamshala.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

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

Response: Our institution has DELNET Since July 2023 and is being continuously renewed every year. Our institution has remote access to library resources which students and teachers use frequently. Through DELNET the library users have access to 10664 e-Books in 709 categories; 206 Journals on Education. The User ID and password is displayed in the Library and other prominent places in the college campus. The college library has a collection of variety of books including the rare books which are related to general education, teacher education, books related to pedagogies of teaching various subjects, encyclopedias, and dictionaries of various subjects. Our college has some old edition of books which are kept separately to be used by teachers and students as references for their knowledge as and when needed. Various books related to different areas in education, Learning and Teaching, Drama and

Art in Education, teacher education, Assessment for Learning, Knowledge and Curriculum, Pedagogies of different subjects are also found in the college library. The library of Swami Vivekanand College has a Photostat machine to be used by the students and staff of the college. There is also a high speed Wi-fi connectivity in the library. Our library has a collection of question papers of B.Ed and D.El.Ed for the House Examinations and End Semester Examinations conducted by the College and Himachal Pradesh University and Himachal Pradesh Board of School Education, Dharamshala respectively for the last many years. We also have a Lesson plan books (B.Ed and D.El.Ed.) for the last some years. Apart from these, the syllabi of B.Ed and D.El.Ed. courses of H P University and HPBOSE which are the affiliating university and Board of our college is also available in the library. Some National and local newspapers are also subscribed by the college and kept in the library. Some of the newspapers subscribed are - Divya Himachal, The Indian Express, The Tribune, The Times of India, Amar Ujala, Punjab Kesari, Dainik Bhasakar and Dainik Savera. Some national magazines are also available in the library. A suggestion box is also kept in the library but unfortunately, no suggestions from the readers are found till date. There is a Book Bank for needy and poor students. Library cards are collected from the college librarian on the production of the college identity cards. for both B.Ed and D.El.Ed. students, Books issued to students for a period of 15 days.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: B. Any 3 of the above

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

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.3

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.67	0.22	0.60	00	00

File Description**Document**

Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant

[View Document](#)

Data as per Data Template

[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0.18

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 4

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 19

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 7

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document

4.2.6

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Response: The admission process is conducted with partial online mode. All the classrooms of both B.Ed. and D.El.Ed. are ICT enabled and there is WiFi facility in the college which can be utilised when required. The college has two separate facilities for Wi-Fi, one in the Library and the other at the college office. The Library WI-FI has 23 mbps and the College WI-FI has 30 mbps. The Wi-Fis is password enabled and students and faculty can access it during college hours or can be accessed during other times with due permission from the college. Our institute updates its ICT facilities available in the institution from year to year basis based on the requirements. The institution purchased ICT equipments including desktop computers, ICT lab is equipped with 35 computer systems installed with window 10 operating system to support a mastery of basic ICT skills for students. All the computers are actively working with

Wi-Fi enabled system. All teaching staff members use the ICT in the classrooms whenever needed. The different educational sites are shown to the students with the help of digital devices. The students of the college have access to the computer lab. The college regularly maintains the IT facilities. Following are some basic facilities for updating:

- Computer is formatted in regular basis.
- College itself formats the computer without no fees and with the help of computer Instructor.
- Anti-virus is regularly installed in computer.
- CCTV is installed in every classroom.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.6

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

4.3.3

Internet bandwidth available in the institution

Response: 23

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 23

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

4.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 19.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
16.28	00	00	00	27.83

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

4.4.2

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

Response:

The College has a Policy for maintaining and utilizing physical, academic and support facilities.

Laboratory: Separate record registers of different equipments are well maintained in all laboratories according to the requirements of the institution. **Library:** The library advisory committee monitors the overall functioning of Library, also keeping the record of Student visit, staff visit, books issue and return, and ensure the availability of journals, books, newspapers, magazines and also various recommendations and suggestions are taken into action.

Sports Facilities: Indoor and outdoor sports facilities are available within the campus. Activities such as chess, table tennis, carrom, volleyball, badminton, tug of war etc.

Computers: The institute has well computer lab with 35 numbers in total. Latest configured desktops with uninterrupted power supply is provided. Computer instructor is appointed for smooth running and maintaining the entire system.

Classroom: Classrooms are allocated as per the strength and specialization of the students separately for B.Ed. and D.El.Ed. course. Time - table and other documents related to classes is displayed on the notice board near the entrance. All classrooms are well ventilated with fans, and Wi-Fi facility. Maintenance of all the equipments are carried out under the supervision of maintenance and purchase committee of the college. The maintenance of the infrastructure is considered an important responsibility of both the staff and the students and reminders from time to time are communicated for maximum maintenance and support. The utilization of the infrastructure is also carried on responsibly by careful handling and repairing whenever required. The teaching and non-teaching faculty are deputed to undertake various orientation and refresher courses conducted by the Higher Education Department/different Colleges to enhance their professional skills. Furthermore, the NSS, Red Ribbon club and Eco Club of the college are very active in the college of education. These clubs/units work in collaboration with other external agencies like Rotary Club Hamirpur, Yuvak Mandal Bhadhani etc. The NSS unit maintains the social services within the campus and outside it and hence the holistic developmental aim is achieved.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 0.61**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	0

File Description	Document
Data as per Data Template	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 29.17**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****Response:** 28

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 4.09**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	11	5	0	1

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

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

As per the guidelines of affiliating University i.e. Himachal Pradesh University the formation of student council has been inoperative in all Higher Educational Institutions of Himachal Pradesh.

5.3.2

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

Response: 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	03	02

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

5.4 Alumni Engagement**5.4.1**

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

Response:

Without a strong relationship with Alumni, the prospect pool of any Higher Education Institution will be significantly reduced as the Alumni Association has the potential to be the most loyal and generous supporter. Keeping this aspect in mind, Swami Vivekanand College of Education Tarkwari actively involved the Alumni Association in several activities.

1. Guest Lectures and Career Counselling

Prominent Alumni are invited to provide inspirational lectures from time to time to update the students regarding career opportunities etc. They serve as a resource for job and internship opportunities by connecting students with their professional networks. The eminent guest speakers, who have vast experience in their respective fields, shared valuable knowledge and personal experiences thereby guiding students towards making informed decisions about their career paths. The lectures covered various aspects such as self-assessment, exploring different career options and developing skills necessary for success. They emphasized the importance of aligning their passions and interests with their chosen careers fostering a sense of fulfillment and purpose. Furthermore, the sessions provided practical advice on resume building, job searching and interview techniques equipping the students with the

necessary tools to navigate the competitive job market. Overall the guest lectures and career counseling sessions served as a beacon light empowering students to make well-informed decisions about their future professional endeavors.

2 Networking

Alumni Association offers networking opportunities that can connect recently passed-out Graduates with established professionals and help students pursue career changes. Through Alumni networks, students gained access to a vast pool of successful professionals who have graduated from the same institution. These Alumni are often eager to give back to their alma mater by offering mentorship, internship, job shadowing and even job placements.

3. As a Guiding Force

Alumni are called upon to serve as a guiding force in various academic and professional activities like workshops, seminars, conferences and value-added courses of an institution. They can advocate for their college in their respective fields to promote the institutional reputation and the Alumni Association of Swami Vivekanand College of Education Tarkwari is playing a crucial role in this direction.

4. Bridge Gap between Aspirants and Achievers.

Alumni of Swami Vivekanand College of Education Tarkwari have bridged the gap between achievement and achievers. They guide students as to how to excel in their examinations.

5. Break Stereotypes.

No doubt B.Ed is only for the teaching profession but our Alumni have secured positions in the bureaucracy, entrepreneurship and various other fields which reflects that professional skills of the teaching-learning process have applicability in all job areas.

6. As a Role Model.

Alumni are the role models for the students of Swami Vivekanand College of Education. They are highly inspirational for the students. Alumni who have excelled in their chosen fields inspire and motivate current students to strive for excellence and set ambitious goals. By sharing their success stories and experiences, alumni provided valuable insights into the practical aspects of their respective professions. They serve as a source of inspiration, instilling a sense of confidence and self-belief in students as they navigate their own career paths. Alumni role models often become mentors offering guidance, advice and support to students as they make important decisions about their future. By showcasing the impact of education and demonstrating the rewards of hard work, alumni inspire students to dream big and work towards realizing their own aspirations.

7. Alumni in College Committees.

The Alumni members have been made part of different college committees like IQAC, Career Counselling etc in order to obtain the benefit of their valuable experience and knowledge in bringing improvement in the working of the institution. Alumni bring a wealth of experience, knowledge and perspective to these committees, contributing to the development and improvement of various aspects of the college. Their valuable inputs help to shape policies, programs and initiatives that align with the evolving needs of the students. Their contributions create a bridge between the students and the professional world, providing students with valuable connections, resources and opportunities for internships, job placements etc. The active engagement of Alumni in college committees enriches the educational experience, fosters a sense of belonging and strengthens the bond between the institutions and its graduates.

8. Community involvement.

Alumni can participate in community outreach programs and other initiatives that promote the values and mission of the institution. We are currently in the process of formalizing our organization through the registration process marking an important milestone in our journey. The registration of our Alumni Association serves as a testament to the strength and unity of our alumni community. It signifies our

commitment to fostering lifelong connections, supporting professional growth and giving back to our beloved alma mater. This significant step will provide us with a solid legal foundation to expand our activities and develop a range of valuable initiatives tailored to benefit our members. It will enable us to establish a recognized platform for alumni networking, career development, mentorship programs and various events that bring together alumni from diverse backgrounds. We firmly believe that formal registration will further elevate our Alumni Association's reputation and credibility within both our alumni community and the wider society. By becoming a registered organization, we aim to strengthen our relationship with our alma mater and other alumni Associations.

File Description	Document
Details of office bearers and members of alumni association	View Document

5.4.2

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

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

Response: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Any other relevant information	View Document

5.4.3

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	2

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

5.4.4

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

Response:

The ALUMNI Association of Swami Vivekanand College of Education has been in existence from the year 2003. Since its inception, the association has been working hand-in-hand with the College assisting in bringing quality culture on following aspects:

- The ALUMNI is involved in the stakeholder's meeting where it plays an important part in the discussion of mode of transaction of the curriculum.
- The ALUMNI also from time to time visits the College and involve itself in the many function like Talent Development Function, Annual Prize Distribution Function and other important days.
- The ALUMNI also from time to time interacts with the students motivating them and giving them tips on how to become a productive citizen of the State.
- Alumni helps in pre Internship of new students as they tell them the nature in schools and everything related to it.
- The institute takes feedback from all Alumni members regarding growth and development of the institution.
- They are also active in IQAC cell.
- Act as judges in cultural and sports competitions.
- The Alumni guides the students on educational, vocational or personal basis.
- Provide counseling to students for employment.
- Alumni give their creative ideas for printing of College magazine " Vivek" and Prospectus.
- The ALUMNI Association very recently was fully involved in the motivational talks delivered to the students studying in Swami Vivekanand College of Education.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response: Swami Vivekanand College of Education being a Teacher Training college, has the vision to give education to the students according to the needs and requirements of society and to promote professionalism among teachers. In this regard, the college has many committees from time to time duly constituted by the resolution of meetings chaired by the Principal. The various committees formed are assigned to support the college administration in various dimensions with maximum autonomy. **These committees are-** the Internal Quality Assurance Cell (IQAC), Academic Committee, Seminar & Guest Lecture Committee, Research Project, Research Journal (SVNJER), College Prospectus & College Magazine, Cultural Committee, Educational Tour, Health Hygiene, Art of Living & Anemia Committee, Grievances Redressal, Women Empowerment, Sexual Harassment at Workplace and Anti-ragging Committee, Purchase of office material, Library, Labs Material Committee, Sports, Discipline & Disaster Management Committee, Library cum Furniture Stock verification Committee, Guidance and Career Counseling, Placement, Alumni Committee, House Examination and Scholarships Committee, Campus Beautification cum Eco Club Committee etc.

To operationalize the college's vision and mission, the governing body provides all the necessary support to manage, supervise, and administer the college's affairs. With the guidance of the Governing Body, the Principal makes decisions and delegates responsibilities to faculty and staff for effective and efficient college functioning to realize its set goals. The Coordinators and Teachers in charge of various committees and cells along with the students and non-teaching staff work in tandem and play an important role in determining the institution's policies, and perspective plans, and implementing them. The vision and mission of the college are in focus while planning college and society activities. Faculty and students are encouraged to organize and join respectively short-term courses aimed at capacity building, employability, and imbibing human values.

The IQAC assists the Principal in formulating policies to ensure the college is imparting quality education and procedures are established for transparent and smooth administration in the preparation of the perspective plan, IQAC of the college has taken the initiative to obtain inputs from all stakeholders viz, the management, Principal, the faculty, the administrative staff, students of the college, the Alumni Association of the college, the parents and the peer colleagues. Stakeholders' expectations, management policies, goals and objectives the vision and the mission statement of our college, and the quality policy of the college are also considered as a base for the formulation of the perspective plan. Staff Committees and different cells also contribute to giving direction to the teaching-learning process to achieve the vision and mission of the college. College functioning is guided and supported by the Governing Body and the Principal in planning and conducting events to help students hone their skills and identify their strengths and expose students to the use of the latest educational technology making them interested and

involved in learning multiple skills to enhance their teaching skills and employment prospects. The development of students into a process of integrated personality is our joint responsibility. Procedures are reviewed from time to time to provide opportunities for faculty and staff to upgrade their professional skills.

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

6.1.2

Institution practices decentralization and participative management

Response:

Response: The most commendable example of decentralization in management is the formation of various committees from time to time with the alteration of committee members from one committee to another. However, IQAC has a strong commitment to delivering its duties for the last two years with its permanent members. The admission committee will have the capacity to admit students in terms of score and performance in written tests allotted by the affiliating University after conducting the entrance test. The whole process is transparently done as per the guidelines and procedure of the admission notified by the affiliating University and Board. The infrastructure committee in consultation with the Principal finalized the area of infrastructure improvement and reported the same to the college management and management then approached the construction firm or agency. Faculty members of Swami Vivekanand College of Education have an active involvement in driving change and realizing the institution's mission and values. Students' Faculty and staff are encouraged to participate in the management process of the college. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal and then to Coordinators and teachers in charges of the various cells and the committees.

The following committees and cells are operational in the institution to implement various activities:

- *Academic Committee*
- *Research Committee*
- *Admission Committee,*
- *Anti- Ragging Cell*

- *Library Committee*
- *Examination Committee*
- *Committee College events committee*
- *Internal Quality Assurance Committee*
- *Cultural Committee*
- *Sexual Harassment Cell*
- *SC / ST / OBC and Minority Committee*
- *Grievance Redressed Cell*
- *ECO Club Cell*
- *Guidance & Counseling Cell*
- *Placement Cell*
- *Alumni Cell*

How coordinators and teachers in charge of different cells and committees participate in the Management Process is as follows:-The Principal of the college oversees the activities of various committees and cells. Academic committee is empowered to make adjustments to the routine, and to allot teaching assignments and evaluation duties. The academic committee /Research Committee often takes the lead in planning seminars, workshops, career counseling sessions, remedial measures, and inter-college exercises. The academic committee is at liberty to introduce creative and innovative measures for the benefit of the students. The Cultural Committee organizes all the functions and morning assemblies in the college. The examination committee prepares a date sheet to conduct house examinations for B.Ed. and D.El.Ed. Trainee-teachers in every semester/ year and prepares an internal assessment of students. IQAC does the planning and evaluation for quality assurance in the college and organizes meetings periodically, throughout the year.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

Response:

Annual budget is meticulously prepared in **Tally ERP** which helps to streamline. The budget under different heads such as college account & so on. Institution conducts internal and external financial audits regularly at the end of financial year. The auditors visit the college at regular intervals; they verify all

financial transactions with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Based on such audit, they issue audit report to the college for True and Fair view on the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue "Audit Report". Transparency is also followed in academic functioning of the college. All the guidelines given by HPU and UGC are followed. Before the commencement of the session, college academic calendar is prepared and all the academic and non academic activities are scheduled before hand. It is circulated to all faculty members. Time tables and work load are also prepared and circulated too. Greater use of technology is encouraged to enhance teaching-learning process. Periodical tests and house tests are scheduled regularly to assess the progress of the students. At least a mid term examinations are conducted before the students appear in the final examination conducted by the university. There is an Examination coordinator who takes the responsibility of submitting the student applications for the exams, prepares date sheet, manages seating arrangement, maintains the record of absentees and also prepares the accounts question papers. The examination coordinator works with examination committee of the institution to complete the examination process smoothly. The results of students are also uploaded on college website. The Principal is responsible for overall administration and academic functioning of the institution in keeping with policies of the management as well as the mandatory regulations. All the Administrative activities are also fair and transparent. Every activity related to purchase and accounts is uploaded on **Tally ERP**. All the records of students' admission work, examination work, purchase, accounts and inventory are maintained on **Tally ERP**. All these records are uploaded time to time. Admission process is fair and based upon merit and entrance test taken by affiliating university. Library is partially automated e.g. records are maintained online for issuing and returning of books. The process of book selection, purchase and accessioning the same after purchase is done by the librarian of our college.

The efforts of the institution towards maintenance of:-

1. Transparency in other functions:

- a) **Community services is carried out by proper planning.**
- b) **Sport activities, sports competition displayed to maintain transparency**
- c) **Cultural activities were carried out with proper notice.**
- d) **Use of library facilities for students as well as for community.**
- e) **Use of plastic free campus for green campus**
- f) **Practice teaching with schedules as per University/Board directions helps trainees to improve their teaching skills.**

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Response:

The institutional Strategic plan is effectively deployed. The extensive goals of Perspective Plans are associated with Swami Vivekanand College of Education, Tarkwari that is committed to providing quality higher education and skill-oriented human resources and the plan is accordingly focused on different core themes. As far as the strategic/perspective plan of the college is concerned, it is planned in a way so that the college can develop and strive towards success in a systematic and balanced manner. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The action-plan policy of the college is in alignment with the affiliating university and the UGC. All the strategic plan and deployment documents are sent by HPU and UGC and many are available on their respective websites. The academic quality policies are framed by the IQAC in coordination with the management. Such policies are implemented through various IQAC committees and monitored by the Principal. This further led to the need of a better infrastructure with computer systems, smart classrooms etc. A strategic procedure was established and followed for the implementation of the same. Keeping the present scenario of NEP 2020 Education across the globe a FDP/ National conference was organized by IQAC of SAWAMI VIVEKANAND College of Education.

Our Institute act as a support system in motivating students as well as organising, nurturing and furthering any special talent in them which in tune with the vision and mission of the college displayed in the website. The IQAC through deliberations with the stakeholders made a perspective plan (2022-2024) for the development of academic, administrative and infrastructural facilities and approval was taken from management. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of institution.

The institution has a strategic plan in place to help it develop in a systematic manner.

1. Students overall development through participation in various curricular and co-curricular activities.
2. Organisation of Extension Activities.
3. Improvement of the Teaching-Learning Process through greater use of ICT and other Innovative

means.

4. Alumni interaction and outreach activities.

Strategic Plan	Deployment
Staff Development and Welfare	The College completed the process of appointment & approval of faculties for B.Ed.& D.EL.Ed.at the beginning of academic year
Teaching - Learning Process	Academic Planning and preparation of Academic Calendar is done. Use of more teaching aids and adopt more ICT. Provide mentoring and personal Support.
Students Overall Development through Participation in variuos Activities	Students representation in various committees and cell. Participation in competitions. Participation in social and Welfare Activities.
Community Services and Outreach Activities	Conducting awareness camp,Rally,Street Play.

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

6.2.2

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

Response:

Response:

The Principal is the administrative head of the institution. However, for effective administration and efficient implementation of the academic activities, efforts to decentralize the management are being made through IQAC and NSS units, Committees and cells comprising of Teaching Faculties, non-teaching staff as members.

Policies: College has well defined policies related with different running programs. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also institutes scholarships, endowments, fellowships to make regulations for various co-curricular and extra-curricular activities.

The Principal of the college has the power to form committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development, research, divinity and extension activities etc. which make their policy by periodic meetings with principal.

Regular meetings are held in order to maintain continuous communication between staff and principal. All the meetings and decisions taken are monitored by the IQAC, which through its course, the principal to build an environment of academic excellence in the college.

Administrative Setup: Swami Vivekanand College of Education, Tarkwari has a well-defined organizational structure. The College is managed by Swami Vivekanand Educational Society. Our Governing Body reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The IQAC Committee approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. The Principal is responsible for the College functioning and growth including administrative, academic, co-curricular, extra-curricular and extension programme.

IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non academic events. List of holidays, dates of House Test and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. Staff members have been designated as Coordinators or members of various committees and cells. Students are involved as active members of the committees and cells

Service rules: The college is affiliated to HP University, Shimla, so it follows all the rules and academic calendar of the university in running different programmes in the college. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others

Appointment: Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which

is taken by selection committee and nominees of Vice -Chancellor, H P University, Shimla. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / NCTE and the affiliating University.

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

6.2.3

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

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

Response:

Swami Vivekanand College of Education has various cells and committees which are working effectively contributing to the success and smooth running of the institution. The different cells namely Women Cell, Eco Club, Electoral Literacy Cell, Guidance & Counselling Cell, Placement Cell are all effectively functioning and carrying on relevant activities. The Guidance and Counselling Cell is looking after the grievances of the students from time to time and arranging remedial measures, classes and extension talks as and when required. The Women Cell has celebrated International Women Day successfully at Swami Vivekanand College of Education on 8th March 2024. The Eco Cell of the College has successfully observed World Earth Day with a seminar presentation of B.Ed./D.El.Ed. Students on the theme "Planet vs. Plastics". The Electoral Literacy Cell has also given sensitization to the students regarding the importance of casting vote and responsibility of the befitting citizen of India. The Placement Cell is also looking after the Placement of the students and Campus Interviews are organized in the College. The Scholarship Committee is looking into the matter of scholarship from the State Govt. to the students of the College by approaching the concerned authority of the state. The different committees of the College such as Admission Committee, Infrastructure Committee, Examination Committee are all working and functioning effectively.

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Women Anti Harassment Cell, Examination Committee etc.

The Cultural Committee of the college holds various meetings of Teaching and Non-teaching staff for organising several programmes. The college successfully conducted sports events during the academic year (2022-23). Swami Vivekanand college of Education, Tarkwari was hosting sports events from 23.01.2024 to 24.01.2024 in College Campus.

The Principal obtained the approval for the resolutions and the consent for the organisation of programmes from the Management. Seven Day NSS Camp was organised by Swami Vivekanand college of Education, Tarkwari. More than 88 students participated in this camp. Passion of all the participants and their teachers in charges were highly praised by everyone. Several other programmes were organized to celebrate the memorable occasion in the college. A committee was constituted under the guidance of the Principal at the institutional level to chalk out and execute the programmes.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

The College has an informal welfare measure for teaching and non teaching staffs. Though these welfare measures are not formalised, the staffs of the college has an age-old tradition of donating/contributing financially to any of the staff in need. Occassions like death of family members, wedding in the family, newborn in the family are always given full support financially by college management to all teaching and non-teaching staff. Free education or sponshorship to the education of the children of the non-teaching staff are also contributed by some teaching staff.

The institution has welfare measures for both teaching and non-teaching staff. The welfare major available for Teaching and Non Teaching staff as per university norms are following. Trainings are provided for both Teaching and Non-Teaching staff for various workshops / FDP/Seminars/ Conferences like legal rights, consumer rights, road safety, insurance, health and fitness, post office schemes etc.

Medical checkups of teaching and non- teaching staff on discounted rate by Swami Vivekanand College management committee, Yoga camps are organised from time to time, Duty leave is provided for attending Workshops, Orientation course, Conferences. Institution gives increments to the staff on award of Ph.D and considerable increment is given to faculty completing NET. Research facilities are available for teachers pursuing their Ph.D.

Employees Provident Fund for teaching and non-teaching staff. Management contributes equal share for Employees provident Fund. Staff can avail vacation leave, 24 Casual leave, and earned leave. Female teaching and non-teaching staff can avail maternal leave for 6 months. Festival Bonus for Teaching and non-Teaching staff. Salary-in-advance can be availed by staff in need.

Laptop facility and to teachers based on their role and position. Staff is allowed to use college ICT facilities for their research work. Free Uniforms are provided to housekeeping Staff. With pay leave facility for attend Pre-Ph D course work. Beside this the following facility have been provided by the instution for the faculty:-

1. Leave Facility: Casual leave, study leave, Vacation Leave, Duty leave for Teaching and Non-Teaching staff for participation in conference/seminar/workshop/FDP etc.

2. Computer Lab: There is an ICT Lab facility for teaching and non teaching staff.

3. Free Wi-Fi: enabled campus for staff and students.

4. Functioning "Women Cell" and prevention of sexual harassment facility for both teaching and non teaching staff.

5. Parking Facility: There is parking facility for both teaching and non teaching staff.

6. Audio-Video CCTV Cameras: are installed in staff room,Principal office,Classroom,Library,Multi-purpose Hall,Corridors etc.

7. EPF Scheme and loan facility for faculty members

8.Drinking Water: Hygienic drinking water is available to all employees and students

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

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 5.48

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	0	0

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

6.3.3

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	0	0

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

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs)

viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

Response: 64.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	16	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

Response:

The performance appraisal system of teaching and non-teaching staff is one of the essential factor for maintaining quality in the college. The college itself has different performance appraisal performa both for teaching and non-teaching staff. This appraisal is the motivating factor both for the teaching and non-teaching staff and is done annually. Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made there in from time to time, for teaching and non teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance. The principal engages with faculty through regular staff meeting interactions and access the work of faculty. This form of mutual interactions on a regular basis is important for their own classes. Comparison of University results with college result gives a fair idea to the principal and concerned faculty about the academic performance of the college.

Performance Based Appraisal System (PBAS). Increments are completely based upon the Performances.

The performance of teaching staff is assessed on the following bases:

Their academic qualification , research experience and training , worked on research projects and publications, published papers in journals , book publications,chapter published in books,paper presentation in seminars,conferences,symposia,workshops attended, teaching and evaluation experience,total teaching experience, courses taught,duration .

Evaluation experience includes: invigilation, evaluation,practical exam ,viva-voce and centre suptd. Other than that, extension work and membership of professional bodies or societies are also recorded.The institution also undertakes a wide range of activities besides academics,for which faculty members are assigned additional duties and responsibilities,which are mostly voluntary.

The Institution accords appropriate weightage to these contributions in their overall assessment.The performa filled by the Faculty Member and is checked and verified by the Head of the institution.There after,faculty members whose promotions are due are recommended by the institutional head based on this Proforma to the management of the college.On the other hand,all non-teaching staff is also assessed through annual confidential reports and annual performance appraisal.

The various parameters for non teaching staff members are assessed under different categories i.e.Character and Habits, Departmental Abilities,Capacity to do hard work,Discipline,Reliability,Relations/Co-operation with superiors,subordinates,colleagues,students and public, Power of Drafting,efficient organisation of documents and technical abilities .

Their overall assessment is based on the above mentioned parameters.Their performance is first assessed by the head of the institute and then forwarded to the management.Their increments and promotions are also completely based upon their performance appraisal system.On excellent performance,all employees are granted promotions and financial upgradation.The Performance Appraisal System significantly helps in the evaluation of the performance of employees,in motivating them,analyzing their strengths and weaknesses and ensuring better performance.

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

6.4 Financial Management and Resource Mobilization**6.4.1**

Institution conducts internal or/and external financial audit regularly

Response:**Response:**

The process of internal financial audit is done regularly in the college by the end of every financial year i.e from First April to Thirty first March. All faculty and student representatives who were in charge of the different committees submit their report of utilization of funds allocated to their portfolio. In the financial external audit. As the college is Self Finance and Audit is done by the CA. The external audit till March, 2024 is also submitted. The audit for the year 2022 and 2023 are done and the certificate enclosed duly signed by the Chartered Accountant.

The Audit certificates of 2023 is also submitted. The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the governing body. He conducts periodical visits to the college and examines all books of records and financial statements. The Auditor ensures that the Accounts branch of the college maintains the books in strict compliance with the guidelines of CAG. The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions or objections raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the college superintendent and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out on quarterly basis by the independent chartered accountant appointed by the management of the institution. The internal audit unit verifies the supporting documents involving examination of vouchers, bill payments, quotations and approval from the Management. The college boasts of a robust and transparent financial management system. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities. Permission is secured from the principal for all upcoming expenses which is submitted to the superintendent of the college for release of funds. Emphasis is placed upon e-payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted. Committees/societies/ departments forward their yearly budget and activity proposal for approval from the concerned departments and the Governing body of the College.

The external auditors mainly focus on the following documents for the audit purpose.

1. Delegation of financial powers 2. Bank statements and certificates. 3. Previous years Audit Report, Auditor's remarks, and observations. 4. Budget, cash flow statements, Govt. Orders for fixation of fee, reports of physical verification of asset items. 5. Policies, Procedures, and methods adopted by college management for collection of fee and payments made and recording transactions in the books of accounts. 6. Reports of Internal Auditors. The auditors will mention free and fair view of the college in their audit reports.

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

6.4.2

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

Response: 0.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.11	0.5	0	0	0

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

6.4.3

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

Response:

Institutional strategies for mobilization of funds and the optimal utilization of resources

The institution and faculty take efforts for mobilization of funds. The institution encourages faculty of the college to generate funds for the different activities. The Institution and faculty apply for various projects and developmental schemes announced by these funding agencies. The institution has well defined strategies and procedures for the mobilization of funds needed for development. The College mobilizes funds as per the policy and procedure enacted by the Management.

The management committee helps us to mobilize more and more funds to create a well-furnished and healthy campus for the students. The IQAC committee always looks for the new measure for mobilising funds and it has developed systematic procedures for their optimal utilisation. The college has tried to generate funds in the form of money and material objects. The college has very transparent mechanism of auditing and a specific committee for utilising the fund and resources. Students' tuition fees is the primary sources of funds, but all the above mentioned stakeholders actively reach out in the community and appeal to the philanthropists, industrialists and other donors.

Optimal Utilization of Resources:

The College keeps its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college management for the maintenance of the laboratories and classrooms. The received funds are collected and used through the Cheque, Cash. As per the priority and advice of committees the funds are utilised for infrastructural development and beautification, ICT device and upgradation, Student development and necessary equipment for the skill based courses. Each and every single rupee received, is spent using proper channels, such as quotations, discussion with consent of committees and Cheque or on-line payment system.

Institution Budget:

Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities.

Purchase Committee: The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilisation of resources. **Accounts and Audit:** All funds mobilised are properly accounted for in the account books. The audit edutilisation statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response:

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell on 2.8-2004. As soon as the IQAC was established in the college in 2004, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalise number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since, then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, cocurricular and extra- curricular activities.

From 2004 onwards, IQAC was constituted with the following goals
 Communication of information on the various quality parameters of higher education
 Development of quality benchmarks for the various academic and administrative activities of the institution
 Documentation of the various activities leading to quality improvement.
 Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes
 Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

The institution would like to high light the following activities of the IQAC:

- Feedback from Students, Employers, Principals and Teacher Educators
- Improved teaching-learning and evaluation process
- Effective delivery of curriculum and enhanced usage of ICT tools
- Organising Seminars/Workshops/Conferences and Endowment lecture series
- Recognizing and felicitating distinguished alumni Organizing staff training programmes.
- Academic Audit .
- Clean and Green Campus

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals. IQAC takes initiative constantly to assure quality teaching, learning and to improve research activities. The IQAC has organized seven days Faculty Development Programmes w.e.f. **22 May, 2023 to 28 May, 2023** and **03 August 2022 to 11 August 2022**.

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

6.5.2

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

Response:

The teaching-learning process is periodically assessed through the IQAC in a systematic manner. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process in the following ways:

1. The Academic Calendar is prepared in advance, displayed at entry point of the college and in the college prospectus.
2. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching-learning process, the system of continuous evaluation, Compulsory core courses, various cocurricular activities, discipline and culture of the Institute.
3. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences.
4. Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the Principal and HOD .
5. Feedback from students is also taken individually by teachers for their respective courses, by Principal and directly by the coordinator IQAC.
6. **The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations. The major initiatives taken over the last five years include the following:**

- (i) Introduction of Assignments to students on each subject by the concerned teacher.
- (ii) Provision for online fee payment.
- (iii) Intoduction of Guest Lectures,Seminars and Workshops for students and faculty.
- (iv) Green initiatives in Campus – tree plantation.
- (v) MoUs with prestigious Institutes and Clubs (Contributing to the welfare of the Society).
- (vi) Daily lecture Record: Everyday faculty prepare details the topic covered on their teacher diaries.

7.The institute monitors the performance of the students regularly. It has specified procedure to collect and analyse data on student learning outcomes; the following points are adopted by the institute in this context:

- (i) Regular class tests and interactions (ii) Mid term and continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations. (iii) Semester system of examination for all courses. (iv) Providing Question bank of various subjects to the students. (v) Providing Lecture notes through whatsapp groups (vi) Timely Redressal of students’ grievances. (vii) At least 75% Attendance is compulsory in each semester. (viii) Remedial Classes for weak students to solve their problems.

8.Effective internal examination and evaluation systems: Institute maintains an effective internal examination and evaluation system.

9.Students’result analysis: Institute has the provision of analysis of students’ performance after the announcement of their semester results.If the result of the students in a subject is not found up to the mark,necessary steps are taken to find out the reasons and the concerned faculty members are counselled and motivated to work towards improvement.

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

6.5.3

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	12	6	11	4

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

Response:

ACADEMIC INITIATIVES Research has been strengthened to a great extent in the last fast five years. The "seed money" has been generated by the institution to carry out research projects. In the last five years, total of 2 projects have been carried out by the faculty by utilizing seed money from the college. The college has vibrant Research and collaboration committee that encourages research activities among the faculty and students of Swami Vivekanand College of Education

Our college regularly publishes its own research journal Swami Vivekanand journal of educational research Bi-half yearly Peer Reviewed/Refereed national journal. Research Journal Of Swami Vivekanand College of Education, Tarkwari, ISSN 2393-9524.

Enhanced Formal Linkages A total of 4 MOUS has been signed and a number of activities have been conducted in collaboration with signing parties. For details kindly follow the link given below on the website. The library has been upgraded and more equipped. The College library is fully automated. It uses Libo Software, which is an Open Source Integrated Library Management System. It has a full catalog module enabling library staff to capture complete details of all the library items and to help the library users. The users can have access to e-resources (e-journals from many reputed publishers and thousands of e-books) through DELNET programme of INFLIBNET, the membership of which is renewed on annual basis by the college library.

Cleanness in Campus:

1. Provide Door mats in each class.
2. Keep trash bins in each working station and class.

3. Removal of the broken,waste and unusable material.
4. Encourage students and teachers to keep things away immediately after use.
- 5.Cleanliness activities as part of community service under NSS scheme.Some more highlights of the quality initiatives taken by the institution Smart board for effective teaching learning environment is installed Value added courses have been introduced by the college.

College website has been redesigned Administrative Initiatives

- Training sessions regarding new policies initiated by management from time to time.
- Computer Training for Non- teaching staff
- Yoga training for stress management
- Soft skill training Staff are encouraged to attend workshops and training programe

Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second cycle).

A number of post accreditation quality improvements have been taken during the last five years:

A.Governance:

B.National Missions

- (i) Swachh Bharat Mission
- (ii) Free Heaalth Check up Camps
- (iii) Blood Donation Camps
- (iv) National Service Scheme (1 - Unit)
- (v) Water Harvesting Tank

C. Creation of Lateral and Vertical Pathways for Progression

(a) Evaluation

- (i) Home Assignments (ii) House Examinations in every semester

(b) MoUs : Four MoUs with eminent institutions and Clubs who aare significantly contributing for the welfare of the society.

D. Extension Activities

(a) Campus Development/Green Initiatives**(i)** Tree Plantaion**(ii)** W-iFi Connectivity**(iii)** Four Laboratoties**(iv)** Open Sitting in the Playground

Action on the observations given by NAAC during the Assessment in 2010 were taken by IQAC during the post accreditation period.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The institution makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in addition to make use of natural energy. Conservation of energy has been done by various methods. Planting trees all around the campus so that there is a less usage of air conditioners. Insulating a building allows it to use less heating and cooling energy to achieve and maintain a thermal comfort. Installing light emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional incandescent light bulbs. Designing features of the building that maximize the use of natural light. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight. Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms. Switching over to LED's or CFL's can save lot of energy. CFL's last longer than standard incandescent bulbs and cost of fraction of the price to run. Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost. Investing in energy saving power strips by keeping classroom computers and other devices plugged into power strips to help mitigate their standby power usage. Encouraging students to do their part by creating a point system for recyclers or assigning extra credit projects focused on recycling and environmental impact. Taking the time to power down the computers each afternoon can do a lot to reduce power usage. Imparting education about how to reduce electricity at Institutes many students will proudly contribute to the efforts to make their campus a little more green. Switching the lights off when the students leave the classrooms. Unplugging projectors, televisions, computers and smartboards after the use. Energy can most efficiently used at Institute by trying to limit the electricity usage, Turning off the lights, Reducing water wastage, Recycling the waste etc.

Alternative sources of energy –

Solar energy- This is the most commonly used source of alternative energy by the institution. It is completely renewable and the cost expended on installation can be made back through energy bill savings.

File Description	Document
Institution energy policy document	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management**Response:**

Swami Vivekanand College of Education has a strong commitment to manage waste materials. Different waste materials like domestic waste, bio-degradable waste, non bio-degradable (plastic, paper etc) are a source of pollution to the environment resulting in degradation of the soil and also in the quality of air. Swami Vivekanand College of Education has its own policy of waste management with the aim of making the institution a pollution-free zone. It has been notified to all stakeholders of the college including the staff and students that there will be need to be a self regulation and voluntary participation in waste management and promote the process of waste management not only in our campus but also among the community. There are specific areas segregated and identified for disposing solid waste depending whether it is bio-degradable, non-biodegradable, plastic, broken glassware or E-wastes Solid Waste Management -Solid waste is generated mainly from three sources from the college: examination, library and canteen. The paper waste generated from examinations and the library is disposed of through the Paper waste vendor. These paper vendors sell it to the agencies which manage the process of recycling. Metal scrap generated is sold to metal casting companies through scrap dealers. The college has different waste bins for waste segregation. Bio-degradable waste are collected in the compost bin for eventually turning it into composts. The plastic wastes are collected from time to time and given to tatter for the purpose of recycling. All the staff and students are strongly advised and monitored to keep the campus free from pollution of plastics, garbage and other materials. To empower this policy, staff and students are always engaged in organising cleanliness programme in the campus and competitions are held amongst the Houses of the college in the area of social service and cleanliness drive. In this connection with the cleanliness programme, plantation of trees, shrubs and flowers are done from time to time.

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

7.1.3**Institution waste management practices include**

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

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document

7.1.5

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

Response:

Cleanliness: Swami Vivekanand College of Education commitment to cleaner, greener environment is visible through range of initiatives. At the college and campus level, Swachh Bharat Abhiyaan or Clean India Campaign was held to bring about change in behavioral and attitudinal aspect of habitants. TEI is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanliness

Sanitation: Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The waste water is discharged into the common drain. Segregation of the waste is done in the campus premises, with two dustbins are kept labelled as 'Wet Waste and Dry Waste. The electronic gadgets/waste is either donated if useful or handed over to waste collectors. Cleanliness of

toilets,classroom,campus is mandatory.

Green cover: Apart from primary cleanliness and sanitation efforts, the institute is also committed to promoting sustainable habits by promoting cloth bags with other efforts to maintain a plastic free environment.The objective was to encourage self-reliance through sustainable practices. In a quest for healthy and sustainable campus,spaces with plantation have a vital role.To add to the green cover of the Institute some indoor plants have been installed to improve air quality.

Pollution free healthy environment: Environmental Promotion Activities on Plastic Awareness Event,Tree Plantation at college campus, Plastic Recycle,Clean and Green,Awareness on sound pollution, etc. are conducted as outreach activities to the wider school community. These sessions were conducted for the school students to make them aware of better cleanliness habits as well as to develop an appreciation and interest for sustainable environmental practices.The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 3.51**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.04	1.60	1.03	1.90	2.51

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

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

Swami Vivekanand College of Education has the culture of visiting local significant historical places of state and national importance as part of locational knowledge and community practice every year. Every year places of interest in the state are identified and community service conducted extensively. The college takes every effort to leverage local environment and locational knowledge as much as possible. Locational knowledge is the capacity to know and recall where places are and also it is termed as a mental map. It is our personal framework for storing the locational information we carry in our heads. Knowledge regarding the region we say that it is important for community development and peaceful existence. Therefore, student-teachers and faculty members of the institution volunteer from time to time visit for various tour and for cleaning up and in different parts of the community. Plantation of trees, shrubs, flowers in the locality and other places are also conducted. During the community contact programmes, the faculty and the students take up the challenge of educating the community about the importance of cooperative living, prevention of pollution, value of natural resources and respecting the different communities in spite of all their differences. One of the main challenges of the community is the pollution of air, water and soil. The institution takes up the initiatives in spreading awareness on reduction

of air, water and soil pollution. As our country as well as our state is an amalgamation of different cultures and community, it is also one of the challenges to live peacefully and co-operatively. During the community contact programme, the endeavour is taken up to unify the different cultures of the state by having community meals together. In order to understand the different cultures, dances and folk songs of different communities are also presented by the student-teachers during the college cultural programme. The street play was an amalgamation of local art, costume, dances and song and was a great source of entertainment as well as education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

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

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

Response: D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:**MENTOR GROUPS**

Our college wants our students to thrive and achieve their goals. In this context mentoring is one of the effective ways to improve and enhance students' learning and prepare them for the workplace. Being a student is hard work, there is no denying that. But mentoring provides them with the support they need to go forward in their academic journey, giving them the motivation they need to reach their full potential. The mentor works with the mentee to help them set and achieve their goals, whilst offering support during the process. A mentor is also incredibly valuable for developing interpersonal skills and upskilling in areas that are beneficial for the workplace. Our college has framed six and four mentor groups for B.Ed. and D.El.Ed. students in order to solve different problems of the students and also to seek suggestions for the betterment of the institution in curricular and co-curricular areas.

.IQAC MEETINGS

Since the inception of our college it has been a quality conscious institution in all its actions and dealings and it has been the uppermost concern and thrust, and its motto: The core values of our institution abide by and are derived from the vision and the efforts to realize it, are Accountability and service to all stakeholders

- Integrity and fairness in all practices
- Instill innovation and creativity
- Inclusiveness and care for the marginalized
- Resilience and sustainability
- Striving for quality and excellence in all actions
- Thought leadership and quality consciousness
- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of TEIs.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
- Development of Quality Culture in the institution.
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC

File Description	Document
Photos related to two best practices of the Institution	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Swami Vivekanand College of Education established in the year 2000, was the first private B.Ed. College in lower Himachal with intake of 60 students. It is located in Bhoranj Tehsil Distt. Hamirpur (shivalik Hills), There are 275 students in the current academic session. It reflects that this institution has been successful in winning the trust and faith of many generations in fulfilling their aspirations. Although this institution had the advantage of being the only institution of higher learning, the attraction of students towards this institution didn't decline. Thereafter, there has been rapid expansion of institutions i.e. B.Ed. in Hamirpur district as well as adjoining districts of Hamirpur. The number of B.Ed. Colleges in Hamirpur Distt. and adjoining districts of Hamirpur i.e. Mandi and Bilaspur was 02 (2000) and today the number has increased to 30. In this duration, the number of new B.Ed. Colleges added in the entire state of Himachal Pradesh has grown up from 07 to 72. In spite of the tremendous expansion of B.Ed. Colleges in Himachal Pradesh as well as in Hamirpur Distt. there is no negative impact on our admissions. It is a matter of pride that in the past years students from West Bengal and Utter Pradesh have also opted for this institution along with a large number of students from all over the Himachal Pradesh. Credit for winning and maintaining the faith of parents as well as their wards in this institution goes to the following factors:

The institution have a well qualified faculty, well established infrastructure developed over a period of 24 years. It is a matter of privilege for us that this institution has library with 9929 Books, 3 Journals and DELNET. It also subscribes to 10 Newspapers and 6 Magazines. In order to cultivate a sense of service and commitment towards society, we have units of NSS, Red Ribbon Club, Eco Club involved in different community activities. In these activities students are encouraged to develop ethical, cultural and social values so that they become good citizens of the country and remain committed towards the family, Society and Nation. Our students have shown academic excellence consistently throughout the previous years. Although academic excellence is our first priority but due emphasis is given on the holistic development of the students by encouraging and providing good facilities for sports and co-curricular activities. We have excellent sports infrastructure in the form of availability of Badminton court, Volleyball field and facilities for indoor games like TT, Chess and Carrom. Our students have excelled at state level events in different colleges of Education time to time like Badminton & Volleyball etc. Faculty members diligently participate in various seminars, Conferences and workshops. Presently we have a dedicated and well qualified team of 28 faculty members of teaching and non-teaching staff. It is a matter of great proud for us that due to our excellent facilities in all respects, Our institution is Accredited by NAAC twice. On reflection, it gives immense gratification that our institution has fulfilled the aspirations of many generations since 2000. Our alumni have left indelible footprints in all

walks of life at national and international level.However,it is our firm conviction that there is always a scope for progress and improvement.

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

5. CONCLUSION

Additional Information :

- The institution has various active social media platforms viz: Youtube Channel, Facebook, Instagram, Bharat Portal.
- The college website is hosting all the information, activities, documents etc.
- EPF scheme is adopted in the Institution where ever applicable.
- Feedback formats are procured from the students, parents, alumnus, stake holders.
- Rain Water harvesting tanks are available for gardening in the college campus.
- Solar Lights are available in the college campus.
- Students Teachers ratio is 12:1.

Concluding Remarks :

- Swami Vivekanand College of Education is imparting a yeoman service to the rural area of Himachal Pradesh.
- The year 2024 is the Silver Jubilee Year of this institute and celebrating 25 years of service to the state.
- The institution is determined to overcome most of the weaknesses in near future.
- During the Silver Jubilee year the Institution has aspired to get NAAC accreditation with good number.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>105</td> <td>105</td> <td>103</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>105</td> <td>105</td> <td>103</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report of 1.2.5</p>	2022-23	2021-22	2020-21	2019-20	2018-19	150	105	105	103	0	2022-23	2021-22	2020-21	2019-20	2018-19	66	105	105	103	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
150	105	105	103	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
66	105	105	103	0																	
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: D. Feedback collected Remark : DVV has made the changes as per shared feedback report.</p>																				
2.1.3	<p>Percentage of students enrolled from EWS and Divyangjan categories during last five years</p> <p>2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>39</td> <td>41</td> <td>39</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>1</td> <td>3</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	29	39	41	39	34	2022-23	2021-22	2020-21	2019-20	2018-19	5	1	3	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	39	41	39	34																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	1	3	0	0																	
2.2.2	<p>Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through</p>																				

	<ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 2 of the above Remark : DVV has made the changes as per shared report of Learning Enhancement / Enrichment inputs, Collaborative tasks.</p>
2.3.3	<p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 150 Answer after DVV Verification: 144</p> <p>Remark : DVV has made the changes as per shared report by HEI.</p>
2.4.4	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made the changes as per shared report of Teacher made written tests essentially based on subject content. If there is any other supporting document, kindly provide.</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year</p>

	<p>Answer before DVV Verification : 11 Answer after DVV Verification: 15</p> <p>Remark : DVV has made the changes as per HEI clarification.</p>
<p>2.4.10</p>	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: D. Any 2 or 3 of the above</p> <p>Remark : DVV has made the changes as per shared report of Classroom teaching, Assessment of student learning – home assignments & tests and Organizing academic and cultural events.</p>
<p>2.4.12</p>	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
<p>2.4.13</p>	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : B. Any 4 of the above</p>

Answer After DVV Verification: A. All of the above
Remark : DVV has made the changes as per shared clarification.

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

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

Answer before DVV Verification : 95.71

Answer after DVV Verification: 88.01

Remark : DVV has made the changes as per shared report of teaching experience.

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

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

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

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

Remark : DVV has made the changes as per shared report of internal evaluation.

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	4	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has not consider shared ISSN number.

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	5	6	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	1

Remark : DVV has not consider shared days and Jayanti activities.

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	115	110

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
110	103	0	120	103

Remark : DVV has made the changes as per 3.3.1

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

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

Answer before DVV Verification : 2

Answer after DVV Verification: 2

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

Answer before DVV Verification : 26

Answer after DVV Verification: 25

Remark : Kindly, Provide geotagged photos of classroom.

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

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

Answer before DVV Verification:

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
1628482	2270512	959638	1911468	3068135

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16.28	22.70	9.59	19.11	30.68

Remark : DVV has converted the value into lakhs.

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

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes as per clarification.

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
67470	22694	60518	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.67	0.22	0.60	00	00

Remark : DVV has converted the value into lakhs.

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

4.2.5.1. Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Answer before DVV Verification : 4

Answer after DVV Verification: 4

4.2.5.2. Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Answer before DVV Verification : 19

Answer after DVV Verification: 19

4.2.5.3. Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Answer before DVV Verification : 7

Answer after DVV Verification: 7

4.2.5.4. Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Answer before DVV Verification : 1

Answer after DVV Verification: 0

4.2.5.5. Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Answer before DVV Verification : 2

Answer after DVV Verification: 0

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

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

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

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

Answer After DVV Verification: E. None of the above

Remark : DVV has not consider shared excel sheet.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1208572	2563641	1200308	1292952	3254826

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16.28	00	00	00	27.83

Remark : DVV has made the changes as per shared report of Expenditure incurred exclusively on maintenance of physical and academic support facilities and for the 2019-20, 2020-21 and 2021-22 reports has not shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	12	5	11	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	03	02

Remark : DVV has exclude days, jayanti, diwas and programs on same day considered as one.

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

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

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

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has mae the changes as per shared report.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11000	50000	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.11	0.5	0	0	0

Remark : DVV has converted the value into lakhs.

7.1.3 Institution waste management practices include

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

Answer before DVV Verification : C. Any 2 of the above

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

Remark : DVV has made the changes as per shared Segregation of waste.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
104395	160928	103443	190881	251362

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.04	1.60	1.03	1.90	2.51

Remark : DVV has converted the value into lakhs.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4948646</td> <td>4387182</td> <td>4551302</td> <td>4301842</td> <td>4864917</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	4948646	4387182	4551302	4301842	4864917	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
4948646	4387182	4551302	4301842	4864917																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

49.48	43.87	45.51	43.01	48.64
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