



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

##### 1.Name of the Institution

Swami Vivekanand College of  
Education, Tarkwari

- Name of the Head of the institution **Kuldeep Singh Chandel**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **09817080018**
- Mobile No: **8219523696**
- Registered e-mail ID (Principal) **svntarkwari@yahoo.com**
- Alternate Email ID **svntarkwari@rediff.com**
- Address **Vill.Takoutta Bhattan P.O.Dungri  
Tehsil Bhoranj**
- City/Town **Hamirpur**
- State/UT **Himachal Pradesh**
- Pin Code **176045**

##### 2.Institutional status

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

- Location **Rural**
- Financial Status **Self-financing**
- Name of the Affiliating University **HP University Shimla**
- Name of the IQAC Co-ordinator/Director **Mr.Pradeep Kumar**
- Phone No. **8219523696**
- Alternate phone No.(IQAC) **9418546068**
- Mobile (IQAC) **9418503280**
- IQAC e-mail address **svntarkwari@yahoo.com**
- Alternate e-mail address (IQAC) **svntarkwari@rediffmail.com**

**3.Website address**<https://www.svntarkwari.com>

- Web-link of the AQAR: (Previous Academic Year) <https://svntarkwari.com/wp-content/uploads/2025/01/AQAR-2022-23.pdf>

**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://svntarkwari.com/wp-content/uploads/2025/02/Academic-Calendar-2023-2024.pdf>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>C++</b>	<b>Nil</b>	<b>2004</b>	<b>16/02/2004</b>	<b>15/02/2009</b>
<b>Cycle 2</b>	<b>B</b>	<b>2.40</b>	<b>2010</b>	<b>04/09/2010</b>	<b>03/09/2015</b>
<b>Cycle 3</b>	<b>B</b>	<b>2.36</b>	<b>2024</b>	<b>26/12/2024</b>	<b>25/12/2029</b>

**6.Date of Establishment of IQAC****02/08/2004****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	00

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

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

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

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

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

- If yes, mention the amount

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

1. IQAC has promoted quality in the institution with the initiation of Value Added Courses which inculcates different skills among the Learner. 2. Publication of SVNJER, Dec. 2023 (College Journal) Issue. 3. Purchase of more Library Books & e-books. 4. Organise TLM Workshop to Trainees. 5. Free Library and ICT facility to the Public. 6. Submission of Pending AQAR's.

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

Plan of Action	Achievements/Outcomes
Value Added Course	Art of Living Course organise in the college campus w.e.f. 26 March 2024
MOUs and Collaborations	Under the MOU with Raj Rajeshwari college of Education faculty exchange programmes organised time to time, Organised sports activities under this MOU, also organised Tree Plantation activity Ek Ped Ma K Nam in collaboration with Rotary Club Hamirpur. On 24,25th May,2024 bamboo craft workshop was organised in collaboration with NJSCBM Degree Collège Hamirpur
Publication of College Journal SVNJER, Dec.2023	Dec.Issue for SVNJER vol.XII(ii) has been published
Proposal for TLM Workshop	Two Days workshop on TLM has been organised on 19,20 April 2024
Submit Pending AQAR	Pending AQAR Submitted Successfully.

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Swami Vivekanand college of Education, Tarkwari Distt. Hamirpur	10/11/2023

14. Whether institutional data submitted to AISHE

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	Swami Vivekanand College of Education, Tarkwari
• Name of the Head of the institution	Kuldeep Singh Chandel
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	09817080018
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
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• Name of the Affiliating University	HP University Shimla				
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• Alternate e-mail address (IQAC)	svntarkwari@rediffmail.com				
<b>3.Website address</b>	<a href="https://www.svntarkwari.com">https://www.svntarkwari.com</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://svntarkwari.com/wp-content/uploads/2025/01/AQAR-2022-23.pdf">https://svntarkwari.com/wp-content/uploads/2025/01/AQAR-2022-23.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://svntarkwari.com/wp-content/uploads/2025/02/Academic-Calendar-2023-2024.pdf">https://svntarkwari.com/wp-content/uploads/2025/02/Academic-Calendar-2023-2024.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C++	Nil	2004	16/02/2004	15/02/2009
Cycle 2	B	2.40	2010	04/09/2010	03/09/2015
Cycle 3	B	2.36	2024	26/12/2024	25/12/2029
<b>6.Date of Establishment of IQAC</b>			02/08/2004		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
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<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
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<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Swami Vivekanand college of Education, Tarkwari Distt. Hamirpur	10/11/2023
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2023-24	21/01/2025



**15.Multidisciplinary / interdisciplinary**

Swami Vivekanand College of Education is an interdisciplinary institution and focus is on providing holistic and well- rounded personality development to its students by instilling 21st-century skills. The college aims to offer an education that will develop the intellectual, aesthetic, social, physical, emotional, and moral values of its students. Swami Vivekanand College of Education plans to organized seminars and conferences with the science and humanity faculties to expand students' knowledge horizons. The college will celebrate and observe significant days such as International Yoga Day, International Women's Day, Environment Day, and Aids Awareness Programs, bringing together all the disciplines of the college.

**16.Academic bank of credits (ABC):**

As per the HP University guidelines, it is mandatory for every student enrolled in the University to register for the Academic Bank of Credits during the academic year 2023-2024 This step is crucial to ensure seamless student mobility across higher education institutions in India and easy integration of skills and experiences into a credit-based system. Swami Vivekanand College of Education Tarkwari being affiliated to the HP University, strictly follows the rules and regulations laid down by the HP University. As a result, the students of Swami Vivekanand College of Education have already completed their registration process for the Academic Bank of Credit Portal and have been allotted their individual Digilocker accounts. This Digilocker account will allow the students to store and access their academic certificates and mark sheets digitally. This will not only ensure the safety and authenticity of the documents but also make it easier for students to access them at any time and from any place. Therefore, all students of Swami Vivekanand College of Education can confidently participate in the Academic Bank of Credits system and make the most of it by utilizing their skills and experiences to the fullest.

**17.Skill development:**

Being a Teacher Education Institution, we are committed to produce efficient and skillfull teachers. In this context we organise programmes like Guest lecture on diverse areas which ultimately helps the trainees to become efficient and effective teachers, Self-Defence course especially for girls, Art of living course, FDP, Workshops, Micro-teaching on different skills of Teaching, Practice Teaching in schools etc. are organized The College has

made all efforts to build healthier and harmonious working environment with respect to issues related to Gender, Environment and Sustainability, Human values, Professional Ethics into the curriculum. Patience is developed through identifying impulsive behavior monitoring them consciously. Communication skills are developed through mindful posters and mannerisms. Organisational skills are developed through the planning and implementation of all learning activities. Creative thinking skills are fostered through group discussions, brainstorming sessions, and group activities. Leadership skills are developed through organising curricular and cocurricular activities of the college. Capacity for teamwork-teaching profession demands teamwork in all teaching/learning activities. Time management skills are strictly followed in the institution. ICT skills-the mobile free campus with free wifi facility and training in different technology-enabled tools enhances the skill. Conflict resolution skills-the grievance redressal mechanism and effective STR (Student Teacher Ratio) provides ample opportunities for developing conflict resolution skills.

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

In order to integrate the diverse culture and Indian Knowledge System our college celebrate Swami Vivekanand Jayanti on 12th January every year. In spite of this different programmes are organised like birth anniversary of Mahatma Gandhi Dr. Sarvapalli Radha Krishnan, Talent Development Programme etc. The college gives a lot of importance to local culture and food habits and strives to integrate them with education. The students are encouraged to participate in various cultural activities, including folk dances, music, and drama, to get a better understanding of their roots and traditions. The college has also organised a skill-oriented and value-based program that aims to prepare students for the challenges of the modern world through which students know and understand the diversity of our culture and contribution of greatmen in the field of education and culture. The institute aims at integrating culture and language with education and a lot of importance is given to local culture, and local food habits. Students are made aware of skill oriented and value-based program outcome through online orientation program this year.

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

The educational institution places great emphasis on providing students with a comprehensive understanding of the curriculum, as

well as the expected outcomes and achievements. In addition to regular classroom teaching, the institution offers tutorial classes and a mentor-mentee system that prioritizes outcome-based education. Students are well-informed about course-specific outcomes through an array of activities, including orientation programs, classroom discussions, expert lectures. Moreover, the University has thoughtfully included topics such as Gender and Society, and "Contemporary India, Learning and Teaching, Inclusive School in the B.Ed. curriculum to broaden the horizons of students and enhance their perspectives on gender issues, Teaching, individual differences etc.

#### 20.Distance education/online education:

HP University Shimla has not allowed Teachers Education Institutions to impart education through Distance or online mode.

### Extended Profile

#### 1.Student

2.1	94
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	41
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	96
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	96
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	94
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	7.5
4.2 Total number of computers on campus for academic purposes	35
<b>3. Teacher</b>	
5.1 Number of full-time teachers during the year:	15
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	16
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Swami Vivekanand College of Education is affiliated institution of Himachal Pradesh University. The college being an associated constituent college of the Himachal Pradesh University follows the Curriculum framework framed and modeled by the University for B.Ed. Programme. For effective deliverance of the curriculum our college prepares its academic and co-academic calendars at the beginning of each academic year. Further, various committees has framed by the college for effective implementation of the curriculum. There is no direct role of the college in curriculum development process. Though, the college put forward suggestions for making improvements in the curriculum as and when it is desired by the University. To provide quality education, practical aspects of the course along with the theoretical part are also developed, executed and documented by the college. College follows the systematized practice-teaching phases as per scheduled by University. The college maintains all the required documents for each phase in a well-planned format and generates them well in time. College As per the HPU guidelines, lectures, tutorials, and practical classes are carried out

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**B. Any 5 of the above**

teaching schools Employers Experts Students Alumni	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b>	<b>A. All of the Above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://svntarkwari.com/plos-clos-of-the-institution/">https://svntarkwari.com/plos-clos-of-the-institution/</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b>	
<b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b>	
12	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://svntarkwari.com/time-table/">https://svntarkwari.com/time-table/</a>
<b>1.2.2 - Number of value-added courses offered during the year</b>	
02	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
02	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
190	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	

<b>190</b>	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

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

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

**22**

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

**22**



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

### 1.3 - Curriculum Enrichment

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

The college champions an empathetic approach, endeavoring to raise the consciousness of our students about how gender-based inequalities, neglect of environmental concerns and lack of ethics hamper an individual's growth. This allows them to participate in society as mindful individuals. The University has made it mandatory to study the "Constitution of India" for the students of Political Science to provide basic information about Indian constitution, to identify individual role and ethical responsibility towards society and to understand human rights and its implications. This course helps the students to gain knowledge, legal literacy and thereby to take competitive examinations. The University has added topics related to "Women's writing" and "Contemporary India: Women and Empowerment" into the curriculum of English Literature to enhance students' knowledge and perspectives on gender issues. Every year the Institute is organizing woman's day celebration to respect the women force at all levels. The University has made it compulsory to study "Environmental studies" in their regular curriculum to create awareness related to various environmental issues the world is facing. Various extension programmes are being organized by the Institute through Social Service to create awareness among the rural community with respect to ecological balance and its importance.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

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. 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.

**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	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Teacher Education Programme in Swami Vivekanand College of Education is a very systematic programme wherein the students of both B. 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 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. 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.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 1.4 - Feedback System

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

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Feedback collected and analysed

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

190

##### 2.1.1.1 - Number of students enrolled during the year

190

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

67

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

67

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

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

07

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

07

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## 2.2 - Honoring Student Diversity

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

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, 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.

Value added courses and Enrichment classes are organized for students.To deal with diverse groups,classroom teaching is made flexible in all the two mediums.The books in the library are in all twolanguages.Personal,Academic & Career Counselling is given from time to time.Assignments and group projects are given and evaluated on a regular basis.Peer Learning is encouraged through group discussions and presentations.Talent Hunt is organised in the beginning of the session to recognise talent in areas of Drama, Art, Music, Dance, Folk Art, Heritage and Literary.Students are motivated to join various committees and cell of the College which help to inculcate the value of service.

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.2.4 - Student-Mentor ratio for the academic year

16:1

#### 2.2.4.1 - Number of mentors in the Institution

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3 - Teaching- Learning Process

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

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.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**4**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://www.youtube.com/@SVNCollegeTarkwar">https://www.youtube.com/@SVNCollegeTarkwar</a> <a href="#">i</a>
Any other relevant information	<b>No File Uploaded</b>

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

**190**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports</b>	<b>Five/Six of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://svntarkwari.com/e-journals/">https://svntarkwari.com/e-journals/</a>
Any other relevant information	<b>No File Uploaded</b>

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

**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. Each teacher is in charge of at least two or three clubs and three events of the college. Students are divided into four houses and working teams are selected from students for the smooth conduct of all programs. All the events of the college are student-initiated. Student diversity exists only related to their locality and vernacular language. But all linguistic problems are dealt with with group merging and activities. There are self assessment and peer assessment practices. Moreover, there is a code of conduct in the institution. So students keep good conduct of self with colleagues and authorities. Mentors give modular works monthly during each semester and assess the progress regularly. So students are not burdened related to academic or non-academic aspects.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.3.7 - 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. Creativity-Students develop Power Point presentations, portfolios, artistic involvement, SUPW product, club activities, lesson planning, etc showing the creative talents of students. Innovativeness-Students are preparing all sorts of brochures for all events of the college. Apart from this the practicum and practical works shows the innovative talents of students. Intellectual and thinking skills. All types of teaching learning foster intellectual and thinking skills through different approaches adopted for cooperative and collaborative learning. Empathy-Since learning happens in a collaborative atmosphere, students feel empathy towards others. Life skill training is given throughout the curriculum and through special motivational classes. Effective communication, time management, interpersonal skills, self self-assertiveness, empathy, emotional intelligence etc , are developed throughout teaching-learning activities.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in

Seven/Eight of the above

**different functional areas through specially designed activities / experiences that include**  
**Organizing Learning (lesson plan)**  
**Developing Teaching Competencies**  
**Assessment of Learning Technology Use and Integration**  
**Organizing Field Visits**  
**Conducting Outreach/ Out of Classroom Activities**  
**Community Engagement**  
**Facilitating Inclusive Education**  
**Preparing Individualized Educational Plan(IEP)**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Ten/All of the above**

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

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

**Three of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Selection of schools for internship participative/on request: Internship is organized in phases: simulated teaching on campus and real classroom teaching in different schools. Principal of swami vivekanand college of Education, Tarkwari approach these schools for selection and identification.**

**2. Internship Plan: Schools are identified and practice and internship sessions are planned in consultation with staff and mentor teachers. Principal of College meet with principals of School to draft a tentative plan.**

**3. Orientation to students going for internship: students undergo**



hands-on micro-teaching training, allowing them to deliver simulated micro lessons under supervision. Subject experts demonstrate macro lessons, and student teachers prepare lesson plans. Students are trained in latest educational technologies.

4. Defining role of teachers of the institution: The teacher educator creates a schedule for student teachers, who deliver two daily lessons in their subjects. These lessons are closely monitored by supervisors, peer groups, and regular school teachers. Observations are recorded in notebooks, and supervisors provide feedback. Student teachers also observe their peers' lessons.

5. Streamlining mode/s of assessment of student performance: Supervisors assess student lessons using teaching practice notebooks, recording feedback and suggestions. Lessons are evaluated using a five-point rating scale.

6. Exposure to a variety of school set ups: The head/principal of teaching schools provides student teachers with up-to-date information about the school's policies, educational needs, staff, and discipline rules. They encourage interaction with faculty and administration.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

##### 2.4.9.1 - Number of final year students during the academic year

96

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation**

Seven/Eight of the above

**Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports**

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

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

The 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. Role of School Principal: During internship program, the students are directly under the charge of the Principal of the school. 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. Role of School Teachers: The pupil teachers are under the supervision of senior teachers of the school who act as mentors. School teachers assign various duties to student teachers like checking of answer scripts, maintaining of attendance register, organizing co-curricular activities. 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. **School supervisors:** School supervisors are the senior teachers who monitor the classroom performance of the students.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Four of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

.08

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.5.3 - Number of teaching experience of full time teachers for the during the year

16

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

## 25.5

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Personal and career development of the faculty members continues to be a thrust area at the Swami Vivbekanand College of Education, Tarkwari. The management has a policy of having meetings with the faculty to encourage them to undertake professional development initiatives. The Career Advancement Scheme (CAS) in accordance with UGC Regulations provides faculty with a valuable opportunity to stay professionally updated.

1. In-house discussions on current developments and issues in education: Faculty members follow a well-planned academic calendar and prepare extensive annual teaching plans for their subjects to ensure a smooth teaching-learning process. They develop effective techniques through seminars, webinars, workshops, lectures, conferences, on topics like curriculum development, teaching-learning and Assessment for Learning.

2. Share information with colleagues and with other institutions on policies and regulations: The institution fully sponsors faculty members attending various programs, including refresher and orientation programs, national conferences, seminars, and training programs. The Principal and faculty members are members of various bodies and editorial boards, and are invited to serve as resource persons for external events, enhancing their credibility as experts at state, national, and international levels.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

The college follows a system of continuous internal assessment in which the faculty members evaluate the students and assess them on the basis of their performance throughout the academic session. The students are assessed regularly based on internal assessment tests, assignments, participation in co-curricular activities, preparation of teaching aids, performance in macro teaching, etc. Internal assessment includes participation and presentations in seminars, evaluation of psychological tests and school visits as well as community related work etc. The institution strictly follows the CIE pattern according to the University syllabus. For each semester the scores for each practicum and practical works for the core paper, optional paper, Health and physical education discussed at the beginning of the semester. The students are given sufficient time for the submission of their internal works. The internal marks are uploaded to the university site.

Performance of the students are also monitored through classroom interactions, assignments, student seminars, project work and class tests. In order to maintain objectivity and transparency, answer sheets are shown to the students. ICT is being used extensively for assessment and evaluation process through ERP software both for internal and external purposes. ICT based quiz is also conducted for evaluating student progress.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

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

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

The mechanism for grievance redressal related to examination is in place and operationally effective as per the statutes approved by the statutory bodies of the autonomous college. Internal assessment: The college assesses student performance through continuous internal assessments. Enrichment and remedial programs are implemented to improve performance. Students' performance is also monitored through assignments, seminars and class tests. Answer sheets are provided as feedback, and students can address any grievances. Further opportunity to reappear is also provided to the students to improve their performance scores.

External Assessment: The College, an autonomous institution, has a separate examination cell headed by the Controller of Examinations and the Principal as the Chief Controller. It conducts semester-end examinations for all programs, declares results within time, and issues mark sheets, migration, and provisional certificates. A result review committee oversees results, maintaining standards in paper setting, script evaluation, and pass percentage in each course. Once satisfied, the committee authorizes publication. If a distinct fall in pass percentage is found due to genuine complaints against a question paper, the committee may authorize moderation of results to address the grievances of candidates. End-semester examination answer scripts are available to students within seven days of result declaration. If students are dissatisfied with their answer script, they can apply for re-evaluation with the Controller of Examinations. The best score obtained after re-evaluation and original evaluation is awarded. evaluation is not allowed in internships, practicals,



internal assessments, project reports, dissertations, and viva-voce.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The college ensures the planning, preparation and implementation of the academic calendar (semester-wise) well in advance for the smooth conduct of internal evaluation. It is implemented at the level of the departmental heads for their respective courses/programmes. The academic calendar serves as a reference point for planning and scheduling of all activities by the different committees formulated for different purposes. The examination committee headed by the Convener, prepares a semester calendar of internal examinations. All examination related activities namely, preparation of date sheets, setting of question papers, moderation of question papers, printing and delivery of question papers, allocation of exam duties, marking of question papers, preparing of award rolls, declaration of result and preparing a computerized record are done systematically in a time bound manner. The same is sent to the examination cell for term end examination collation after getting the internal assessment inspection done by an external expert.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7 - Student Performance and Learning Outcomes

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

The College has clearly stated learning outcomes of the Programmes and Courses. Each programme of the College has spelled out its



Course Learning Outcomes (CLO's), Program Learning Outcomes (PLO's) .At the course level, all courses have well defined set of course learning outcomes which are developed during the course planning stage. All the instruments used for evaluating the student performance namely assignments, quizzes, individual questions of continuous assessment tests and final assessment tests are mapped to specific CLO's, which allows the determination of attainment levels at the level of each course outcome rather than the overall course. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students:

Hard Copy of syllabi and learning outcomes are available in the departments for ready reference of the teachers and students and also available on the website of the College.

The students are also made aware of the same during the student induction programmes.

Workshops have also been conducted for the faculty on Outcomes Based Education and for developing and mapping of the programme learning outcomes and course learning outcomes. The attainment of outcomes are generated through a computational excel sheet, specifically designed for the purpose.

Question banks based on OBE have been created and are used for framing question papers to measure the learning outcomes achieved by the students and of the different courses.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.7.2 - Pass percentage of Students during the year

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

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

The College has clearly stated learning outcomes for all its academic programmes. These expected LOs are clearly spelled out in the curriculum and are also uploaded on the website. The Internal Assessment component enables students to consistently test their attainment of course outcomes and the broader PLOs. Constant faculty feedback through formal and informal processes ensures a steady stream of valuable input in terms of student learning. The attainment of outcomes is generated through examination results.

To ensure the alignment of assessment with the CLO, Bloom's Taxonomy is used. Classroom instruction and assessment are also given due importance. Attainment of COs is computed using Direct and Indirect Assessment Methods

The Direct Method of assessment is based on the performance of the student in university examinations, internal assessments, assignments and oral and/or practical examinations.

The Indirect Method of assessment is based on periodical feedback from stakeholders at the end of each course. This provides the students with transparent performance feedback and motivates them by achieving the given learning objectives, thus creating a link between expected learning outcomes in the beginning to the real outcomes at the end of the courses and programme in terms of cognitive and professional attributes.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7.4 - Performance of outgoing students in internal assessment

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

96

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

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

The learning needs of students can vary widely based on factors such as individual differences, learning styles, and the subject matter. Some common learning needs of students are:

Students have gaps in foundational knowledge necessary for understanding more advanced concepts.

Some students struggle with effective study habits, time management, note-taking, and organization. Lack of communication and comprehension skills.

Lack of problem-solving, critical and creative thinking skills. Differentiated instruction and ongoing assessment are key components of meeting these learning needs.

The College has evolved its dynamic mechanisms for student assessment and adoption of remedial measures to assist students facing constraints and ensure that their learning needs are catered to. The system of continuous internal assessment through tests, assignments, sessional work, classroom discussions, presentations and other means allows teachers to monitor and assess the progress of students. Based on their performance, students are advised and encouraged to attend remedial and enrichment classes. Such sessions facilitate adherence to high standards of teaching-learning, and academic rigor with minimum or no dilution of the course content. assessment tasks such as Minor Tests, ICT-based quizzes, Sessional Work (Report and Student Reflections), Internships, Expository Writing and Dissertations. The tasks for completing the components of internal assessment are aligned with CLOs according to the programme. While performing these tasks, they are being trained to acquire skills like academic writing, reflective practices, making presentations, field practice, research especially test development, collection and analysis of data, referencing, appearing in online assessments, etc.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

[https://assessmentonline.naac.gov.in/public/index.php/hei/revers\\_student\\_upload](https://assessmentonline.naac.gov.in/public/index.php/hei/revers_student_upload)

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>

## **3.2 - Research Publications**

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

**02**

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

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

0

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

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

06

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

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

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

174

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

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

174

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

174

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



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

### **Fostering Social Responsibility and Holistic Development**

#### **Community Engagement and Social Service:**

Swami Vivekanand College of education, Tarkwari actively promotes social responsibility and community engagement through various initiatives.

**National Service Scheme (NSS):** The College effectively manages an NSS unit, providing students with opportunities to participate in social service projects. These projects address real-world issues and contribute to the community's well-being.

**Neighborhood Outreach Programs:** Different college programs engage in diverse outreach initiatives. Examples include tree planting, sanitation drives, water conservation efforts, and Shramdan (voluntary community service).

**Addressing Social Issues:** Students actively engage in tackling critical social problems such as environmental degradation, women's empowerment, national integration, healthcare awareness, and farmer suicides.

#### **Impact on Students:**

These activities go beyond serving the community. They actively contribute to student development by:

**Cultivating Values:** They foster essential qualities like selflessness, character development, leadership, patriotism, discipline, and a spirit of adventure.

**Building Skills:** Students develop essential skills through program coordination, leadership opportunities, and exposure to diverse social issues. These skills include communication, problem-solving, and teamwork.

**Enhancing Personality:** The program fosters a sense of social responsibility, builds self-confidence, and strengthens the relationship between students and the community. Overall, it contributes to well-rounded personality development.

By actively engaging in social service and community outreach, empowers its students to become responsible citizens, fostering positive change in their Swami Vivekanand College of education, Tarkwari communities and the world around them.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

#### 3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

12

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

12

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

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

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

Three/Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

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

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. 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, 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 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), Grievances Redressal, Women Empowerment, Sexual Harassment at Workplace and Anti ragging Committee, Guidance and Career Counseling, Placement, Alumni Committee, Eco Club 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

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.youtube.com/@SVNCollegeTarkwar_i">https://www.youtube.com/@SVNCollegeTarkwar_i</a>
Any other relevant information	No File Uploaded

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

1.65

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2 - Library as a Learning Resource

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

A Library is considered as the gateways to knowledge. 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)

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://svntarkwari.com/facilities/">https://svntarkwari.com/facilities/</a>
Any other relevant information	No File Uploaded

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

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. Various books related to different areas in education, Learning and Teaching, Drama and Art in 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 for the House Examinations and End Semester Examinations conducted by the College and Himachal Pradesh University. We also have a Lesson plan books for the last years. Apart from these, the syllabi of B.Ed programme of H P University is also available in the library. There is a Book Bank for needy and poor students

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

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

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

1.32738

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

245

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

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

### 4.3 - ICT Infrastructure

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

Management of our institution understands the importance of staying technologically relevant and strive to update the ICT facilities periodically. Institution upgrade the Wi-Fi infrastructure usually by increasing bandwidth, improving coverage, and ensuring reliable connectivity throughout the campus. The date and nature of the specific updation of



Institution's ICT facilities, including Wi-Fi, depends on the management's strategic decisions and budget allocations every year. Up gradation of ICT Lab occur through various means, such as investing in advanced networking equipment, updating access points, or partnering with technology providers to ensure seamless and high-speed internet access for both students and faculty. Recently our Institution established a new spacious and well furnished ICT Lab along with Modern facilities for the wellness of the students. Its seating capacity is enhanced for accommodation of more students.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development

One of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://svntarkwari.com/">https://svntarkwari.com/</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://svntarkwari.com/">https://svntarkwari.com/</a>
Any other relevant information	<b>No File Uploaded</b>

#### 4.4 - Maintenance of Campus and Infrastructure

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

0.92

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Classroom management:** Classroom being the most primary and important work space, it is managed with proper systems and procedures as recommended by the Management. It is followed keeping in mind the modern teaching learning environment. The

classrooms are well equipped with CCTVs.

**Laboratory:** The Laboratories have several instruments and equipment, the same is maintained through the lab incharges. General Instructions to students regarding the safe and secure usage while in the laboratory are displayed in each lab.

**Library:** The library of the college has its own mechanisms and system in place to identify the purchases based on the courses offered, the rule are displayed in the library for its use.

**Sports:** Sports committee looks after maintaining the sports ground and sports equipment. Committee organizes various indoor and outdoor sports competitions for students at intra and inter college level. The celebration of the International Yoga Day has become a regular affair and many students and staff participate in the same.

**Computers:** Maintenance of computers, updating software related to administrative and overall maintenance of computers is to be done on regular basis. There is a balanced student and computer ratio, so that all students will be benefited for academic purposes.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://svntarkwari.com/">https://svntarkwari.com/</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Five fo the above

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>08</b>	<b>96</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

**18**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**09**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**5.3 - Student Participation and Activities**

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

**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.**

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

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

01

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

**5.4 - Alumni Engagement**

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

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.

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.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various**

One/Two of the above



**activities other than class room activities**  
**Support to curriculum delivery Student**  
**mentoring Financial contribution Placement**  
**advice and support**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<b>No File Uploaded</b>

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

**01**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**The ALUMNI Association 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	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

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 Antiragging 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.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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 incharges of the various cells and the committees.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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. 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 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.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

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

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. 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.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://svntarkwari.com/">https://svntarkwari.com/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The 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.

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.

**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.

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.

File Description	Documents
Link to organogram on the institutional website	<a href="https://svntarkwari.com/organogram/">https://svntarkwari.com/organogram/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five/Six of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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 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 50 students participated in this camp.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

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. 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.



File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

01

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

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

0

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

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

04

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The 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 nonteaching staff and is done annually. Institution has Performance Appraisal System for teaching and nonteaching 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.

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.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

The 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 2023 and 2024 are done and the certificate enclosed duly signed by the Chartered Accountant. The Audit certificates of 2024 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.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

01

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

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

The institution 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.

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.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

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.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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. Effective internal examination and evaluation systems: Institute maintains an effective internal examination and evaluation system. 7. 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	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

04

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

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

Four of the above



Participation in NIRF	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://svntarkwari.com/naac-igac/">https://svntarkwari.com/naac-igac/</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://svntarkwari.com/naac-igac/">https://svntarkwari.com/naac-igac/</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**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 5MOUS 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 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.

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.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The Environment and Energy usage Policy of swami vivekanand College of Education, Tarkwari is to manage energy in such a systematic way so as to optimize its usage. The policy implies to explore the renewable energy resources and to find alternate resources a solutions to the energy crisis. College believes in the policy of reduce, reuse and recycle in terms of energy conservation.

The installation of LED and CFL lights in the college campus including the classrooms provide the testimony for the same. Solar lights are installed in the college campus as an alternative source of energy. The eco-friendly and pollution free environment of the institution helps to conserve energy naturally. In order to minimize the use of paper, notes prepared by the faculty members are shared with the students by making use of Learning management system and various social media platforms. The evaluation and grading of the students' work is also done by making use of the Learning Management System. Students are provided exposure to the various components of the environment conservation through curricular and co-curricular aspects also. Various co-curricular

and awareness activities focusing on Environment Conservation are organized in the college on a regular basis.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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. The waste management policy of College is based on using basic waste management strategy of Separating Reducing, Reusing and Recycling the waste. Utmost care is taken to manage waste produced as a result of various activities performed in the college in an effective manner. The college encourages the process of eco-friendly waste disposal method. The focus of the institution has always been on recycling and reuse in process one such initiative includes using waste material for making teaching aids. A pit has been dig in the college campus to dispose off the garden waste. Paperless practices are followed for the office work . MIS software has been set up in the college for the purpose of maintaining records of the students along with the admission and examination process. The fees from the students and salary of the faculty members are also managed with the ERP software. Reusable utensils made up of steel, glass etc. are used in the college Canteen. In order to help recycle the e-waste like obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines etc. are sold to vendors collecting e-material.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.3 - Institution waste management practices include Segregation of waste E-**

**Two of the above**

**waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**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. 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. 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.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Two of the above

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

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

0.09

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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 a 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 co-operative living, prevention of pollution, value of natural resources and respecting the different communities inspite 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.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</b></p>	<p><b>D. Any 1 of the above</b></p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>7.2 - Best Practices</b></p>
<p>7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format</p>
<p><b>Title: Moulding the Marginalised: For a Better Future</b></p> <p>The college receives a significant quantity of students from agricultural and allied backgrounds with poor socio- economic conditions. This status of marginalization is a prima facie cause for the college to admit the under performers and down trodden students into the institution. To enable the marginalized to avail the opportunity to receive higher education and create a better tomorrow, the college has adopted numerous pro- student practices. In this regard, the following steps are undertaken so</p>

far:

1. Government funded scholarship for ST/SC and OBC category students 2. NSP Scholarship is also provided to the economically backward students 3. Book Bank facility. 4. Walk to Library. Free Health Check- Up. The College organizes regular health check-up programme for the learners with the help of NSS unit of the college.

Best Practice 2:

Title: Yoga and Meditation: Yoga involves movement, meditation and breathing techniques to promote mental and physical wellbeing of a person. Five-days art of living camp was organized w.e.f. 26th march to 30th march, 2024. A certified Yoga teacher is engaged to impart art of living camp to the students. This programme began with 64 students who have received training in basic Yoga and Meditation techniques. International Yoga Day is observed at the college with participation of the college staff as well as students.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

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

Swami Vivekanand College of Education established in the year 2000, was the first private B.Ed. College in lower Himachal. It is located in Bhoranj Tehsil Distt. Hamirpur (shivalik Hills), The attraction of students towards this institution didn't decline. Thereafter, there has been rapid expansion of institutions ie. 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. 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. Our institution Accredited by NAAC Thrice.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>