



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SWAMY VIVEKANANDA RURAL FIRST GRADE COLLEGE

**SWAMY VIVEKANANDA RURAL FIRST GRADE COLLEGE,
CHANDAPURA, ANEKAL TALUK**

560081

www.svres.org/fgc

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swamy Vivekananda Rural Education Society was envisioned when there were scarcely any schools offering secondary education in 1963. High school students who wanted to attend class were compelled to go to the adjacent towns. For the same reason, a lot of kids—especially girls dropped out of school. A small group of like-minded residents of Chandrapur's neighboring villages discussed the issue and established a solid framework for the institution's launch. 67 students attended the first day of eighth grade. The classes were held in the room donated by our former director Sri K Muni Reddy.

Due to Chandapura Town's central location and connectivity to the surrounding villages, the demand for education at all levels necessitated expansion through the creation of a primary school, an English Medium High School, a Pre-university College, and a Degree College.

Swamy Vivekananda Rural First Grade College was established in the year **2005**. The college caters to the holistic development of students by providing them with opportunities for enhancing their talents and skills through curricular and extra-curricular activities and enabling them to grow physically, morally, intellectually, and spiritually.

Recapitulation of General Aspects

2005: Degree college with B. Com was started with 60 students and Affiliation with Bangalore University

2009: BBA was introduced with 11 students and Affiliated with Bangalore University

2017: NAAC accreditation with B grade (2.27)

Vision

To provide a platform for the rural student community to enhance and exhibit their intellectual, physical, spiritual, and creative abilities by deriving the benefits of primary, secondary, and higher education

Mission

To provide adequate opportunities for the student community to pursue their education through curricular and extra-curricular activities.

To provide excellent opportunities for the teaching fraternity to improve their skills and in turn transfer the knowledge to the learner.

To inspire and train youth to pursue higher education and acquire the necessary skills to lead a happy and productive life in the interest of society and the nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The non-profit educational institution with a committed management
- Since its establishment, the college has provided high-quality education, which has been acknowledged by many including the governor of Karnataka.
- Well-situated and well-connected by road
- The continuous positive feedback from stakeholders
- Excellent scholarship opportunities for deserving students
- Participation of students at the state and university levels in sports, including record-setters in the Guinness book of world records.
- Good academic performance with a significant number of centum scores since the establishment.
- The ragging-free campus promotes the education of girls
- Involvement of faculty in university activities such as BOS, BOE, paper setter, and resource person for syllabus development.
- E-resources and a digital library
- High rate of student progression
- Full pledged ICT teaching for the students

Institutional Weakness

- Need for a separate First Grade College building.
- Less Industrial Collaboration
- To increase internship programs
- More involvement of alumni in institution development activities.
- Need to enhance sports facilities like Gym, Indoor Games.

Institutional Opportunity

- Coaching for professional and competitive exams
- Executing more MoUs / Collaborations with Industry, NGOs, etc.
- A better training and placement cell is required.
- Strong Potential for separate building with added UG and PG programs
- Potential for developing an alternative energy source
- To establish a spacious auditorium
- To organise national conferences and seminars to promote research among staff and students

Institutional Challenge

- Implementation of National Education Policy 2020
- Inculcating the effective communication skills among the rural students
- Meeting stakeholders' shifting demands and expectations.
- Meeting the industrial demand from academic activity.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Bengaluru University releases the Calendar of Events on its website at the beginning of the semester. The full curriculum established by Bangalore University is followed by Swamy Vivekananda Rural First Grade College, which is affiliated with the university. The college will create a calendar of events through the IQAC to ensure that the curriculum is delivered effectively. The timetable for all key curricular, co-curricular, and extracurricular activities is laid out in the college's academic calendar. The workload is divided among the faculty by the principal. At the beginning of each semester, an orientation program is held so students can understand about the college's policies, schedules, and code of behavior. For effective delivery of curriculum, the teachers are adopting appropriate teaching methodology including usage of the ICT, assignments, presentations, question paper solving, industrial visits, etc. The college has a YouTube channel where lectures are uploaded. Meetings are convened periodically to review the progress of syllabus delivery. The teachers maintain handbooks which are monitored and scrutinized by the principal. The college organizes certificate courses, guest lectures, etc. for the students that help students to enrich their subject-based knowledge and skills.

As prescribed by the University, the college adheres to Continuous Internal Evaluation and conducts internal assessment tests thrice each semester. The CIA is carried on through the examination committee. The internal examination/test schedule is prepared by the Examination Committee and the dates for the preparation and submission of the question papers, submission of valued answer scripts, etc. are notified. The marks scored by the students in the tests are considered for awarding internal assessment marks. The internal assessment marks are displayed on the college notice board facilitating verification by the students before uploading the same on the University portal. Any grievances in that respect would be attended to by the concerned members of the examination committee.

Teaching-learning and Evaluation

The college adopts student-centric learning in the academic process. The average enrolment of students is 84.58%. The average enrolment of SC/ST/OBC is 100%. This demonstrates the commitment to providing access to education. The learning levels of students are assessed during the bridge course, internal tests, assignments, semester-end university examinations, and interactions during the regular classroom sessions. The student: teacher ratio in the college stands at 33: 1. The activities of the college are according to the academic calendar schedules of an academic planner, the conduct of internal tests, seminars, and the scheduled dates of important curricular and extracurricular activities. Nearly 52% of the teachers have qualified for the National and State Eligibility Test which helps to provide competent staff for better teaching. We undertake Continuous internal assessment through internal tests, assignments, seminars/presentations, and project work. Class teachers/mentors monitor the progress of students and maintain constant interaction with the students. Students are counseled for their academic improvements. The average success rate of outgoing students is about 96%. More than 150 students score centum in individual subjects. We will also take the feedback from the students at the end of the semester.

Research, Innovations and Extension

Part-time research for M.Phil. and Ph.D. degrees are encouraged for staff. Teachers are involved in research

activities by attending various national/international conferences and presenting papers,36 papers have been published in conference proceedings and peer-reviewed journals. Faculty members have also written 5 textbooks.

During the last five years, we conducted 12 seminars/workshops for students on research, intellectual property rights, and entrepreneurship etc., As part of the curriculum for BBA students, the faculty is constantly guiding them on their research work for their 6th-semester project, as well as their 3rd-semester case study writing and 4th-semester business plan.

The college has an NSS wing to carry out extension activities and carried out 21 programs, including a blood donation camp, a special NSS camp for men and women, an awareness program, celebrations of Environmental Day, voters' day, youth day, and so on.

In 2015, the college has received an appreciation certificate from the Governor of Karnataka for providing quality education to students in rural areas with excellent results. In the year 2020, we received the Rotary Karnataka award for best Responsible Education in Higher Education and Schools, A letter of appreciation was also received in 2019 and 2022 for organizing the blood donation camp in collaboration with Rashtrtrotthana Blood Center.

The college has collaborated with training institutes to teach necessary life skills, computing skills, and job skills.

Infrastructure and Learning Resources

To achieve its goal of providing excellent education, the management has invested in creating adequate infrastructure and learning resources on the campus. Gardening and landscaping, enhances the ambience of the campus. The college has 12 ICT classrooms, each with an area of 660 square feet large and well-equipped laboratories, a library with over 10,000 books and a large playground. The institution has one indoor auditorium with seating capacity for 300 people, as well as a stationery shop and power backup via generator and UPS. Separate staff rooms for men and women, with computer and internet access. The college is outfitted with LCD projectors in all the classrooms to facilitate the use of modern teaching methods.

The KOHA software is used to automate the library. Students can enhance their knowledge by making use of these facilities including library and online platforms. The library has been provided with necessary hardware and software facilities such as desktop computers, scanners, and printers, as well as regular maintenance such as toner refills, antivirus software subscriptions, repairs, and so on. In the academic year 2021-22, 10 computers with Wi-Fi connectivity were added to the existing 5 computers to provide students with an access for learning purposes. The college has a computer lab with 41 computers dedicated to students only. Six computers are available for office use and also with two printers. These computers are well-maintained, with regular software updates and antivirus installation.

The college has Hathway broadband Internet connection with a speed of 100 Mbps. High resolution CCTV surveillance cameras are installed in the college building for the student's safety and security.

Hathway broadband Internet facility with 100 Mbps speed is provided in the college. For the safety and security of the students, CCTV surveillance cameras are installed in the college building with high resolution.

In the academic year 21-22, Management has upgrade college building with its ambience by cahnge of floor tiles and overall painting with its presence needs.

Student Support and Progression

For deserving students, the College offers scholarships sponsored by various government and non-government organizations, as well as fee reductions from management for meritorious students and sports students. Scholarships for Scheduled Castes and Tribes, Backward Classes Scholarships, Minorities Scholarships, and other financial aid are available to students. 49% of students were able to take advantage of the college's various scholarships.

The College organizes training programs for soft skills development, communication skills, life skills, and computing skills, as well as training for competitive examinations and career counselling. Students are encouraged to continue learning and pursue higher education at various levels. Around 49 percent of students continue their education and are thus encouraged to become lifelong learners.

The College has a clear procedure for resolving student complaints. They are free to express their concerns to the Grievances Redressal Cell, the Anti-Ragging Cell. The Alumni Association provides both moral and financial support to help the institute reach new heights.

The college takes the initiative to involve students in sports and cultural activities in order to see the students' overall development. We were able to hold 272 events in the college over the course of five years, and students outperformed and won 43 medals.

Governance, Leadership and Management

The Swamy Vivekananda Rural Education Society consists of well-dedicated members who were alumni of the same institution. The institution's Vision, Mission, and Objectives reflect the nature of the institution's governance and decision-making bodies. The administration of the college is overseen by the Principal of the College.

Committees are formed to help the principal with day-to-day administration. The principal is assisted in decision-making by the IQAC, Cultural Committee, Time-table Committee, Discipline Committee, and other committees. The College employs decentralized and participatory management by delegating academic responsibilities to program coordinators. Students are also represented on various committees. The IQAC is actively involved in the implementation of quality assurance strategies.

The college also organizes Faculty Development Programs and encourages participation in research activities by providing financial support. We strictly adhere to the institution's service rules, which clearly state the dos and don'ts of the staff as well as the benefits provided to the staff.

The College has implemented innovative teaching-learning methods that make effective use of ICT resources in order to provide quality and inclusive education. Certificate courses with added value are also available to students for capacity building and skill enhancement. Projects, industrial visits, and other forms of experiential learning are effectively organized and supervised. Through the Unified University and College Management System (UUCMS), the College has digitalized the admission process, the examination process, and

scholarships.

Institutional Values and Best Practices

The institution has several programs in place to promote gender equity. Over the last 13 years, the number of female students enrolled has increased as students and parents feel safe and secure on our campus. We also took a significant step to encourage girls to participate in sports. This demonstrates that the system ensures gender equity. All National festivals and Commemorative days are celebrated in the college with the participation of the students and staff.

The college campus has been ensured with lush greenery. With plenty of lung space. The additional benefits include ventilated classrooms and other amenities. The College organizes several activities on campus to raise awareness among stakeholders about the importance of conserving and preserving nature. A Green Audit was also performed. Environmental awareness has been demonstrated by organizing an annual environment day during which we planted apples on the college campus and distributed the saplings to students as well.

The best practice also includes rainwater harvesting, and replacing fluorescent bulbs with LED tube lights in a gradual manner.

Academic subjects such as Environmental Science, Indian Constitution & Human Rights, Personality Development, Culture and Diversity, and Value Education promote social responsibility, constitutional obligation activities, and value-based education among the students. The college regularly organizes social awareness activities such as voter awareness campaigns, health and hygiene, blood donation camps, planting, and so on.

The college follows two best practices for providing financial aid to deserving students: the "Power of one Rupee" scheme and the Mid-Day Meals scheme.

The college has several distinguishing features, including student enrollment from alumni families, the safety and security of girl children, and a traditional and conservative culture that benefits middle-class and lower-middle-class families. The institution's main role is to provide quality and academically excellent education, as evidenced by results, progression to higher education, and placement through campus recruitments. Given the institution's long-standing reputation and commitment to academic excellence, the governor of Karnataka appreciated the college as a "College catering to the quality education of students in rural areas with excellent results" in March 2015.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWAMY VIVEKANANDA RURAL FIRST GRADE COLLEGE
Address	Swamy Vivekananda Rural First Grade College, Chandapura, Anekal Taluk
City	Bengaluru
State	Karnataka
Pin	560081
Website	www.svres.org/fgc

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Venkatesh Babu T S	080-27831900	9448171480	-	svrfgcollege@gmail.com
IQAC / CIQA coordinator	Kusuma H S	080-7831900	8971750750	-	kusumamn321@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Bangalore University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Swamy Vivekananda Rural First Grade College, Chandapura,Anekal Taluk	Urban	4.5	2276

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	PUC	English,Kanada	250	155
UG	BBA,Management	36	PUC	English,Kanada	60	42

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				22			
Recruited	0	0	0	0	0	0	0	0	10	12	0	22
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	2	4	0	6
Yet to Recruit				1

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	8	9	0	17
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	75	9	0	0	84
	Female	110	3	0	0	113
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	21	25	28	37
	Female	46	42	38	43
	Others	0	0	0	0
ST	Male	3	3	1	3
	Female	3	4	2	0
	Others	0	0	0	0
OBC	Male	76	84	86	100
	Female	90	97	66	77
	Others	0	0	0	0
General	Male	11	11	22	2
	Female	2	4	9	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		252	270	252	268

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The fundamental idea behind NEP is a interdisciplinary/multidisciplinary approach. Students have the freedom to select from various scientific and humanities courses, allowing them to explore their interests outside of their field of study and enroll in a course that interests them. The student's overall development is ensured by this flexibility, which also enables them to learn about a variety of subjects that might be connected to their primary field of study. They get the chance to comprehend the connections between diverse fields of study and the varied perspectives that the same idea can take. Students are introduced to digital fluency during the first semester, which aids in their learning of operating systems, and</p>
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	<p>the basics of computer systems. Yoga, Health, and Wellness, which is included in the first semester, helps students understand the value of yoga in leading a healthy lifestyle and finding relief from stress via exercise and playing sports instills discipline and fosters a culture of sportsmanship. Environmental studies subjects make students learn about the effects of the environment on our lives and its importance. The third semester's artificial intelligence course provides insight into the application of artificial intelligence in the field of commerce and also how computers do activities that often need human intelligence and how this is applied in business.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The State Government implements the NEP, and the College follows suit by awarding credits to the students at the end of each semester. The students receive a total of 25 credits at the end of the first semester. The students complete two language-based ability enhancement courses for a total of 6 credits. Kannada, one of the official languages of the country, is one of the two languages that must be chosen; the other language, however, may be chosen from among a variety of other Indian languages that the college offers, including English, Hindi, Tamil, Telugu, Sanskrit, and Urdu. The following 12 credits are obtained through core subjects that are discipline-specific, with a credit of 4 for each subject (a total of 12 credits). Digital fluency is a skill-based skill enhancement course that is successfully taught using real-world experience. According to NEP 2020, students are given flexibility and autonomy by providing open optional courses that will teach them practical skills for establishing and running a business organization or office, guiding the students toward the road of self-employment.</p>
<p>3. Skill development:</p>	<p>The need for highly skilled workers is growing in today's commercial world. Educational institutions are responsible for generating this, which presents both opportunities and difficulties for the institution. The institution has put together programs and certificate programs that have developed a variety of skills, including communication skills, accounting skills, managerial skills, computer literacy skills, etc. These skills are necessary for developing emotional intelligence and social intelligence, which is a necessity today given the pluralistic nature of work</p>

	<p>culture. Emphasizing skill development in addition to normal coursework guarantees that the educational input and industry requirements are met. In the first semester, the NEP curriculum introduces students to digital fluency, yoga, health, and wellness courses that will educate them about operating systems, computer networks, database management systems, lab activities, and how to manage stress through yoga and exercises. Students will be able to enroll in value-based skill-enhancement courses such as athletics, NSS, and cultural in the second, third, fourth, fifth, and sixth semesters. The students are introduced to artificial intelligence during the third semester. The Indian Constitution is covered in the fourth semester, and a value-based skill-enhancement course on cyber security is covered in the fifth. Training in soft skills guarantees that students' personalities and abilities, such as time management, stress management, leadership skills, etc., are developed. Therefore, NEP highlights the importance of having the necessary skill sets to perform the work and survive in an organization.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Ancient knowledge, creativity, and civilization can all be found in India. We are the only nation in the world that has sustained culture and civilization for more than five millennia. Of course, we inherit the greatest treasure of the most sophisticated human expressions, thoughts, ideas, and systems that have endured through the ages. Literature, art, music, dance, folklore, food, clothing, architecture, customs, sculpture, philosophy, science, yoga, and spirituality are just a few examples of the many ways that Indianness has taken shape. Over 6 lakh traditional Gurukuls were located over the Indian subcontinent as of the 19th century. Students from every socioeconomic level attended classes using the genuine Indian Knowledge System. The Western world is significantly reflected in modern formal schooling. In the case of science, technology, and social sciences. It is completely predictable given that the current system was based on the Macaulay approach. Our generations have been exposed to Western ideas, ideologies, and ideals during the past two centuries. In a manner, it has aided their global integration and allowed them to use their knowledge and abilities everywhere. However, they are also in many ways cut off from the roots of local culture,</p>

	<p>knowledge, and civilization. In certain circumstances, attitudes toward Indian culture and knowledge have become negative. This has cost a lot. We no longer can access local knowledge, which has prevented us from using the sources to create solutions to current problems. The stolen knowledge cannot offer flawless solutions in the Indian socioeconomic system due to the cultural gap. On the contrary, it might introduce a lot of unanticipated issues and make the system more difficult. Indian Knowledge System must be incorporated into the curriculum. We may connect future generations of students to Indian wisdom by directing scholarly endeavors in that direction. Our institution is mainly based on traditional teaching methods. SVRES management encourages teaching in an understandable regional language, along with teaching in the English language, which are embedded in various programs it offers. The Institution is keen to promote the development of cultural and sports activities for the students majorly traditional-based programs and desi games as the institution understands it is very much required for the student's overall development.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The program objective, and program outcome, are very clearly defined for all the courses offered in the college thus ensuring that the students know what to expect at the end of the course. The various job opportunities, as well as the higher education options, are made known to the students thus resulting in clear planning by a student to choose the path upon completion of the course. The college is affiliated with Bangalore University; thus, the syllabus framed and approved by the University is adopted in total by the institution. Many sports, cultural, social, and academic activities are pursued in the institution regularly. An interdisciplinary approach in the curriculum is introduced as a part of the National Education Policy. The course contents are effectively communicated to the students. Students are well-informed about the assessment methodology of their course. The student is given information about the criteria of assessment, and the scores required for passing as well as for getting good grades; the assessment is done through conducting internal tests, presentations in class, assignments, and University examinations. The marks obtained are shared with the students giving scope for further improvement. The</p>

	<p>up gradation of the course contents is in the University domain. Along with that, the institution also provides ample opportunities for students to learn beyond the curriculum by conducting Seminars, Workshops, etc., which broaden the horizon of learning. Various training courses that make students employable, and give valuable placement-related inputs that increase their competence are imparted in the college. The institution is equipped with the physical infrastructure and well-trained staff which is essential for an effective teaching-learning environment. As a part of the curriculum, students also undergo internship training which provides them with field experience and gives them exposure to a real work environment.</p>
<p>6. Distance education/online education:</p>	<p>The pandemic situation has impacted students' ability to advance in their learning, which has caused educational institutions to consider alternate ways to reach the student population. This has paved the path for online teaching. Even today, the institution is following the blended mode of teaching. Even though the classes are taught in person, the study materials are being shared through WhatsApp groups, and have also been created YouTube channels to provide information access to the students. The institution has conducted webinars, classes, and guest lectures via online mode not only during the pandemic. Various skills-building activities were offered online. Online education is beneficial to the teachers as well because they can make use of various online resources to teach which makes teaching as well as learning very interesting and they can meet the learning requirements of different types of students. Online assignments are also another way of educating students about online library resources. Online teaching exposes teachers to a variety of online teaching resources and encourages teachers to create online content using online tools thus strengthening the learning management system. It makes learning cost-effective as students need not travel or stay in a particular place to pursue the course.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been</p>	<p>The electoral Literacy Club was setup on December</p>
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<p>set up in the College?</p>	<p>7th, 2022.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes the college has formed an Electoral Literacy Club by including the faculty members as well as student representatives as listed below Chairman of the Club -Venkatesh Babu T S- Principal Staff Representatives - 1. Satya Narayana S B- NSS Co-ordinator and Sports faculty 2. Rajesh N - Kannada Lecturer Student Representatives- 1. Shreyas 2. Vivekananda 3. Nandini 4. Chaya</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Planned activities to be carried on for the academic year 2022-23 1. Street Play 2. Marathon 3. Poster Making 4. Quiz 5. Essay Writing 6. Awareness about applying for the Voter ID 7. Conducting awareness to the local community regarding the importance of casting vote</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1. In the academic year 2018-19 we organized a seminar on Voting rights for the students 2. In the year 2017-18, the voting awareness program was conducted for our students around 100 students were participated</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Around 200 students are yet to be enrolled as voters in the electoral roll for which awareness was created for the enrollment and the importance of voting as a citizen of the country</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
730	726	767	739	766
File Description		Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 28

File Description	Document
Institutional data in the prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

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

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
197.9997	132.86	280.89	252.292	246.1955

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Swamy Vivekananda Rural First Grade College is affiliated with Bangalore University and follows the entire curriculum framed by the university. To ensure the effective delivery of the curriculum, the college, through the IQAC, institutional Calendar of Events prepared. A calendar of events includes all-important events, programs, workshops, etc. to be carried on. The college's Academic calendar specifies the schedule for all significant curricular, co-curricular, and extracurricular activities. The college distributes the workload to the faculty members. An Orientation Program is organized at the beginning of the semester where the students are informed about the code of conduct, rules, regulations, schedules, and policies of the college, examination, and the grading system of the university. Faculty members are deputed to workshops on curriculum blow-up and content enrichment programs conducted by various affiliated colleges of Bengaluru University.

The timetable is prepared considering affiliating university calendar of events. Curricular and other facilities are integrated. The classes are regularly conducted. The conduct of classes is monitored and feedback is collected from the students. For effective delivery of curriculum, the teachers are adopting appropriate teaching methodology including usage of the ICT, assignments, presentations, question paper solving, industrial visits, etc. The college has a YouTube channel where lectures are uploaded. Meetings are convened periodically to review the progress of syllabus delivery. The teachers maintain handbooks which are monitored and scrutinized by the Principal. The college organizes certificate courses, guest lectures, etc. for the students that help students to enrich their subject-based knowledge and skills.

Conduct Continuous Internal Assessment

Regarding the internal examination, we decide at the beginning of the academic year to conduct 3 internal examinations before the final exam and the probable dates are also decided while framing the calendar of events. Based on the calendar of events every month the examination committee initiates to conduct of the examination by framing the test timetable circulating the Memo to the classrooms, informing the subject teachers for preparation of question papers, and conducting the test as per the scheduled date and the written test papers are evaluated and distributed to the students in the class hours and resolve any queries raised regarding marks allocation and finally, the marks are uploaded to the google drive document created by the examination department and considered for the internal assessment

In case of students are absent with genuine reasons based on the recommendation of the examination committee the re-test will be conducted. Usually, the sports students who will be out of the campus for college representation in the events will take up the retest. This is also given for students absent due to serious health reasons,

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 4.8

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
179	00	00	00	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Response:

The college adheres to the curriculum set forth by Bengaluru University and is associated with it. Topics linked to professional ethics, gender, human values, the environment, and sustainability are included in the university curriculum. To deliver a comprehensive education through raising consciousness about

professional, social, ethical, and environmental challenges, the students are made aware of these issues. Through the programs and activities that the college organizes, the students are exposed to experiential learning in addition to receiving a curriculum on cross-cutting themes.

Professional Ethics

Faculty set an example in every step of their endeavors and project a well-thought practice of professionalism. Professional ethics is an essential component of the curriculum in the programs offered by the College. In Commerce and Management Programmes, professional ethics are instilled through the courses like Business Ethics, Business Regulations, Company law & Administration, Corporate Communication Skills, Business Organisation and Environment, Entrepreneurship, Personality Development, Accountancy, Ethics in International Business, Ethics in Marketing, etc. Internships, project works, and industrial visits also help in enhancing professionalism.

Gender Issues

The college organizes various sensitization programs to strengthen the mental, physical, and social well-being of students. Programs related to women on health and hygiene are also organized. Workshops and expert lectures are organized on gender-related issues. The gender-related issues are informed to the students through the prescribed syllabus in Entrepreneurship Development, International Business, Culture, Diversity, and Society, Indian Constitution and Human Rights, and Business Management Start-ups. The gender-related issues are portrayed through short plays by the students of NSS wherein a message is conveyed towards socio-cultural determinants and ensuring gender justice.

Human Values:

The various departments of the college teach human values and ethics through various courses across all programs offered. Culture, Diversity, and Society focus on respecting heterogeneous cultures, instilling the values of equality, peace, brotherhood, national integrity with patriotism, and protecting the cultures. Indian Constitution and Human Rights give insights into the rights of fellow citizens. Human values are also imbibed through engaging students in Community Services like Blood Donation camps are periodically organized. As a responsibility towards society, the college reaches out to the underprivileged and specially-abled persons.

Environmental Education

Bengaluru University has made "Environment Science and Public Health" a required paper for UG-level programs. The curriculum includes lessons on environmental protection, pollution problems, disaster management, etc. The college observes World Environment Day each year to educate students about environmental conservation-related concerns. Every year, the college also runs a program for planting trees. Even though there are enough plants on campus, a rainwater harvesting facility has been created, along with a pedestrian route. To save energy and minimize environmental pollution, the college has installed LED bulbs.

File Description	Document
Provide Link for Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response:** 10.41**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 76

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)****Response:** Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 84.97

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
269	252	270	252	274

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
310	310	310	310	310

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

Response: 88.77

2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
136	132	140	139	141

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

2021-22	2020-21	2019-20	2018-19	2017-18
155	155	155	155	155

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio (Data for the latest completed academic year)

Response: 36.5

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

Response:

The college has designed teaching-learning methods to meet the capabilities through experiential, participative, and problem-solving methods. The students have been taught to work out problems, and solve question papers and assignments. The college uses an ICT-enabled student-centric teaching method, where students prepare PowerPoint presentations on their subjects and make presentations in the classroom.

- Teaching–learning in the classroom is participatory and interactive.
- An orientation program is organized for first-year students on the first day of college, where the students are made aware of the facilities, faculties, and other activities present in the college.
- Students are exposed to practical skill development classes as part of regular curriculum learning.
- Learning is made student-centric by encouraging seminars.
- The University curriculum enforces a student-centric approach through the mandatory project work for students of Management (BBA).
- In the Library, students have been given access to the o internet, e-resources, e-books, and journals that enhance the thought process of students.
- Library Hour is allocated in the timetable to make them spend an hour to gain the required additional knowledge from the reference of the books available and the e-resources provided.
- Answering the assignment questions and driving them to refer to the study material in the library and download relevant material from the internet.
- Our college provides learning through experiences by organizing activities like workshops, and industrial visits.
- In language classes, students are exposed to role plays, group discussions, and case studies.

- Add-on courses are also carried on for the students on Tally software and basic computers which can increase employability in the business world.
- The students have presented research papers on a few topics in other colleges

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

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

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 62.75

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	13	12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal assessment of the students is based on three criteria which are communicated to the students on the college website and during the orientation of students at the start of the first-year course. Internal assessment is based on tests, assignments, project seminars, and attendance.

Internal test

- There will be a university examination at the end of each semester. The maximum marks for the university examination in each paper for non-NEP students shall be 70 and 30 marks for Internal Assessment and NEP students 60 and 40.
- The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.
- To ensure the proper conduct of Internal Assessment tests, invigilators are assigned to each hall. Evaluation is done by the faculty members within a week from the date of examination.
- The corrected answer papers of the students are distributed to them for verification by the students and any grievance is redressed immediately.
- The marks obtained by the students in internal assessment tests are displayed on the notice board.
- Out of 40 internal marks for NEP batch students 20 marks are allocated for the internal test performance. By taking the average score of the test and their performance the marks will be allocated

Assignment/seminar/Presentation

Assignment questions are provided at the end of each unit and the completed assignments are expected to be submitted within the schedule specified. Based on the correctness and sincerity in answering the questions, weightage is provided for the determination of internal assessment marks.

Based on the subject content/ related to the subject the presentation topics are allocated to the students and asked to present for at least 10 minutes. Based on the presenting skills, communication skills, and creativity in the preparation of slides, the marks will be awarded.

For assignments and presentations, 10 marks are allocated. Few courses the faculty may award 5 marks for assignment and 5 for presentation.

Attendance

The count of attendance is another criterion for internal evaluation, attendance is a required instrument that determines students' regularity to classes. Students who have more than 90% secure 5, between 89% to 85% 4, between 84% to 81% 3, between 80% to 75% 2, less than 75% 0. Depending on the subject, some faculty have assigned 5 marks for attendance in class, while others have given out 10 marks.

External Examination

The college is affiliated with the university as the external examination is fixed by Bangalore University. Our college is a university exam center we carry on the examination by following the said procedure of the university. The entire university examination is under the watch of the principal as a Chief of Examiner, Additional chief of Examiner, Sit-in Squad, and the office superintendent. We proudly say that from the 13 years of conducting examinations from the center, no remarks were found.

If any disparities in results are announced by the university, it is resolved with the help of office staff. To date no matters are left unresolved the timely solutions are given.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Response:

As an affiliated college of Bangalore University, we follow the programs and courses offered by the university. The college offers 2 undergraduate programs B.com and BBA. The programs and the course outcomes are approved by the university Board of Studies. The general and specific outcomes of all programs offered by the college are communicated to the teachers and the students.

COLLEGE WEBSITE:

The Institution's Website displays the details and activities of the various departments and Committees. Curriculum and learning outcomes of programs and courses are uploaded on the Institution's Website for reference. This information is accessible to the students, faculty members, and the public.

STAFF MEETINGS:

Meetings are held at length for allotment of workload and subjects are allotted based on the interest and expertise of the teachers. The faculty members are then entrusted with the duty of preparing lesson plans for each course and in turn, course plans are prepared. The pattern of the course plan focuses on the attainment of graduate attributes which are reflected in the course outcomes.

MECHANISM OF COMMUNICATION:

The college adopts outcome based education rather than input-oriented learning. The following mechanism is followed by the Institution to communicate with the concerned. Graduate attributes are described to the first-year students in the Orientation /Induction Program conducted before commencing the classes. The importance of the learning outcomes is communicated to the teachers in IQAC meetings and staff meetings regularly. Students are made to understand the Course Outcomes by the teachers while introducing the subjects to the students.

Achievement of POs and COs

To achieve POs and COs the Institution aims at managing human resources, infrastructure, and other facilities provided by the college. Besides faculty are updating themselves with the fast-changing academic environment such as the addition of new subjects, participation in review meetings of the curriculum at college and university levels, blended teaching methodologies, etc.

The following methods are adopted for achieving the program and course outcome

- The objectives and the outcomes of the programs and courses are assessed and measured periodically.
- Participation in community development programs.
- The delivery of teaching plans/lessons.
- Conducting the review meetings every month with the staff by the principal
- Result analysis, IA marks test results.
- Participation in workshops, seminars, industrial visits, etc.
- Questions papers solving, surprise tests, quiz are conducted.
- The attainment of each CO is measured by evaluating the performance of the students through tests, preparatory examinations, assignments, and, attendance.
- Involvement of students in sports and other activities through the committees.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 96.08

2.6.2.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
221	238	202	247	244

2.6.2.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
229	249	218	251	252

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.45

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

A particular innovation ecosystem for teaching and learning innovations has not been developed by the college. However, research projects are assigned to students as part of the curriculum for BBA students. These projects are anticipated to produce adequate information transfer between the teacher and the student. Some research findings are published in the project books and submitted to the university as well.

The staff has taken initiative to create knowledge by authoring the subject textbooks as per the university syllabus and thereby transferring the knowledge to the students.

File Description

Document

Provide Link for Additional information

[View Document](#)

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 8

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
03	04	0	0	01

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.04

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.64

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
12	2	4	16	12

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Our institution provides an environment conducive to the holistic development of students. Extension activities not only instill in young students a sense of social and ethical responsibility but also effectively raise their awareness of addressing social issues and foster feelings of empathy and gratitude for individuals and groups that have taken on the task of making our society a better place to live. The National Service Scheme (NSS) unit plans a variety of social outreach initiatives to help students understand and put social responsibility and empathy into practice.

As an extension activity, we engage in a variety of activities that may inform students of societal problems and actively participate in contributing to the extension activities.

Extension activities organized are as follows:

1. Corona Vaccination Drive
2. Environment Day
3. Blood Donation camp
4. Independence Day
5. Funds collection for flood victims
6. State-level training program (Cancer Awareness Programme)
7. Seminar on voting rights by Deputy Tahsildar
8. conducted legal awareness program
9. Conducted drawings & awareness on HIV from Health Dept.
10. Campus cleaning
11. Plantation samplings
12. National Festivals celebrations
13. NSS 7 days Special camp on a rotation basis for girls and boys.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The Swamy Vivekananda Rural First Grade College is carrying on the extension activities through NSS activities. We conducted the voting awareness program, blood donation camp, and a few Special camps. In the process of conducting the activities, we got appreciation from the public and also from the villagers for the special camps.

For conducting the blood donation camp in association with Rashtrottana blood center, we received letters of appreciation twice in the years 2019 and 2022.

Our college also received the Rotary Karnataka award for best Responsible Education In Higher Education And Schools in the year 2020.

Our college received an appreciation certificate for providing quality education to students in rural areas with excellent results, during the year 2015 from the governor of Karnataka.

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 14

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	05	02	03

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for

internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 2

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Swamy Vivekananda Rural First Grade College was established in the year 2005. It is one of the institutions offering B.Com (General), and BBA (General). The College has adequate infrastructure and physical facilities for teaching-learning, Sports & Cultural activities, NSS, etc., The Classrooms are equipped with an ICT facility, Computer Lab, a library for UG Students, Auditorium, Open Stage in the Quadrangle, a Sports Room, Administrative Office, Staff Rooms, Rest Rooms, Vehicles Parking Area, Computing equipment, Garden Area, Filtered Drinking water facility, CCTV, etc.

About Classrooms:

There are 12 well-furnished ICT-enabled classrooms. With a required number of desks, podiums, high-quality writing boards, and other required facilities.

About Computer Labs:

A well-equipped computer lab is available with 45 computers along with a LAN connection and high-speed internet/Wi-Fi facility. Computer classes are conducted batch-wise and the entire computer lab is provided with a power backup facility for uninterrupted use of computers.

Library:

The College has a very good library facility. The library is automated with Koha software, and the issue and receipts of books of the library are transacted electronically. The library has a good number of textbooks, reference books, magazines, research journals, and competitive exam books. Access to E-books through Inflibnet is provided to all staff and students.

Facilities Quantity

ICT Enabled Classrooms	12	
Computer Lab	1	
Computer Equipment	60	
Internet Facility Hathway	100 Mbps	
Library	1	
Stationery shop	1	
Vehicle parking area	Available	
Common Auditorium	1	

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 16.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
47.31	7.28	62.01	29.04	32.43

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

One of the reputable colleges that supports education in the fields of commerce and management is Swami Vivekananda Rural First Grade College. The amenities that the college offers are up to the standards set by academics in the learning environment. The college has a decent library that meets the demands of the staff and students by offering the necessary educational materials when they're needed. The institution's extension, teaching, and research programmes are supported by the library. 10,000 volumes, 35 print journals, 10 newspapers, and an N-List membership are all available in the library. A total of 60 students can sit in the library. The library is entirely automated with the help of the ILMS software KOHA, which is fully equipped. A barcode system is used to manage book issues and returns. There are bar codes on each book and on each borrower card. Using the KOHA software's subsequent modules for routine tasks.

Name of the ILMS software: KOHA

Nature of Automation: The library is a Fully Automated

Version: 3.14

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

The available advancement in technology and the issue related to the pandemic have created the necessity to develop the IT infrastructure. As the dependency on the internet and other digital platforms has increased considerable efforts have been made to improve IT facilities. After constant feedback from the faculty, students, and administration the college has updated its IT infrastructure for ensuring a smooth and outcome-based teaching-learning process.

The IQAC makes a study on the prevailing IT infrastructure and any updating and additions required are brought to the notice of the administration. The college has a separate IT committee that takes care of the IT facilities. The classrooms are well equipped with ICT facilities such as LCD projectors to facilitate teaching and learning. 12 LMS classrooms are set up to help the students learn the subject in a better way.

The library facility is automated with the KOHA software. The students can increase their knowledge by making use of the library facility and also by browsing the online platforms subscribed to by the college. Necessary hardware and software facilities with Desktops, Scanner, and printers, have been provided in the library and regular maintenance is being done about filling up of toners, antivirus software subscription, repairs, etc.,

In the academic year 2021-22, 10 computers were added to the existing 5 computers with Wi-Fi connectivity to provide users access to the students for learning purposes.

The college has a computer laboratory with 45 computers exclusively for the students. There are 6 computers available for office use and departments in the college with two printers. These computers are maintained well with time-to-time updating of the latest software, antivirus installation

Hathway broadband Internet facility with 100 Mbps speed is provided in the college. For the safety and security of the students, CCTV surveillance cameras are installed in the college building with high resolution.

File Description	Document
Upload Additional information	View Document

4.3.2 Student – Computer ratio (Data for the latest completed academic year)

Response: 12.17

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 60

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 83.85

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
150.260	125.520165	218.87622	222.5503305	213.7559136

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 49.22

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
267	425	409	405	329

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 20.49

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
152	100	120	250	142

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 52.08

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
139	128	149	122	62

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
221	238	202	247	244

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

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

5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 39

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	15	13	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 9.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	12	09	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Our college was established in the year 2005. To date, a total of 16 batches of students have successfully graduated from our institution. Once a student steps into our campus, they become a part of our campus ethos. The majority of the students qualified from our college have taken up Post graduation studies. The alumni association of our college is one of the supportive bodies, which contribute to the overall development of the college.

Our alumni association is not a formally registered body. It is in the form of Local alumni chapters acting as a means to interact with other fellow alumni. We also have started to harness the power of alumni through various networking platforms, like WhatsApp and Facebook.

We are indeed very proud of them and their desire to collaborate with the institution to make a difference in society.

We are in the planning stage of registering an alumni association. To connect with alumni, we are using social media platforms. Before and after conducting any academic or non-academic activities, the details

are forwarded to all our alumni to connect with the students.

We are planning to introduce an appropriate mechanism through the creation of an alumina association and try to record and audit the contributions made by alumni students of the college.

We are proud to say that out of the total staff in the degree college 1/3rd of the staff are our alumni who are working with the desire to serve the institution.

We are in contact with the alumni, providing them with information in the event of any job openings. The outgoing batches have contributed useful items like Electric Bell, Wall clock, Eating plates, and Vivekananda Statue.

Academic Year	Contributions	Batch
2021-2022	Electric Bell and Wall Clock	2019 -2022
2020-2021	Wall Clock	2018 -2021
2019-2020	Eating Plates	2017 -2020
2017-2018	Vivekananda Statue	2016 -2019

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Vision

To create a platform for the rural student community to enhance and exhibit their intellectual, physical, spiritual, and creative abilities by deriving the benefits of primary, secondary, and higher education.

Mission

To provide adequate opportunities for the student community to pursue their education through curricular and extra-curricular activities.

To provide excellent opportunities for the teaching fraternity to improve their skills and in turn transfer the knowledge of the learner.

To inspire and train youth to pursue higher education and acquire the necessary skills to lead a happy and productive life in the interest of society and the nation.

MOTO

Inspiring excellence

The journey toward success is defined by the small significant steps of learning. Excellence shall be the hallmark of everything we undertake.

Swamy Vivekananda Rural First Grade College under the Swamy Vivekananda Rural Education Society has a system of governance that is supportive and proactive where authority and responsibility are assigned, delegated, and shared.

The principle of decentralization and participative management is adopted, wherever it is possible, to achieve maximum governance. The institution has qualified and competent administrators to provide effective leadership and management at various levels. The involvement of leadership is achieved through well-defined systems and organizational structure consistent with UGC policies and with the vision and mission of the institution in general. The institution's governance structure has the Board of Directors, President, Vice-President, Secretary, Treasurer, Joint Secretary, College management committee, Administrative Officer, Head of the institution, department co-ordinators, and convenors of different committees at various levels in the top-down approach. A monthly meeting will be held at the concerned wings with the management sub-committee to discuss the activities carried on in the month and also the planned activities for the next month, Later the heads meeting will be held with the office bearers of the institution and finally, the management members meeting will be held to finalize the activities and for the

fund sanctions as per the required activities. Even a yearly AGM will be conducted by the institution. All stakeholders are actively encouraged to participate in policy formulation and effective decision-making.

The principal maintains constant interaction with the staff and students on various formal and informal occasions throughout the academic year. The Managing Committee of the Swamy Vivekananda Rural Education Society exercises general supervision and control of the various activities of the college.

The Course Coordinators will participate actively in the smooth implementation of the objectives of the institution in fulfilling the stated vision and mission of the college.

IQAC of the college helps the organization in bringing quality improvement in the activities to be carried on. Participative management of teachers is demonstrated by their active roles in IQAC, evolving calendar of events, conducting bridge courses, learnings for slow-learners and advanced learners, conducting various co-curricular activities, sports, cultural programs, extension activities, etc.

Effective budgeting, financial procedures for running the system, and optimal utilization of resources are planned at the start of each academic year.

All stakeholders are proactively involved in collecting feedback on various issues of the institution aimed at continuous improvement of the system.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Swamy Vivekananda Rural Education is having good governance system with a well-designed and defined internal organizational structure

The system of governance is as follows.

The executive committee of Swamy Vivekananda Rural Education Society runs several institutions including Swamy Vivekananda Rural First Grade College, which is at the topmost of the hierarchical structure.

The executive committee comprises the Board of Directors, Two Honorary Presidents, the President, Vice-President, Secretary, Treasurer, and Joint Secretary.

The next level in the hierarchy is the managing committee which includes the executive committee and

heads of all institutions as the ex-officio members.

The Head of the Institution (Principal) is responsible for various administrative activities and execution of the decisions in the institution. The Co-Ordinator of the departments is endowed with the responsibility of monitoring the academic activities assigned to the teaching staff being executed satisfactorily.

The Convenors of different committees oversee the functioning of respective committees as the academic calendar evolved. These include the activities of the Cultural Committee, Sports Committee, Anti-Ragging Committee, Student Grievance Redressal Cell, etc.

Extension activities are monitored and executed by the Physical Education Director and members of NSS.

Student support is ensured through the Placement Cell, Student Grievance Redressal Cell, Scholarships Section, Co-ordinators, Mentors, etc.

The College Office comprising the principal and support staff coordinates the administrative activities.

The Code of conduct, appointment procedure, and service rules as prescribed by the Swamy Vivekananda Rural Education Society is followed by the teaching staff.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching

and non-teaching staff**Response:**

The following are the welfare measures introduced for teaching and non-teaching staff by the Swamy Vivekananda Rural Education Society

- Provident Fund (EPF) is in existence for all employees – both teaching and non-teaching. This is insisted on housekeeping personnel and security staff also by agencies to whom the contract has been provided. An employee contributes 12% of (Basic +Dearness Allowance (DA)) towards EPF. Management contributes a maximum of Rs.1800 to each employee.
 - ESIC (Employees' State Insurance Corporation) scheme is provided to all the staff who are drawing gross salaries less than Rs.21,000/. Management contributes 3.25% of Basic +DA whereas employee contributes 0.75% of Basic +DA to ESIC.
 - Earned Leave (EL), and Casual Leave for staff on par with the institution's policies are being provided.
 - Maternity leave of 3 months with pay is given to the staff
 - Autonomy is given to teaching faculty in academic matters.
 - Encouragement is given to faculty members to attend FDP programs, Workshops, and conferences, and half of the registration fees are refunded to the staff.
 - The teaching and non-teaching staff members are provided with an RO Drinking water facility, Restroom facility, computer facility with the internet, Wi-Fi facility, CCTV, etc.
 - OOD facility for Attending Orientation programs, Refresher Courses, Research Methodology Workshops, Faculty Induction programs, conferences, and seminars.
- **Performance Appraisal**
 - Every month, the principal will review the work diaries, lesson plans, and other relevant details of each staff. At the end of every semester, the staff evaluates their performance by filling out the form availed at the end page in the handbook consisting of questions relating to punctuality, on-time completion of the syllabus, question paper preparation, involvement in organizing co-curricular activities, etc.
 - The student feedback mechanism is also used for faculty feedback. Every semester, a well-written feedback form with particular questions tailored to the comprehensive level of the students is sent out to assess the extent to which the teacher was effective in engaging the students in a constructive way in the classroom.

Even at the end of the semester, based on the university results, the principal called a meeting with the subject teachers to evaluate their efforts toward obtaining the result, appreciate their contribution to providing good academic results, and suggest that those staffs improve their skill set to improve the results as well.

Currently, non-teaching employees such as the office staff, support workers, and librarians do not get any type of evaluation. The principal evaluates each employee's performance based on the caliber, scope, and efficiency of their job as well as their enthusiasm and skill levels. The principal

conducts an informal evaluation of the non-teaching personnel, and if necessary, they are given advice and assistance on how to improve their performance.

File Description	Document
Upload Additional information	View Document

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

Response: 14.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	3	7	5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 77.27

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

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

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

File Description	Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institution always monitors the effective and efficient use of available financial resources for infrastructure development to support the teaching-learning process. Swamy Vivekananda Rural First Grade College is a self-financed private institution, tuition fee is the main source of income. These funds are utilized for all recurring and non-recurring expenditures. The institution has a well-defined mechanism to monitor the effective utilization of available financial resources for the development of infrastructure to augment academic needs. All the major financial decisions are taken by the college subcommittee, principal, and management. Once the submission of budget requirements from various committees are, the subcommittee duly considers the proposals received and makes the recommendations to the management.

The college conducts internal and external financial audits on a quarterly, half-yearly, and annual basis, to monitor the monetary transactions of the college. The internal audit is conducted mid-academic year where a team of professionals conducts the auditing and any discrepancy is brought to the notice of the principal immediately. The external audits entail the auditing of all the different units of the management. The observations made by them are regularly complied with. The college has a stringent system for the management of financial transactions. The college always avoids cash transactions to make the affair transparent. Financial administration – management communicates to the unit's budget consultations – compares previous academic year expenses and draws the budget for the current year – budget is presented to the governing board of management once the board approves it is sent to the president for approval – president with certain comments will approve and incorporating the feedback budget is finalized. Account settlement needs to happen every month and it is mandatory to get the next month's budget approved.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC was constituted in the year 2017. Since its formation, the IQAC is striving for the effective implementation of quality outcomes in every aspect of institutional activities.

IQAC was constituted as per NAAC guidelines with the following goals:

- Information sharing regarding the many higher education quality indicators.
- Creating standards of excellence for the institution's diverse academic and administrative activities.
- Documentation of the numerous actions that increase the quality
- Student, parent, and alumni opinions on institutional processes that affect quality are gathered and analyzed.
- The Annual Quality Assurance Report (AQAR), which will be submitted to NAAC, is properly prepared based on the quality indicators.
- Utilizing the portal to contact the NAAC for prompt clarifications
- Updating the entire IQAC team on the new rules that have been framed as well as the SOP that needs to be adhered to for the metrics

Various key areas for regular monitoring and documentation by IQAC are:

- Framing of academic calendar of events and performing the activities as per the schedule.
- Conducting Bridge Course at the start of the academic year to close the knowledge gap between the content on which they are concentrating now.
- The inter-class cultural and sports activities are carried out to encourage the students to have active participation along with the academics
- The college will encourage the students to compete in intercollegiate competitions and at university-level events by payment of entry fees
- The parents-teachers meeting is organized to discuss the student's performance and also to take the feedback for further improvement as they are the major stakeholders in suggesting for quality improvement of the institution
- Seminars and workshops are conducted for the students on gender equity and communication skills for the students.
- Continual monitoring of government scholarships offered and provision of such aid to students
- A placement drive is organized for the final-year students. An Add-on course on Tally-ERP was also conducted in collaboration with Salvin-Infotech
- Conducted the 3 internal examinations to gauge the academic performance of the students and also to prepare them for the final examination
- Organization of Remedial classes and Student counseling sessions

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: D. Any 1 of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender Equity Initiatives

Gender equality is a fundamental human right and is necessary for fostering a more wholesome and prosperous society. Under all economic and social systems, women are denied opportunities. This being a co-education institution, admissions are granted without regard to a person's gender. Teachers frequently encourage all students, including female undergraduates, to continue their studies after graduation. Scholarships are also recommended for female students.

Facilities for the Women on the campus

Safety and Security: The entrance, Corridors, and all of the classrooms are under CCTV surveillance.

Discipline Committee is constituted to monitor and avoid any form of behavior detrimental to the safety of girl students by including girls as members of the Committee

Anti-ragging Committee is formed as per the UGC guidelines. The anti-ragging cell is vigilant throughout the year to ensure girl students feel safe and secure within the campus.

Anti-sexual Harassment Cell protects against sexual harassment by redressal of complaints if any.

Common Room: The college has provided a specific room for girls to relax, and for health-related problems. It acts as a space of privacy for the girl students and is also used as a waiting lounge.

Teaching through curriculum College has also taught through the subjects such as Culture Diversity and Society, Value Education, and Personality Development as part of the curriculum. These subjects focus on gender sensitization and equity along with various other aspects.

Co-curricular activities: The college organized various seminars for women on topics relating to Women's Rights, the role of Women in Building a Nation, Women's Empowerment, Adolescence mental Health, the role of girl child Education, and Sister Nivedita's 155th Birth Anniversary. To encourage the girl student to get the confidence and understand that she can also achieve success through understanding the presence of a proactive society with special preference.

Extra-curricular activities: Girl students are encouraged to involve in sports activities. Separate training is being provided to them by the institution's women's Physical Education director in Kho- Kho, Athletics meet, Cross-country events, Kabaddi, etc.

Girl students are motivated to participate equally in all activities including NSS, Cultural activities. Even

the special NSS camp is arranged alternatively for girls and boys in the semester.

Celebration of National Festivals

Our institution observes National and International Commemorative days to carry forward the tradition and to set an ideal example for the future generation in making them understand the importance. All the national festivals, Unity Day, International Yoga Day, and other national important activities are carried on the college campus. The celebrations organized by the college are listed below

Independence Day

Republic Day

Gandhi Jayanthi

Ambedkar Jayanthi

Swamy Vivekananda Jayanthi/Youth's Day

Yoga Day

Teachers Day

Environment Day

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: C. 2 of the above

File Description	Document
Upload supporting document	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Swamy Vivekananda Rural First Grade College makes all attempts to foster an environment of harmony, peace, tolerance, and global brotherhood among students of many cultures and ethnicities. The College places a strong emphasis on building tolerance and harmony toward socioeconomic diversity as well as cultural, regional, linguistic, and linguistic diversity. The College wants to treat everyone fairly, equally, and with dignity. To foster a sense of community despite regional, cultural, linguistic, religious, and socioeconomic diversity, the College has launched several programs as listed below.

Regional Harmony:

The College has students hailing from various geographical locations such as urban and rural Karnataka, Tamilnadu, Kerala, Andhra Pradesh, and other northern states. The College provides space for these students to exchange regional practices and values with other fellow students.

Linguistic Harmony:

The faculty and students of the college are from a wide range of linguistic origins, including Kannada, Telugu, Hindi, Tamil, Sanskrit, Malayalam, Marathi, Kodava, and Konkani. This demonstrates the respect the institution accords and accommodates other language/religious students and staff for their contributions to the regional, linguistic, and socio-economic diversity. The college also gives students the option to select the language of their choice.

Cultural and Communal Harmony

It is made easier to spread ideals like cultural and communal harmony for one another and people of all races, religions, and creeds through the activities carried out by various committees such as cultural, sports, and NSS under the initiative of IQAC. Through the exercises, they offer a practical approach. All students tend to be brought together under one roof for a single platform to connect, exchange ideas, and integrate

into the thought process without any bias through forum activities like inter-class cultural and sporting events and the inter-collegiate cultural and sporting events. The fashion show we organize is one such example as it helps the students showcase the culture and heritage of their place of origin.

Socio-Economic Harmony

The non-core papers of the Choice Based Credit System, such as value education, cultural Diversity, society, and personality development, provide theoretical direction on tolerance and harmony toward cultural, regional, linguistic, communal, socioeconomic, and other diversities.

All national festivals were celebrated annually to promote harmony, national integration, peace, and tolerance among students from various cultures and religions and foster a sense of unity.

Sensitization of constitutional Obligations.

The college conducts Constitution Day to commemorate the adoption of the Constitution of India and to honor the principles enshrined in the Constitution. Bangalore University has also included the subject of the Indian constitution which can provide knowledge on the entire governance system of the country. From the NSS the Jatha was conducted to create awareness about the importance of voting for the citizens of the country.

On January 26th, events are held to mark Republic Day, stressing the significance of the Indian Constitution. The importance of the day and the necessity for students to use their rights, obey the law, and live as responsible citizens of the country and their facts are impressed through responsible faculty/guests.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

BEST PRACTICE - 1

1. Title of the Practice: Power of One Rupee (Students to Student Program)

2. Objectives of the Practice:

- To provide financial aid to deserving students and support their pursuit of graduation.
- Without regard to caste, creed, or gender, to assist students who are less well off financially.
- To instill in the students the idea of helping others.

- To create a sense of social responsibility among the students

1. The Context

An educated person has the power to change his or her own life and to shape the future in a positive rather than negative way.

With the aforementioned factor in mind, students came up with the concept of the "Power of One Rupee" in 2009. As students in their batch were having trouble accruing the required amount to the college fees. They came up with the plan to visit the classes each week and collect a maximum of one rupee from each kid according to how much they prefer to give. It is a successful program because they were able to collect enough money to cover a few students' tuition costs.

Due to poor financial constraints, many female students are also forced to stop their education.

By considering the above-mentioned issue the scheme is useful for many poor and deserving students over some time.

1. The Practice

A scholarship committee was established at the college level, involving management members, senior teachers, and student representatives. Students were encouraged to submit request letters on plain paper and these applications are processed based on the authentication of their financial condition. The committee based on the document verification recommends candidates for the benefit of the Power of Rupee Scholarship and the scholarship amount will be paid through cheque upon approval by the management.

1. Evidence of Success

The list of students got benefit from the best practice

Sl. No	Name	Class	Amount Taken	Purpose
1	Shilpa	B. Com	4,000	Fees payment
2	Saraswathi	BBA	3,000	Fees payment
3	Lavanya	BBA	2,000	Fees payment
4	Akarsh	II PUC	5,000	Medical emergency
5	Ruman K	B. Com	6,000	Fees payment
6	Jayanthi	B. Com	3,000	Fees payment
7	Aslam S S	B. Com	12,000	Fees payment
8	Karthik G	B. Com	8,000	Fees payment
9	Pushpa	BBA	4,500	Fees payment
10	Vaishnavi	BBA	1,551	Examination Fees Payment
11	Vinayaka V	B Com	2,700	Fees payment
12	Sowmya J	B Com	16,150	Fees payment

The students who benefited from this financial assistance have completed their graduate program and also secured good marks in the final examination. To the evidence of this scheme who had benefited are

a) Mr. Ruman graduated B. Com from our college and presently working in our institution itself as a

second division clerk.

b) Mr. Aslam SS took financial help from the scheme and completed his MBA at presently working in the Infosys Company.

Problems Encountered and Resources Required

As the amount collected from the students is very minimal as the students are contributing from their savings or pocket money. The scheme could not help more students at a given point in time.

BEST PRACTICE - 2

Title of the Practice: Mid-Day Meals Scheme

Objectives of the Practice:

- To avoid classroom hunger
- Improve students' attendance and enhance academic performance.
- To address malnutrition
-
- **The Context**

A fed stomach stimulates mental activity.

Some of the students traveling from long distances used to skip their breakfast as they had to leave early morning. Even many of the students have taken up part-time jobs after college hours which also helps them. Also, few students, particularly girls, used to faint in classes due to insufficient nutrition. To plug this problem, the management of the college initiated the mid-day scheme for the benefit of such students. **The management in collaboration with Adanya Chethana and Essae Foundation** launched the Mid-day meals scheme in the college. The practice is successful in our system for more than a decade now.

4. The practice

The Physical Education Director and attenders have taken the responsibility to serve and monitor the distribution of food and maintain hygiene in the food serving area. Food is delivered by the Adanya Chaitanya every working day at about 10 am. The collected food will be stored in the mid-day storage area. Food is usually distributed on all days between 12.15 pm to 1:00 pm. The surplus food is distributed amongst the housekeeping servants who help in washing the utensils after use and attenders who serve the food. An average of about 300 students benefitted from the scheme every day from 2013 till date.

Evidence of success

- The students arrive at the college on time and without having to wait for their lunch box from home, and this has increased the student attendance.
- The students are having a positive approach towards it.
- Even the parents are very happy regarding the practice of Mid day meals in the college.
- As they share meals at lunchtime, it has fostered a sense of community among the students.
- **Problems encountered and Resources required**

- The students are served sufficient food but sometimes the food is wasted by the students as they were served more.
- A separate place for storing the food needs to be upgraded.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Swamy Vivekananda Rural Education Society is a non-profit organization run by philanthropic individuals from farming communities around Chandapura. This organization was established in 1963 under the Societies Registration Act, Govt. of Karnataka. It has been serving the rural community of society for nearly 60 years in the field of education, and the upliftment of rural students. With the blessings of his holiness Sri Sri Shivakumara Swamiji of the Siddaganga Mutt, the institution has grown over the years and presently is spread over 4.5 acres of land and caters to about 5000 students pursuing kindergarten to undergraduate courses.

Swamy Vivekananda Rural Education Society was established with the vision to create a platform for the rural student community to enhance and exhibit their intellectual, physical, spiritual, and creative abilities by deriving the benefits of primary, secondary, and higher education. The vision statement has been the foundation for all of the institution's actions to date. The rural community can easily afford very minimal tuition fees. The emphasis of the institution is on the overall improvement of rural students in all spheres of life.

The management members and philanthropists adopt the rural students who cannot afford to pay college fees and assist them. Even faculty members also sometimes provide the required financial help to the students to complete their education and thereby contributing to the effort in reducing dropouts.

The institution has adopted multilingual teaching methods to help regional language students with the belief that language should not become a barrier to the learning process. Because of this practice, we can see excellency in academic results, with an average result of 90% of a pass in both the programs we are offering to the students which gives lots of confidence either to progress to higher education or to get into jobs.

As a testimony, it is to place on record an example of a student Mr. Murali having a registered number 12PAC31053 who qualified for PUC 91% and secured 82.5% on average from graduation. The entire fee was sponsored by Our Secretary Shri. Narayana Reddy for all three years based on his PUC percentage of marks which encourages him and qualified CA examination.

Similarly, Sridhar N S with a register number 17PAC41205 qualified PUC with 89% marks and completed graduation from our college securing an average of 89% marks. He is presently working as a Second Division Assistant in the High court of Karnataka.

Many of the girl students from rural backgrounds secured good percentage marks and qualified as chartered accountants. Roopa H R, Rekha H S

We also support the student's involvement in sports events. This allows honoring the following students for their achievements in KHO-KHO and university-level athletics: Kavya, Sahana, Madhumitha, Mahadevi, Shivaguna, Manjunath, Mohamed Shafi, Mahendra, Anand, Pavan, Abhishek, Pramodh, and Venkatesh.

Some of the students have made records and written their names in the Guinness book of world records for their tremendous feats. Mention Mr. Pradeep Kumar, Mr. Dhanush S, and Mr. Pavan Kumar.

The one unique or distinctive priority area is the recognition of deserving students from underprivileged groups and assisting their education through meritorious scholarships. The management has initiated a scheme where an amount received from a donor will be added with an equal amount from the management funds and this amount will be deposited in a fixed deposit bond for a specified period. The interest earned will be utilized for scholarships to students. For every one hundred students, one student will receive a scholarship. This fund has grown over the years with contributions from well-wishers and philanthropists. We presently have over thirty-two lakhs in the fund. Apart from this, the members of the management and staff adopt deserving students from the underprivileged and sponsor their education. Our goal has been to see that every deserving student who comes to our fold shall not be deprived of education for lack of financial assistance.

Together with the aforementioned, we also award fee concessions of up to 50% to PUC students who have achieved a scoring record of 85% or more and who have excelled in sports at the university, state, or national levels.

With our academic, sports, and cultural activities and supporting activities and forums we as an educational institution, can uphold all the values that have been mentioned.

5. CONCLUSION

Additional Information :

Swamy Vivekananda Rural First Grade College was established in the year 2005 to provide the best quality education to the rural community. We got appreciation from the Governor of Karnataka for the quality of teaching to the rural students with excellent results. The College has the right infrastructure and educational resources. We constantly make an effort to maximize each student's capacity for learning by offering extra instruction to slow learners and also by maximizing the potential of advanced learners by awarding merit-based scholarships, appreciating top performers, etc.

The students who excelled in sports activities will be led to good recognition at the university and state levels. Students are involved in administrative activities by having their representation on various committees.

Some of the college faculty members are academically very sound and also strong writers of books and research papers. Almost 50% of the staff have succeeded in passing the national/state eligibility test.

We also have a strong governance system that is overseen by committed management personnel.

To have better service to the current demand, we are also considering expanding the programs by adding BCA and B. Com specialization.

The College, however, faced several challenges when it made the transition from traditional to online education during the Covid-19 era. Every student at the college gained knowledge while adjusting to the urgently required changes. Throughout the challenging times, online classes, workshops, webinars, FDPs, guest lectures, special lectures, etc. are relentlessly offered by the College, continuing its commitment to providing high-quality education.

Concluding Remarks :

Swamy Vivekananda Rural First Grade College is offering a graduation program for the past 18 years uprooting rural students through the conduct of education at minimal affordable fees. We are trusted by the parents who are the major stakeholders with which we are having more than 60% of girl students. To date, we are having Zero tolerance for ragging and sexual harassment activities.

To maintain its long-standing reputation, the institution has consistently emphasized teaching and learning while ensuring academic excellence and high-quality education. Compared to many of the nearby institutions, our college faculty are with more than 10 years of experience on average. Senior faculty have been appointed in large numbers to the BOS and BOE.

As a student-centric approach, we are conducting Inter-class, inter-college cultural and sports competitions, scholarships are facilitated, and academic results are excelled.

To maintain the recognition given by the governor of Karnataka as a quality education center for rural students with exceptional achievements, there has been a persistent and consistent effort in enhancing quality education for rural students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 55 Answer after DVV Verification: 76</p> <p>Remark : As per the data and supporting documents received from HEI, based on that DVV input is recommended.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>260</td> <td>252</td> <td>270</td> <td>252</td> <td>277</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>269</td> <td>252</td> <td>270</td> <td>252</td> <td>274</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>310</td> <td>310</td> <td>310</td> <td>310</td> <td>310</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>310</td> <td>310</td> <td>310</td> <td>310</td> <td>310</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	260	252	270	252	277	2021-22	2020-21	2019-20	2018-19	2017-18	269	252	270	252	274	2021-22	2020-21	2019-20	2018-19	2017-18	310	310	310	310	310	2021-22	2020-21	2019-20	2018-19	2017-18	310	310	310	310	310
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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310	310	310	310	310																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
310	310	310	310	310																																					
2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years</p>																																								

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
155	155	155	155	155

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
136	132	140	139	141

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
155	155	155	155	155

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
155	155	155	155	155

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : as per the data and clarification received from HEI, based on that DVV input is recommended.

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B

Superspeciality / D.Sc. / D.Litt. year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	12	12	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	13	12

Remark : As per the data and supporting documents received from HEI, based on that DVV input is recommended.

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years
3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	0	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	04	0	0	01

Remark : As per the data and supporting documents provided based on that DVV input is recommended.

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years
3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	7	4	16	12

Answer After DVV Verification :

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

12	2	4	16	12
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Remark : As per the data and supporting documents received from HEI, based on that DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	7	4	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	05	02	03

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Answer before DVV Verification :

Answer After DVV Verification :2

Remark : As per the data and supporting documents received from HEI, based on that DVV input is recommended.

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

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

Remark : As per the supporting documents received from HEI, based on that DVV input is recommended.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
139	128	149	122	62

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
139	128	149	122	62

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
237	229	257	221	257

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
221	238	202	247	244

Remark : AS per the data and supporting documents received in related metrics and in this metrics , based on that DVV input is recommended.

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	0	20	16	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	15	13	2

Remark : As per the data and supporting documents received from HEI, based on that DVV input

is recommended.

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
53	44	127	30	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	12	09	11

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

Remark : As per the data and supporting documents received from HEI, based on that DVV input is recommended.

7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 24 Answer after DVV Verification : 28</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1357 986 1469"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>22</td> <td>22</td> <td>23</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1547 986 1659"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>21</td> <td>21</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	22	22	22	23	23	2021-22	2020-21	2019-20	2018-19	2017-18	20	20	20	21	21
2021-22	2020-21	2019-20	2018-19	2017-18																	
22	22	22	23	23																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
20	20	20	21	21																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1821 986 1933"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>198</td> <td>133</td> <td>281</td> <td>252</td> <td>246</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 2011 986 2078"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	198	133	281	252	246	2021-22	2020-21	2019-20	2018-19	2017-18					
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Self Study Report of SWAMY VIVEKANANDA RURAL FIRST GRADE COLLEGE

197.9997	132.86	280.89	252.292	246.1955
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