



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**KOSHI COLLEGE KHAGARIA**

AT- KOSHI COLLEGE PO- KOSHI COLLEGE DIST- KHAGARIA  
851205

[www.koshicollegekhagaria.com](http://www.koshicollegekhagaria.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2019**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Koshi College, Khagaria was established on 8th of January 1947. The founder of this esteemed institution was Late Mr. Harvansh Narayan Singh, former S.D.O. Khagaria. He was a great visionary, an educationist and a true champion of high ethical values and was very sympathetic towards socially backward people and their fate especially those living at periphery and were constant victims of the fire and fury of the Seven Sister Rivers. For him, education was the only tool for enlightening and liberating people from poverty, ignorance and dogmatism. Initially, the college had been started as an affiliated unit which got its permanent recognition as a constituent unit of T.M.B.U., Bhagalpur in the year 1975.

Koshi College, Khagaria has been catering to the needs of the people belonging to socially backward, extremely backward classes, Scheduled Castes, economically poor from Minority and Forward Castes of the society. The college imparts teaching in eighteen UG and PG courses of Science, Arts and Commerce stream. The track record of the college has always been remarkable for the results and participation of its students in various curricular, co-curricular and extra-curricular related activities

### Vision

Ignorance is a curse whereas knowledge is a tool for enlightenment that liberates homo-sapiens from the shackles of obscurantism and dogmatism. This vision forms the basis of the core value of Koshi College Khagaria as an institution of higher education ever since its inception on 8th of January 1947.

This institution has taken a task unto itself to provide high quality education at an affordable expense to students hailing from rural and urban background in a very conducive academic environment. It strives to equip students with knowledge and skill that allow them to make greater contribution to society and in nationbuilding. It has always made a relentless endeavour to prepare students to meet new challenges, demands and aspirations of the society in unlocking and harnessing new knowledge, innovative ideas, building cultural understanding and modelling an environment that promote dialogue and debate. We believe that “We cannot always build future for youth but we can build youth for future.” Therefore, our college has successfully been working to its vision and bond to develop it as an educational hub of some consequence where multicultural cosmopolitan values and humanism may prosper under the tutelage of the constitution of India and faith in democratic values.

### Mission

The college is successfully working on its principle

- To inculcate ethical, human and cultural values imbued with sense of participation facilitating holistic growth.

- To provide education accessible to all sections of the society.

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in diverse global environment

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Koshi College, Khagaria with regard to academics, carries a legacy of yesteryears exceptionally well as an institution striving for excellence. It has eighteen courses of UG and PG programmes of Science, Arts and Commerce. As an institution of higher education, it is a case study of gender equity where percentage of girls pursuing their education is over thirty despite a college for women located nearby. The college has a reputation of conducting both internal and external examination fairly with an aura of pride. It has a sprawling lush green fortified campus spreading over twenty eight acres of land. The entire college campus is linked with PCC road. The track record of the college in the extra –curricular activities is also very commendable. The college has claimed many awards and shown its sports credential in various games like Football, Khokho, Kabaddi and many others. It has a rich library, a separate well equipped laboratory in each department of Science stream, a language lab of high order, an auditorium, a huge playground etc. Most of the teachers working here are highly qualified and are Ph. D. in their respective disciplines.

The IGNOU Study Centre was established on 4th of March, 2003. By this time around, it runs twenty three, Certificate, Diploma, Bachelor Degree and Post Graduate courses in Science, Arts & Commerce. The most notable course that needs special mention is the Diploma course of one year in Acqua Culture taking into account the topographic feature of Khagaria district.

### Institutional Weakness

Paucity of teachers and non-teaching staff is one of the hindrances in creating a healthy academic atmosphere on the college campus. There are many departments which are waiting for staff recruitment and some of them are under the care of single teaching faculty.

Lack of financial help is a great obstacle to strengthen the infrastructure of the college. Apart from the construction of a language Lab, a network of PCC road in the campus and a Girls Hostel which is under construction, there has hardly been any notable development with regard to building a concrete structure of any kind in the last five years. However, the college is still waiting for attention and development funds from the university and the state government.

Vocational courses such as BBA, MBA, BCA, MCA, Biotechnology, and Industrial Chemistry are now the pressing needs of the young populace and offer them opportunities for brighter future. The college does not have the luxury in this regard to run any course of that kind till now. It is merely privileged to facilitate the teaching of traditional courses many of which have lost their significance if we look at their relevance vis-à-vis employment opportunity in the present scenario.

### Institutional Opportunity

The college offers quality education at an affordable expense. Parents belonging to low income group find this institution very convenient to get their children enrolled for the education of great value is readily available at their doorstep. Providing co-education facility in three years Bachelor Course in Science, Arts and Commerce is of great help to them and in some disciplines such as History, Hindi, Political Science, and Physics the college inspires them even to farther their study for P. G. Programmes.

Apart from the curriculum as prescribed by the university, the co-curricular and extra-curricular activities have always been in vogue at this college ever since its inception. By the time the students enter in the final year of three years degree course, they have enough experience of literary and cultural activities such as Debate, Quiz, Essay-writing, Extempore, Speech etc. In addition to all these, participation in various activities organized by the NSS and various departments of the college offers a preparatory ground for them to excel in every walk of life.

Moreover, we fruitfully utilize the students' workforce in spreading consciousness regarding literacy, environment, gender equity, social justice, health and hygiene, besides promoting sports and cultural activities.

### **Institutional Challenge**

As an institution of Higher education, we face some challenges as well. The foremost challenge before us is our reliance on the traditional method of teaching as we are yet to get acquainted with the nuances of ICT. We do not have requisite technological support from the university as compared to the colleges located close to the university headquarters.

Yet another daunting challenge before the college is shortage of teachers and non-teaching staff. Though some appointments have been made in various departments, there are still many disciplines where the post of teachers lies vacant. The matter concerning smooth running of classes has been further adversely affected when the services of the Guest Faculty appointed on temporary basis got terminated by the order of the university some fortnight ago. The lack of supporting staff affects the smooth functioning of library and laboratory which is the great hindrance in maintaining the standard required for Higher education.

Moreover the delay in academic schedule and anomalies in the results published have badly dented the admission in the college.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Our college is a constituent unit of T. M. Bhagalpur University, Bhagalpur, Bihar which imparts three years Bachelor degree in arts, Science and Commerce stream and two years master degree in Hindi, History, Political Science and Physics. The college does not prepare its own syllabus rather follows the syllabus designed by the University. The university has its academic council that prepares the academic calendar and designs its curriculum. As per the directive of the UGC, the university has introduced Choice Based Credit System for P. G. courses which our College simply adheres to in word and spirit as instructed. The dates of registration, examination and schedules are informed to the college and it complies with its directives. On a rotational basis, the Principal of the college is invited to attend the meetings of the academic council and syndicate.

The teachers of the college take care of the learning outcomes and make all necessary changes in their teaching methods to ensure a proper delivery of learning to the students. As the college is situated in a semi-rural background it becomes the responsibility of teachers to cater to the needs of the students.

### **Teaching-learning and Evaluation**

The college follows the guidelines of the university and the State Govt. reservation policy in conducting admission to various courses. Students enrolled in the college come from different backgrounds and boards of education. They differ in the levels of their competency so the college makes special arrangement to bridge the gap. The college focuses on interactive methods of teaching such as engaging students in group discussions, class seminar, issue-based discussion, participation in formal debate, extracurricular and social activities, counselling on academic and personal life, and career options. As the majority of teachers are in a higher age group their exposure to ICT is limited, though some young teachers use them effectively while they apply ICT resources for teaching purposes. The college encourages young teachers to attend refresher/orientation courses and provides generous support by allowing Duty Leave or Study Leave. With regard to evaluation, there is an internal mechanism for quality assessment of Cos and Pos. Student performance is regulated on the basis of their result. The entire UG course has been divided into three parts whereas Two years PG course is divided into four semesters. For each part and semester there is an examination at the University level.

### **Research, Innovations and Extension**

Paucity of teaching and non-teaching staff hinders research activities. However, the college encourages the teachers' participation in various career development programmes from time to time. Most of the teachers have published papers in journals and contributed chapters in books. The college has also organized one UGC Sponsored National Seminar and many internal seminars on different topics. In the field of extension activities, the NSS unit of the college has undertaken the work of myriad of activities concerning social and community development for which it has won accolades from all quarters. Various activities related to cleanliness, prohibition, literacy, women empowerment, environmental consciousness, tree plantation, AIDS awareness, blood donation, voters' drive have been conducted. It also distributes study materials to children of poor families. Through regular activities and special camps social reach out programmes have been conducted in which volunteers of the college have actively participated. The greenery and cleanliness of our college has been well looked after by our NSS unit

### **Infrastructure and Learning Resources**

The college, even though situated in a semi-rural area, has a big infrastructure. It has four hostels such as Minority Hostel, Welfare Hostel, Girls' Hostel ( under construction ) and Boys' Hostel besides common room for boys and girls separately, library, laboratory, language lab, playground, auditorium, and a few galleries. We have a building for library with a separate reading room for both teachers as well as students. The library has a good number of books, nearing 28,000. The automation and updating of the library is underway to be fully digitalized.

The college is fully equipped with Wi-Fi facility, LCD projector and computers for the benefit of the students and teachers. The digitalization of various sections of the administrative Block such as Account Section, Admission Section, Examination Section, and Cash Section of the college are underway to be fully automated.

### **Student Support and Progression**

Due to the delayed sessions of the university there has not been any significant rise in the number of students getting enrolled in the college in the recent years despite having started a few PG Courses lately. The pass

percentage of the students is good. Students passing Degree class usually leave the college as PG teaching is limited to a few disciplines like History, Hindi, Political Science and Physics. There is a provision of scholarship by the higher education department of State Government for the students belonging to SC, ST, EBC of UG and PG courses. Physically Disabled students are also provided Stipends under Social Security Scheme of the government of Bihar.

As regard to remedial coaching, career counseling, and competitive coaching, no formal mechanism could be evolved in the past. However, the college has constituted different cells to look after these issues. Informally, the teachers are accessible to the students for any kind of remedial help and counseling. The college has recently set up an alumni association in order to connect our students to the college.

### **Governance, Leadership and Management**

As a constituent unit of T.M.B.U., the college follows and works as per the directions of the university. However, at the college level there is a well-defined structure of governance catering to participatory administration, transparency and autonomy. There is a teachers' union and a non-teaching staff union in the college to look after the welfare issues of the employees. IQAC of the college stands out as the most vibrant body which promotes myriads of development work as well as ensures academic ambience. And then, there are a Staff Council, an Academic Council, a Development Committee with representatives from the University, an Examination Control Board, a Purchase Committee, an NSS advisory board & a Sports Committee to regulate the concerned activities. Besides these, the Heads of various departments are often consulted on different issues. There are various statutory committees as well like Anti-Ragging Cell, Prevention of Sexual Harassment Cell, Grievance Redressal Cell, Women Cell, and Internal Complain Cell.

The teachers and non teachers of the college are denied no opportunity of their career advancement and training. The overall governance of the college is very inclusive and any feedback is properly processed and implemented for the betterment of the institution.

### **Institutional Values and Best Practices**

Koshi College, Khagaria stands firm to its value of quality education at affordable fees in a homely ambience. The questions of access to poor students, equality, social justice and empowerment of rural youths have been the core of the institutional value of the college. Besides these, environmental consciousness, promoting social and community development, inclusiveness and promotion of ethical values have been part of its values.

As an institution, the college enjoys the distinction of harmony, a legacy of conducting free and fair examination, and a close connect between students and teachers. Besides these the college has maintained the practice of celebrating the Birth Anniversary of Late Harvansh Narayan Singh, the Founder of the college on 8th of January every year. Our motto is to acquaint students with the values of the great pioneer of education lived and cherished. Moreover, the college, under the banner of NSS and the various departments, celebrates birth anniversaries of eminent scholars, educationists, freedom fighters, and national leaders. Our college has also initiated the practice of invited lectures on various occasions for the benefit of the students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | KOSHI COLLEGE KHAGARIA   |
| Address                         | AT- KOSHI COLLEGE PO- KOSHI COLLEGE<br>DIST- KHAGARIA                          |
| City                            | KHAGARIA   |
| State                           | Bihar  |
| Pin                             | 851205   |
| Website                         | <a href="http://www.koshicollegekhagaria.com">www.koshicollegekhagaria.com</a> |

| Contacts for Communication |                           |                            |            |                  |                                    |
|----------------------------|---------------------------|----------------------------|------------|------------------|------------------------------------|
| Designation                | Name                      | Telephone with<br>STD Code | Mobile     | Fax              | Email                              |
| Principal(in-charge)       | SCR<br>CHANDEL            | 06244-222625               | 9430003079 | 06244-22262<br>5 | khagariakoshicolle<br>ge@gmail.com |
| IQAC / CIQA<br>coordinator | PRIYA<br>RANJAN<br>TIWARI | 06244-222652               | 9926645171 | 6244-222652      | dr.scrchandel@gm<br>ail.com        |

| Status of the Institution |                            |
|---------------------------|----------------------------|
| Institution Status        | Constituent and Government |

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

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 08-01-1947 |

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State | University name   | Document                      |
|-------|-------------------|-------------------------------|
| Bihar | Munger University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 30-03-2019 | <a href="#">View Document</a> |
| 12B of UGC    | 30-03-2019 | <a href="#">View Document</a> |

**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                    |   |                                |                    |         |

**Details of autonomy**

|  |    |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

**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            | AT- KOSHI COLLEGE PO-<br>KOSHI COLLEGE DIST-<br>KHAGARIA | Urban     | 28                   | 59400                    |

## 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   | BA,Hindi                 | 36                 | Intermediate        | Hindi                 | 360                 | 0                       |
| UG   | BA,English               | 36                 | Intermediate        | English               | 300                 | 0                       |
| UG   | BA,History               | 36                 | Intermediate        | English,Hindi         | 585                 | 0                       |
| UG   | BA,Economics             | 36                 | Intermediate        | English,Hindi         | 360                 | 0                       |
| UG   | BA,Political Science     | 36                 | Intermediate        | English,Hindi         | 585                 | 0                       |
| UG   | BA,Philosophy            | 36                 | Intermediate        | English,Hindi         | 300                 | 0                       |
| UG   | BA,Psychology            | 36                 | Intermediate        | English,Hindi         | 150                 | 0                       |
| UG   | BA,Urdu                  | 36                 | Intermediate        | Urdu                  | 300                 | 0                       |
| UG   | BSc,Physics              | 36                 | Intermediate        | English,Hindi         | 150                 | 0                       |
| UG   | BSc,Chemistry            | 36                 | Intermediate        | English,Hindi         | 150                 | 0                       |
| UG   | BSc,Mathematics          | 36                 | Intermediate        | English,Hindi         | 300                 | 0                       |
| UG   | BSc,Botany               | 36                 | Intermediate        | English,Hindi         | 150                 | 0                       |
| UG   | BSc,Zoology              | 36                 | Intermediate        | English,Hindi         | 150                 | 0                       |

|    |                         |    |              |                   |     |   |
|----|-------------------------|----|--------------|-------------------|-----|---|
| UG | BCom,Com<br>merce       | 36 | Intermediate | English,Hind<br>i | 585 | 0 |
| PG | MA,Hindi                | 24 | Graduation   | Hindi             | 200 | 0 |
| PG | MA,History              | 24 | Graduation   | English,Hind<br>i | 200 | 0 |
| PG | MA,Political<br>Science | 24 | Graduation   | English,Hind<br>i | 200 | 0 |
| PG | MSc,Physics             | 24 | Graduation   | English,Hind<br>i | 200 | 0 |

### 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<br>UGC /University<br>State<br>Government                  | 15        |        |        |       | 22                  |        |        |       | 19                  |        |        |       |
| Recruited  | 1         | 0      | 0      | 1     | 11                  | 0      | 0      | 11    | 5                   | 0      | 1      | 6     |
| Yet to Recruit   | 14        |        |        |       | 11                  |        |        |       | 13                  |        |        |       |
| Sanctioned by the<br>Management/Soci<br>ety or Other<br>Authorized<br>Bodies | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Recruited  | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| Yet to Recruit   | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 64           |
| Recruited   | 33          | 5             | 0             | 38           |
| Yet to Recruit  |             |               |               | 26           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| 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.          | 0         | 0      | 0      | 1                   | 0      | 0      | 0                   | 0      | 0      | 1     |
| Ph.D.                 | 1         | 0      | 0      | 9                   | 0      | 0      | 1                   | 0      | 0      | 11    |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 1      | 0      | 1     |
| PG                    | 0         | 0      | 0      | 1                   | 0      | 0      | 4                   | 0      | 0      | 5     |

| Temporary Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 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     |

| Part Time Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 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     |

| <b>Details of Visting/Guest Faculties</b>                         |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|   |             | 0             | 0             | 0            |

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

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG               | Male   | 1300   | 0                                 | 0                   | 0                       | 1300         |
|                  | Female | 800  | 0                                 | 0                   | 0                       | 800          |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| PG               | Male   | 32   | 0                                 | 0                   | 0                       | 32           |
|                  | Female | 86   | 0                                 | 0                   | 0                       | 86           |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 145           | 88            | 292           | 0             |
|  | Female | 44            | 63            | 86            | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 1012          | 844           | 1038          | 0             |
|  | Female | 427           | 599           | 747           | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 297           | 161           | 190           | 0             |
|  | Female | 115           | 112           | 142           | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| Total  |        | 2040          | 1867          | 2495          | 0             |

### 3. Extended Profile

#### 3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 600

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18      | 18      | 18      | 18      | 18      |

#### 3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2871    | 2723    | 2768    | 2608    | 2760    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 923     | 923     | 923     | 748     | 748     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

Number of outgoing / final year students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 587     | 352     | 508     | 557     | 683     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.3 Teachers

#### Number of full time teachers year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 19      | 17      | 17      | 20      | 21      |

  

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

#### Number of sanctioned posts year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 56      | 56      | 56      | 56      | 56      |

  

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 14**

#### Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 14.43   | 29.04   | 33.91   | 55.52   | 22.58   |

#### Number of computers

**Response: 17**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

###### Response:

The curriculum is designed and developed by the statutory committee of the University. Precisely the task of curriculum designing is undertaken by the Academic Council of the university. The content of syllabi and the action plans are prepared by the experts from the Post-Graduate Departments and the college head of the concerned subjects. These syllabi are updated time to time by the committee. Our college adheres to the curriculum prepared by the university and devises the ways for its implementation and delivery to students. Just before the commencement of new session, an action plan is prepared in all departments under the supervision of the heads of the departments. A master routine is prepared by the Prof. In-charge for smooth functioning of all the classes. The heads of the departments distribute classes in their respective disciplines as per the specialisation of the teachers as well as the number of faculty available in the same. All the departments prepare and display their own routine in consonance with the Master routine. For the effective implementation and development of the courses, a meeting of the heads of all the departments are conducted under the chairmanship of the Principal wherein the quality and progress of the courses are discussed. Necessary actions are taken for completion of courses in the stipulated time frame. There are three types of courses being run at our college, they are: Honours, Subsidiary and PG programmes (in subjects such as History, Hindi, Political Science, and Physics). There is a set rule for a number of periods to be allocated for theory and practical classes for each course. However, due to paucity of teachers, the number of periods either falls short of the prescribed norms or sometimes there is none to engage any class in the concerned discipline. Setting aside the constrain of that nature, the college ensures a timely delivery of the completion of the course where there is at least a teacher to run it.

##### 1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

##### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

###### File Description

###### Document

Details of the certificate/Diploma programs

[View Document](#)

**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response:** 26.04

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Details of participation of teachers in various bodies | <a href="#">View Document</a> |

**1.2 Academic Flexibility****1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 0.67

1.2.1.1 How many new courses are introduced within the last five years

Response: 4

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Details of the new courses introduced | <a href="#">View Document</a> |

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented****Response:** 22.22

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 4

| File Description                                  | Document                      |
|---|-------------------------------|
| Name of the programs in which CBCS is implemented | <a href="#">View Document</a> |

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years****Response:** 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | <a href="#">View Document</a> |

**1.3 Curriculum Enrichment****1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

The institution makes efforts to integrate such issues into the curriculum with the help of different cells functioning at the college like Anti Ragging Cell, Sexually harassment Cell, Career Counselling Cell, NSS, etc. The activities of these units & cells are aimed at bringing about an awareness among the students towards the issues such as Gender Equity, Climate Change, Environmental Education, Human Rights, ICT. Our learned faculty members are actively engaged by participating in seminar, workshop etc. They translate and acquaint the students with myriad views gathered through the seminars in the class-room. In order to meet that objective, we had organised a programme in collaboration with the Department of History on the topic of Empowerment of Women to create awareness among people on this pertinent issue of social concern. Likewise on the subjects of climate change, environmental education and human rights the students are sensitised through the departmental seminar and workshops and the various programmes conducted by the NSS unit of the college.

**1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years****Response:** 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

| File Description  | Document                      |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | <a href="#">View Document</a> |

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 0

#### 1.3.3.1 Number of students undertaking field projects or internships

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** E. None of the above

**1.4.2 Feedback processes of the institution may be classified as follows:**

**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** E. Feedback not collected

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.01

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 0       | 0       |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 50.79

##### 2.1.2.1 Number of students admitted year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 857     | 859     | 1281    | 768     | 920     |

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1845    | 1845    | 1845    | 1845    | 1845    |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 86.3

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 729     | 857     | 741     | 690     | 652     |

| File Description | Document |
|------------------|----------|
|------------------|----------|

|   |                               |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
|---|-------------------------------|

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

Teaching becomes very challenging when students of the different social and economical background are happened to be in the same class. To meet the need and enhance their ability to be equal and bridging the gap, the college adopts various techniques and applies them for these students. Some such major techniques are as follows

On the basis of the students' performance in class based assessments, the slow learners are identified. These learners are given more time in explaining the difficult concepts. They are explained various concepts by citing different examples.

**2.2.2 Student - Full time teacher ratio**

**Response:** 151.11

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls**

**Response:** 0.17

**2.2.3.1 Number of differently abled students on rolls**

**Response:** 5

| File Description | Document |
|------------------|----------|
|------------------|----------|

|   |                               |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
|---|-------------------------------|

## 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

**Response:**

The College applies student-centric methods of teaching. The students are actively involved in the process of teaching-learning. Some of the important student-centric methods applied in the college are as follows: engaging students in group discussions, class seminar and discussions on important issues, interaction between students and teachers, participation of students in formal debate and speech, engaging students in extracurricular and social outreach activities, counselling on academic and personal life, career options and further suggestions.

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 5.26

#### 2.3.2.1 Number of teachers using ICT

Response: 1

| File Description                          | Document                      |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 478.5

#### 2.3.3.1 Number of mentors

Response: 6

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Teaching learning process can be effective only if it combines tradition and innovation. Creativity is the battery that provides power to this process. If there is no creativity and innovation in the process, it will become dull, boring and largely ineffective. Therefore, our college leaves no opportunity of innovation and creativity. Keeping in view the presence of a large number of poor and rural students in the college, the teachers take up novel methods and techniques for teaching. The College holds various programmes to aware students of the pressing issues. Experts and specialists are invited to enlighten students. The college, in spite of various problems, started the use of LCD projectors for power point presentation on various issues. Students are involved in various extension activities implementing theories into practice. It adopts the principle of learning while doing. The students are involved in Group Discussions and various other

discussions on social issues. Teachers encourage students to collect materials from different sources and promote them to take to the habit of self-study.

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 34.29

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 56.99

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11      | 11      | 11      | 10      | 10      |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 25.27

#### 2.4.3.1 Total experience of full-time teachers

Response: 379

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 10.42

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 2       | 0       | 0       | 0       |

**File Description****Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 7.14

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6       | 3       | 3       | 4       | 4       |

**File Description****Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

## 2.5 Evaluation Process and Reforms

**2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

The evaluation processes are communicated to stake-holders of the institution through syllabi, prospectus, circulars, notices, website etc. At the start of the session, teachers and faculty members are apprised of the guidelines of the university regarding the evaluation procedures. When the class begins, students are informed of the evaluation process to be operational. These include minimum percentage of attendance required, internal assessments, and external examination to be conducted by the university and to be evaluated by external examiners appointed by the university. If the college or any stakeholder has query, clarifications are sought from the university. The queries of the students are resolved by the college authorities in consultation with the university. Students in classes are made aware of the nature of the examinations, weightage of marks etc. The detailed schedules of examinations are published by the

university in leading newspaper, university website, college and departmental notice boards. Class level objective tests and quizzes are in the vogue. This system proves very effective as the students get an assessment of their teaming on the spot. Any doubt in their mind is instantly clarified and the desired portion of the syllabus is accordingly revised. Gradually the students get used to the system of testing and thus feel quite at ease when they finally appear in the University exam.

### **2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**

#### **Response:**

The college is a constituent unit of Munger University, Munger and therefore it is bound to follow the university guidelines. The college within the scope of the university guidelines tries to bring better reliability and accountability in the evaluation process. The major reforms initiated by the university and implemented by the college include:

The introduction of semester system in P.G. since 2013. The evaluation process comprises of two tier system (i) Internal evaluation by the department and (ii) university examinations and evaluation by external.

Continuous Internal Evaluation helps in the improvement and assessment of the learning outcomes. Besides the university level examination held towards the end of the academic session, teachers also arrange some class level test. The teachers on the basis of the performance of the students provide more study materials to the better performing students and remedial teaching to the poor students. The teachers adopt various strategies for assessing the performance of the learners, both written and oral

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

For examination related issues there is an examination control department in the college. The Controller of Examinations looks after the issues like internal examination, filling up of forms, distribution of admit cards, notification related to various exams, distribution of marks sheet, display of tabulation register, and forwarding of application to University for any required rectification. The management of examination is transparent and student friendly. All grievances related to examination are amicably settled saving the students from the trouble of running from pillar to post. The Examination Board takes all necessary decisions related to examination issues.

The college ensures rigor and transparency in the internal assessment and this includes:

Each department at the commencement of the semester/session informs the students about procedures to be adopted for internal assessment. Transparency is maintained by showing answer sheet to the students and if the students have any grievance, it redressed immediately by the teacher concerned who has evaluated his answer sheet. Internal assessment also includes weightage for regularity (attendance), assignments, behavioural aspects

### **2.5.4 The institution adheres to the academic calendar for the conduct of CIE**

**Response:**

The institution is provided with an academic calendar by the University. Normally the session starts in July every year and ends in June of the following year. In the meantime the prescribed syllabus requires to be completed. It is supposed that the exam of every part will be finished and results will be published before the start of the next session. The college is obliged to follow the academic calendar. During the recent years, due to a number of reasons, the academic calendar got delayed. At the end of the college, we ensure timely completion of the syllabus and proper guidance to the students as per their class room performance and feedback. Normally the students are provided with adequate number of classes, and it is ensured that they get ready to face the exam confidently. The teachers give proper guidance to the students of respective subject and also supply study materials to them.

**2.6 Student Performance and Learning Outcomes****2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students****Response:**

The college has clearly stated learning outcomes. The long-term learning outcomes have been delineated in vision and mission. As a part of it, each academic plan has specifically stated learning objective for a curriculum. Respective departmental teachers and Head determine the learning objective for a curriculum. Respective departmental teachers and head determine the learning outcomes commensurate to the prescribed curriculum. Each department communicates the envisaged and clearly defined learning outcomes to concerned structure through class-room lectures.

**2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution****Response:**

The Pos, PSOs and Cos are explained to the students in the beginning of the session. The teachers of the respective subjects give a detailed outline of the outcomes that their students are supposed to achieve at the end of session. In fact much of these outcomes are self-evident in the selection of topics and themes of the syllabus prescribed. At the class level teachers follow the practice of asking questions to assess the learning, understanding, attitude and approach of the students. Sometimes with the help of class level tests such assessment is done. Moreover, by encouraging students to participate in various activities, their achievements in the field of prescribed outcomes are measured. Their performance in these activities gives a true picture of the extent to which they assimilate what they study. In science subjects, the practical classes test the understanding of theory among the students.

**2.6.3 Average pass percentage of Students**

**Response:** 81.89

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

**Response:** 588

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

**Response:** 718

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 2.84

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| List of project and grant details | <a href="#">View Document</a> |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 73.33

3.1.2.1 Number of teachers recognised as research guides

Response: 11

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0.63

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

Response: 2

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 16

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

The college promotes research activities among students and teachers. Research and innovation are supposed to be the two main indices of the health of an educational institution, though there are certain limitations in the field of research at UG and PG levels. The college leaves no opportunities of promoting research at various levels. It is, therefore, the most of our teachers are either with Ph.D. or are in the process of getting awarded. Most of them have published papers in journals or contributed articles in edited books or seminar proceedings. Some of them are working days and nights to send proposals for research projects in their respective subjects. A rich library and internet/Wi-Fi facility in the college help in providing materials for research, even though we do not have any designated incubation centre in the college. The library of the college are used for acquainting the students with the mechanism of research. Our teachers are simultaneously engaged in the process of creation and dissemination of knowledge. The teachers and students are free to use the library and internet facility.

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

#### Response: 0

#### 3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                                   | Document                      |
|--|-------------------------------|
| List of workshops/seminars during the last 5 years | <a href="#">View Document</a> |

## 3.3 Research Publications and Awards

### 3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** No

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                 | <b>Document</b>               |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** No

|                            |                               |
|----------------------------|-------------------------------|
| <b>File Description</b>    | <b>Document</b>               |
| Any additional information | <a href="#">View Document</a> |

### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 11

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 11

|  |                               |
|--|-------------------------------|
| <b>File Description</b>  | <b>Document</b>               |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |

### 3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 0

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |

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

**Response:** 0.57

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 3       | 2       | 1       | 5       |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |

## 3.4 Extension Activities

### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

Our NSS unit is very active and has received appreciation at the university level. It regularly organizes regular activities related to cleanliness, literacy drive plantation, garbage management, health, hygiene, gender sensitivity, prohibition etc. It annually organises a special camp in which the volunteers pick up a village preferably of dalit or minority community. The volunteers and the teachers who are the members of the advisory board visit the village and educate the people regarding the value of health, cleanliness, literacy girl-child protection, evils of child marriage, dowry system etc. The volunteers clean drains there and sprinkle bleaching powder there. They also sing songs, deliver speeches. Enact street plays, display placards and shout slogans. They also make a survey of health, drinking water, education related problems etc. Sometimes they also distribute reading materials to the poor children. All these activities suggest that our students are actively involved in activities of social concern. They demonstrate a wonderful harmony and chemistry during these extension activities. Most activities of our volunteers have won accolades. These activities have been instrumental in sensitizing our students to social issues and helpful in their holistic development.

**3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years****Response:** 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Number of awards for extension activities in last 5 years

[View Document](#)**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years****Response:** 59

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9       | 6       | 8       | 14      | 22      |

**File Description****Document**

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years****Response:** 32.07

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-

Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 258     | 260     | 231     | 305     | 524     |

| File Description  | Document                      |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |

### 3.5 Collaboration

**3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years**

**Response: 0**

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | <a href="#">View Document</a> |

**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response: 0**

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The institution has adequate facilities for teaching – learning viz., classrooms and tutorial rooms, laboratories, common rooms, toilets, seminar hall, library and computer facility. Besides these there is a Reading Room in the Library, separate Accounts Section, Principal’s Chamber, Exam Control Room, Staff Room, Servants Quarters, Teachers’ Flat, and Guest Room. It has a very big playground and a raised platform for cultural and yoga activities inside the college building. Moreover, the college has a well furnished Language Lab, modernized study room, and common rooms separately for boys and girls. We have a small number of computers. We are trying to increase the number of computes in the college. The students are, however, getting internet/Wi-Fi facility

**4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities**

**Response:**

The college has a separate sports council. It has a big playground for athletics, foot ball, cricket, volleyball, kabaddi and kho-kho. A proposal for the establishment of gym is under consideration and we hope it to be done as earliest as possible. There is an open space for Yoga and physical exercises inside the campus of the college. Various facilities of outdoor and indoor games are available on the college campus. Moreover, there is an auditorium which has always been very handy in organizing programmes of different hue. Usually, the major events such as the Foundation Day celebration, visit of dignitaries, Dance and Musical programmes, Quiz, Debate etc... are held in the Auditorium. It is very spacious and has the capacity to accommodate at least one thousand students at a time.

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:** 21.43

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

**File Description**

**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 22.21

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 46.48   | 6.17    |

**File Description****Document**

Details of budget allocation, excluding salary during the last five years

[View Document](#)**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The automation of library is underway. However, efforts are being made for ILMS. A proposal in this regard is being sent to the University for Financial Sanction, Contact has also been made from an agency for library automation and Integrated Library Management System. Our college library has a large number of books of various subjects. There is a good stock of encyclopaedia and other valuable books. In the absence of adequate number of the regular staff in the library, we face difficulties in managing the books. If the ILMS will be in place the management of library will become easy to handle. It will be also very easy to be used by the students of the college.

**4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment****Response:**

The college has the complete work of Mahatma Gandhi, Sardar Patel, Jawaharlal Nehru, Swami Vivekanand, William Shakespeare, Mirza Ghalib, and Sri Aurobindo. It possesses Encyclopaedia of social sciences, Encyclopaedia of science, and Encyclopaedia Britannica. There are books on Ramdhar Singh Dinkar, Dr Sikrishna Sinha, Premchand and other great personalities. Moreover, library is endowed with over a dozen of books of various disciplines such as History, Botany, Economics, English, Philosophy, Chemistry etc... The list of the books of the subject as mentioned is very long. However, the books that need special mention are: The Shape of things to come by H.G.Wells, Sudras in Ancient India

by Ramsharan Sharma (History), Philosophy in the 20th Century by Borrett and Aiken, Darshan ke Sau Varsh, Spectroscopic Methods in Organic Chemistry, Medicinal Plants by Kritika & Basu (Botany), the mechanism of Exchange (Economics) etc. Besides this, there are rich collection of books of English Literature, Hindi and Urdu Literature. The College has applied for the N-LIST programme for e-resources and the request of the same has been accepted by INFLIBNET and very soon it will be equipped with elearning materials like SODHGANGA, SODHSINDHU after getting registered from the month of March-2018.

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** E. None of the above

| File Description   | Document                      |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <a href="#">View Document</a> |

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

**Response:** 0.12

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0.42    | 0.16    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** No

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 3.38

##### 4.2.6.1 Average number of teachers and students using library per day over last one year

**Response:** 34

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

Institution frequently updates its IT facilities including Wi-Fi network has been installed here by the Govt. of Bihar. As per the needs and requirements of the students and the college administration these facilities are updated. Presently the number of computers is not adequate. However, efforts are on to get adequate number of computers for the purpose of office automation and library automation and equipping all the classrooms with LCD facility. The college regularly updates these facilities.

#### 4.3.2 Student - Computer ratio

**Response:** 168.88

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** 5-20 MBPS

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture

**Capturing System (LCS)****Response:** No

| File Description  | Document                      |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 11.61

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 9.62    | 9.19    |

| File Description   | Document                      |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |

**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.****Response:**

The college has a rich library, adequately equipped laboratory, play ground, class rooms, computers, common rooms, bicycle shed, auditorium, hostels, and a large number of furniture. There is a mechanism of their maintenance. Necessary maintenance, repairing, writing off of worn out, out of order and broken things and now infrastructure development as per need are taken up by him. Proposals are brought before different committees at the local level or before the development committee. Whatever proposals are passed in the Development Committee, they are sent to the Purchase Committee to ensure the procurement of the article required for the maintenance and strengthening the infrastructure of various indispensable components of the college such as Library, laboratory, auditorium, class rooms etc. Moreover, in order to build a students friendly milieu on the campus, utmost care is undertaken to provide requisite items of games and sports as well as materials needed to strengthen the infrastructure to develop co-curricular and extra curricular activities among students. Small scale maintenance is done at contingency basis.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 3.4

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 25      | 15      | 350     | 9       | 71      |

#### File Description

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

Any additional information

#### Document

[View Document](#)

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching

- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** E. 3 or less of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                          | Document                      |
|---|-------------------------------|
| Details of the students benefitted by VET | <a href="#">View Document</a> |

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

**Response:** No

| File Description  | Document                      |
|---|-------------------------------|
| Details of student grievances including sexual harassment and ragging cases | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 0

#### 5.2.1.1 Number of outgoing students placed year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of student placement during the last five years | <a href="#">View Document</a> |

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 10.56

#### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 62

| File Description                                   | Document                      |
|--|-------------------------------|
| Details of student progression to higher education | <a href="#">View Document</a> |

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response: 100**

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 19      | 16      | 19      | 42      | 10      |

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 19      | 16      | 19      | 42      | 10      |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

### 5.3.1 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) during the last five years.

**Response: 0**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <a href="#">View Document</a> |

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

#### Response:

The college does not have an elected students' council as of now. Students' Union election was held way back in 2003. There have been no elections since then. However, very recently the process of this election has been started and very soon the college is supposed to have an elected students' body. Nevertheless, the principal of the college engages some students in various academic activities of the college. Some students have been nominated on various committees of the college on the advice of the IQAC. On the advice of IQAC, a Students' Council has been formed to look after pressing concerns of the students.

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 11.4

#### 5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9       | 10      | 15      | 12      | 11      |

| File Description   | Document                      |
|--|-------------------------------|
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Response:

Alumni are an integral part of our college family. They are our ambassadors to the society at large as they take fond memories of the college with them and help in building an image. They come forward to help and support the college at different times. Our college has records of them which help us to keep track of them. A number of them have achieved high places in different fields on life. Some of them visit our college on various functions and also for getting admission of their children in the college. A formal association of the alumni has not been in existence since long. However, one such association has been formed recently which is yet to be registered.

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** <1 Lakh

#### File Description

#### Document

Alumni association audited statements

[View Document](#)

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

**Response:** 0

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

Number of Alumni Association / Chapters meetings conducted during the last five years

[View Document](#)

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

The college has always followed the mission of imparting quality education to students of rural area, mostly coming from an agricultural background at affordable expense, in a very congenial ambience. It aims at providing education, and developing communication skills, a critical thinking, social interaction, problem solving capacity, ethical values, environment consciousness and leadership qualities to students. Education helps us negotiate with our life and respond properly to the challenges posed by it. So, our college is run with a vision and mission to produce well – equipped youths who can excel in all walks of life. Our vision is to grow as a centre of excellence in a rural setting. We aspire to be able to develop this institution as a centre where youths of modern liberal thinking with firm faith in democratic values and trust in the constitution and are smart, forward – looking, excellent in their area can be produced. We need to bring forth youths with faith in multiculturalism and cosmopolitan values fit to survive comfortably and amicably in a multiethnic cultural setting. Flexibility, rationality coupled with integrity and diligence is our motto. The nature of governance of the college is inclusive, participative and autonomous at internal level. All the stakeholders are allowed to have their say and feedback and suggestions from all corners are accommodated in the framework of governance. However, the autonomy never results in anarchy of the kind. Teachers are involved in policy – making and decision making. Teaching and non – teaching bodies are allowed to share their grievances and adequate measures are taken to redress their grievances.

#### 6.1.2 The institution practices decentralization and participative management

**Response:**

Though the principal is ultimately responsible for the overall administration of the college, the management system is decentralized. Accounts, routine, sports, examinations, cultural activities, NSS, library etc. are headed by teachers who are in charge of these departments. They have their own advisory body to counsel them regarding various programmes and decisions. They are provided with required financial support. Every such department on the advice of its advisory council / board puts proposals for consideration before the principal who approves them based on their merit and overall contribution in the management of the college. For example, the NSS advisory board decides to hold special camp, to carry out plantation, cleanliness, literacy, prohibition drive. The volunteers categorically carry out all the proposed programmes under the guidance of the NSS officer.

### 6.2 Strategy Development and Deployment

#### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

**Response:**

Perspective and strategic plan of the college is shortly to be transferred to a newly constituted university (Munger University). Our plan is to get recognized as one of the best governed colleges of the university by carrying forward our values, vision and mission. We plan to make it a distinguished centre for learning. Besides these some of the major development works likely to be taken up in the college are as follows: a proposal for Examination hall, Gym, Tutorial Hall, Smart Classes, has been sent to the State Government. The college is seriously contemplating on Office Automation and e-Library. There will be thrust on carrying our research projects in times to come. Students will be inspired to take up vocational courses. Fresh efforts will be made to restart the NCC unit.

### **6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

#### **Response:**

The college has a well planned structure of management. It has all the statutory committees that are mandatory for the college. There is a decentralized system of governance in which power is shared collectively. The organizational structure of the college is as follows: Principal, Bursar, Departmental Heads, Teachers' Association, Non-Teachers' Association, Development Committee, Academic Council, Staff Council, Purchase Committee, NSS Advisory Board, Sports Council, Examination Board, Internal Complain Committee, Anti Ragging Cell, Anti Sexual Harassment Cell, Grievance Redressal Cell. Besides these, there are some others committees and cells that look after various other aspects of the college.

### **6.2.3 Implementation of e-governance in areas of operation**

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

- A. All 5 of the above**
- B. Any 4 of the above**
- C. Any 3 of the above**
- D. Any 2 of the above**

**Response:** E. Any 1 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Details of implementation of e-governance in areas of operation Planning and Development, Administration etc | <a href="#">View Document</a> |

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

##### **Response:**

The committees that have been formed to assist, suggest and monitor the college authority meet on different occasions and give fruitful inputs and guidelines for the proper management of the college. The minutes of the committees are taken into consideration in the general administration of the college. Their resolutions are implemented thoroughly. The Principal calls the meetings of various committees and cells in order to decide on policy matters and in case some exigency. The minutes of various committees serve as the guideline for administration.

### **6.3 Faculty Empowerment Strategies**

#### **6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

##### **Response:**

The teachers and non teaching employees of the college avail various facilities in the name of their welfare. All of them get medical allowance with their salary. They also get house allowance. They contribute to PF, group insurance and welfare fund. They are allowed to take loan from their PF as per their need and available balance. The non teachers of the 4th grade also get livery, shoes, umbrella and torch on various occasions. Besides these there is a teachers' union and a non-teachers' union to look into the matters of their welfare, salary, promotion and other issues.

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

##### **Response: 0**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | <a href="#">View Document</a> |

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 0

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 1.98

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 0       | 1       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

The college has a performance appraisal system. Every year annual report is subscribed to the government that provides details of certificates obtained, papers published, seminars conferences, workshops attended etc. Besides this a performance appraisal report is submitted to the university before the promotion of the employees. The principal has also the responsibility to send confidential report regarding the performance and character of the employees concerned. Moreover during the updation of the service book of the employees their carrier achievements are recorded.

**6.4 Financial Management and Resource Mobilization****6.4.1 Institution conducts internal and external financial audits regularly****Response:**

At the end of the every financial year, the cash-book and other relevant registers in the accounts section is checked and audited at internal level. The bursar of the college takes care of the income and expenditure. The cash register is compared with bank statement and any anomaly is sorted out. Moreover audit is conducted by private auditor also. The objections by the auditor are complied. The cashier of the college keeps record of various incomes and sends the amount collected from different sources to the bank. Overall there is a transparent mechanism of financial operations functional in the college even though there is need of automation of the accounts section of the college. The proposal for office automation is likely to be sent to the university.

**6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)

**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

**Response:**

The college generates resources at internal level from the fees received from the students. Besides, the resources are made available from the end of the state government for repairing and renovation work in the college. For salary and other developments, component fund is received from the government and the UGC. The college has an elaborate mechanism for the maintenance and utilization of the funds. The college has different accounts to keep money received from different sources. We have university account, Students Fund Account, Development Fund Account, and Examination Fund Account, Salary Account/ GF Account, UGC Account and Scholarship Account. All these accounts are maintained and updated annually. Contingent expenses are met by using petty cash. All development works are carried out as per accounts rules. On the utilization front the bottlenecks are being cleared gradually.

## 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

**Response:**

The college at the initiative of the IQAC took up to implement two best practices. First it decided to make the campus free from ragging and sexual harassment. It was realized that the college has, more students belonging to the poor and deprived sections of the society. A large number of students belong to the EBC and Dalit community. Even among the students of the General category the number of students coming from poor background is very high. In such a scenario, the probability of harassment of the student in the name of ragging was expected to be high. So the IQAC decided to suggest effective measures in order to make the campus entirely free from any such incidents. The anti ragging cell and prevention against sexual harassment cell of the college asked to be very alert and redress complains seriously. The members were advised to report any such case directly to the Principal and thereafter to the local police. In some cases they were advised to contact the guardians of the students concerned. As result of the policy of zero tolerance, the college has gone free of any incidents such happenings. Besides this the IQAC also decided to make the campus green and clean. The NSS unit of the college was effectively utilized for the purpose. The services of the MSs volunteers were utilized for keeping our campus green and clean.

### 6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

**Response:**

Since the setting up of the IQAC, the college has started the review of the teaching-learning process in the college on a regular basis and to give necessary suggestions to the Principal regarding the strategy of academic improvement. It helps fill AISHE data regularly that takes stock of the overall infrastructure, teaching-learning facilities, students' progression etc. The IQAC suggested the Principal to take all necessary measures to ensure the delivery of quality education to the students of our college. The teachers

were asked to explain well the course outcomes and programme outcomes to the students and readjust their teaching method accordingly. They were asked to inculcate among the students the habit of self study and critical thinking. The staff council regularly reviews the teaching-learning process and suggests desired changes. The teachers were asked to engage the students in tutorial classes and make them prepare examination notes on their own. The teachers were asked to assess the learning outcomes of the students in their class.

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 0.8

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 4       | 0       | 0       | 0       |

#### File Description

#### Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

### 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** E. None of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |

**6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)**

**Response:**

Since the setting up of the IQAC there has been gradual improvement in the quality of teaching and learning in the college. Since the setting up of the IQAC there has been gradual improvement in the quality of teaching and learning in the college with the formation of IQAC the focus of the college shifted towards enhancing the infrastructure of the institution. There has been some concerted effort as well to improve the network of roads to link every nook and corner of it with the main building on the campus. Now it hardly takes six to seven minutes to cover the sprawling campus. Resolutions have been passed in various meetings of the IQAC for the automation of the office, automation of library, establishments of smart classes etc during last two years. While in some cases we achieved some success, however, a lot more is desired to improve. There was focus on the regularity and punctuality of the students as well as teachers. Students were encouraged to attend classes and meet their teachers even after the class for various doubt clearances. The quality of teaching and learning improved as a result. The students were further encouraged to engage in extension activities. A regular updating of AISHE also helped in taking stock of the state of affairs in the college. We had to manage with the minimum strength of teachers and support staff. For official support outsourcing was used. With the initiative of the IQAC there has been significant improvement in the function of the college. There was focus on the regularity and punctuality of the students as well as teachers. Students were encouraged to attend classes and meet their teachers even after the class for various doubt clearances. The quality of teaching and learning improved as a result. The students were further encouraged to engage in extension activities. A regular updating of AISHE also helped in taking stock of the state of affairs in the college. We had to manage with the minimum strength of teachers and support staff. For official support outsourcing was used. With the initiative of the IQAC there has been significant improvement in the function of the college.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 5

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

#### File Description

#### Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

The college is highly sensitive to the question of gender equity. As the college is located in a semi urban area girl students from poor and rural background get admitted here in a large number. Among them the number of girls belonging to the deprived class is high. Moreover guardians who cannot afford to send their wards to distant colleges for education prefer to send their girl wards to the local college. The college administration is very sensitive to the safety, security and well being of these students. There has not been any report of sexual harassment of girls in the college during the last five years. Minor misunderstandings between boys and girls have been very amicably dealt with and both boys and girls study in the college in an amicable ambience rather than in hostility. There is an anti – sexual harassment cell in the college. There is a lady peon to take care of their personal complications. Moreover a local lady doctor is also kept in touch for their personal counselling. There is a well common-room for them with indoor games facility.

#### 7.1.3 Alternate Energy initiatives such as:

### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 2160

| File Description  | Document                      |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 0

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 00

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 600

| File Description   | Document                      |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |

### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

**Response:**

The college effectively manages its solid waste. The waste created by paper, dry leaves, broken furniture, old newspapers, old books and magazines etc become a problem. They are managed in a systematic way. Dust and waste generated on the daily basis is kept in dustbins and disposed on weekly basis. Old books are written off and kept in a separate place. Very old answer books and newspapers are sold under the supervision of a committee. Broken furniture is repaired as per need. We try our best to keep the use of plastic at minimum possible level. There is a limited scope of liquid waste generation in the college. The urinals and toilets are kept clean. During rainy season utmost care is undertaken to provide an outlet to the stored water to avoid stagnation of the same. The initiative of such kind helps us to create a healthy

hygienic conditions on the campus and do not let the disease like Cholera, diarrhoea to spread over. E-waste such as Computer Harddisk, CD, DVT, old computers which are detrimental to maintain ecological balances are kept in the store room.

#### **7.1.6 Rain water harvesting structures and utilization in the campus**

##### **Response:**

Management of water-level has become one of the prime concerns for us because the water level is sinking low by each bay due to boring. This can be stopped by a proper preservation of rainwater. A careful attitude towards water management at the level of an institution can be very helpful in rainwater harvesting. Our college is trying its best to harvest rainwater collected in the campus and at the rooftop of our college. For rain water harvesting temporary channels have been dug by our NSS volunteers. No part of the rainwater is allowed to go waste.

#### **7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

##### **Response:**

Green practices: as most students of our college belong to the local area and to a poor economic background, they come to the college either on foot or on bicycle. The government of Bihar has provided bicycle to the girl students at high school level. Besides, many teachers live in the teachers' quarters flat inside the college campus. Therefore, they do not need a bike or a four wheeler for coming to the college. Some staff and some guardians use bikes, though their number is almost negligible. We try to manage by the minimum use of plastic, even though the target of going plastic free is yet to be achieved. However we do not miss any opportunity to manage by alternative means as much as possible. The office is slowly moving towards paperlessness. Necessary notifications are uploaded on the college website for the benefit of all. CD and Hard Disk are being used for data storage. A proposal regarding office automation is being sent to the University for Financial Support. The college has a green campus with an NSS garden, a botanical garden, and a herbal garden. There are a large number of trees and plants in the college.

#### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0.16

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0.05    | 0       | 0.19    | .07     |

| File Description  | Document                      |
|---|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |

**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** D. At least 2 of the above

| File Description                                      | Document                      |
|---|-------------------------------|
| Resources available in the institution for Divyangjan | <a href="#">View Document</a> |

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**

**Response:** 5

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 5       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 3

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 1       | 0       | 2       |

### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** No

### 7.1.13 Display of core values in the institution and on its website

**Response:** Yes

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** No

| File Description  | Document                      |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |

### 7.1.15 The institution offers a course on Human Values and professional ethics

**Response:** No

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** No

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 14

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 4       | 6       | 3       |

**File Description**

**Document**

List of activities conducted for promotion of universal values

[View Document](#)

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

The college regularly organizes the Birth Anniversary and Death Anniversary of great personalities like Gandhi Ji, Dr. APJ Kalam, R. C. Prasad, Sardar Patel, Ram Dhari Singh Dinkar, Swami Vivekananda. Celebration of the birth anniversary of Mr. Harvansh Narayan Sing, the founder of the college is a regular feature of the college sports and Literary and cultural schedule. The sports committee, Literary and Cultural activity Committee and NSS unit of the college are actively engaged in the organization of these programmes and events

**7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

**Response:**

The college maintains total transparency in financial, academic, administrative and auxiliary functions. The

mode of administration is participative and decentralized. Financial operations are open to all and there is an elaborate mechanism of checks and balances in this regard. The Bursar and the members of the purchase committee take care of the correctness of procedure. Every proposal of development is approved by the development committee. The DPR of these development projects are approved by the university. Even in case of small expenses, there is a very transparent mechanism. Every single expenditure and income is recorded and audited.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

#### **BEST PRACTICE: I**

**TITLE: SOCIAL AWARENESS AND COMMUNITY DEVELOPMENT**

**GOAL:**

The college keeps on working on Youths exuberance towards social responsibility and inculcate and embeds the sense of social responsibility amongst the youth.

**CONTEXT:**

All the citizens of India have the responsibility towards the holistic development of the society. Therefore to address this issue, various initiatives have been undertaken by the college towards the training of the overall growth of the students.

**THE PRACTICE:**

The social issues addressed by the college under the umbrella of NSS activities include Environmental issues in our society, Drug abuse, Stress Management, Malnutrition and Gender inequality, Sex crime and role of youth in its prevention and Sanitation. A survey and monitoring programme of pension distribution was assigned to the college by the Dept. of Social Welfare, Govt. of Bihar. Awareness workshops were organized by the college on AIDS, Physical disability and Mass cleanliness.

**THE EVIDENCE OF SUCESS:**

The above said details as mentioned has led to successful implementation of various initiatives such as blood donation camp, instilled self-confidence amongst the students and their alacrity towards their rights and duty were enhanced along with their social responsibilities.

**PROBLEMS ENCOUNTERED AND RSOURCES REQUIRED:**

One of the most important problems encountered during the implementation of the initiatives is lack of awareness and education amongst the people in the society. One important point to be noted here is the cavalier approach of the Government officials towards the plight of the citizens.

**BEST PRACTICE: II****TITLE: CLEAN CAMPUS, GREEN CAMPUS GOAL****GOAL:**

**Greenery is a fundamental aspect of an institution. To keep the campus clean and green is an important task not only for the aesthetics of the institution but also for the purpose of development of environmental consciousness among the students. The youth**

**CONTEXT:**

**Environment protection always needs to be on the top agenda of development ethics. The youth need to acquaint themselves with the intricacies of environment while they pursue their study. A clean and green campus sensitizes them to this issue. So the college has developed a Botanical garden, NSS garden and a traditional herbal garden.**

**THE PRACTICE:**

**In order to keep the campus clean and green, the college NSS unit regularly organizes cleanliness drives and plantation drives and also organizes lectures on the issue of environment.**

**THE EVIDENCE OF SUCCESS:**

**Due to this practice, the college has a lush green campus. There are a large number of trees and plants inside the campus. Watering, pruning and weeding out of the campus is done regularly by the NSS volunteers, adding to its beauty.**

**PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:**

**Due to a large number of trees it is difficult to keep the campus clean. Dry Leaves, dead herbs and unwanted outgrowth make things pretty difficult to manage. In the absence of a gardener this becomes a tough task. Additional fund and staff for the maintenance of college cleanliness are required**

**7.3 Institutional Distinctiveness****7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust****Response:**

An institution is very much like an individual in respect of its vision, priority and thrust. It takes a long concerted effort to evolve these things. When an institution is set up, it also sets up its goals. However in course of its journey, there are various pushes and pulls, various handicaps resist its progress and various negative forces thwart its forward mobility.

However, with a well defined institutional vision, clearly stated priority and focused thrust on objectives the institution is able to carve out a distinguished character. Since its very inception, the college has been

desirous of achieving excellence and maintaining its core values. As it was set up just a few months before independence, its founders had a vision of imparting quality education to the people of rural set up are at affordable cost. They always thought of delivering education at par with the urban centres. This institution was to serve as an agent of social change. The focus was to make it accessible to the poor, the deprived, the PWD, and girl students. Quality and harmony are the two objectives of the college. There is a family bond between students, guardians, and the college employees. With the passage of time, there has been much wear and tear effect. Even then the core values of the institution are intact. We have been able to provide quality education, and a transparent, student-friendly administration. Above all, we have been able to protect the family feeling.

NAAC

## 5. CONCLUSION

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### Additional Information :

There are some pieces of information that need to be disseminated in addition to what has already been discussed about the academic and administrative ambience of the college. The college has the distinction to have many alumni, and the teachers having worked at some points of time or the other and earned laurels in different walks of life and carved out a niche for themselves and for the society at large. The list of such alumni is very long. However, a few names have been short listed and they are as follows:

1. Politics: Mr. Ramvilas Paswan (Hon'ble Minister of Consumer Affairs, Food and Public Distribution, govt. Of India), Mr. Pashupati Kumar Nath Paras (Hon'ble Minister of Animal Husbandry and Fish Resources, Govt. Of Bihar), Late Mr. Misri Sada & Late Mr. Ghanshyam Singh (Both Ex- Cabinet Ministers, Govt. Of Bihar). 2. Academia/Teaching: Out of Seven Teachers Two of its Alumni: Dr. Ramesh Kumar (Economics) and Mr. Laliteshwar Kumar joined the college as Assistant Professors. Arsi Prasad, the great Hindi poet had started his teaching career as a lecturer in the department of Hindi 3. Miscellaneous : Mr. Jitendra kumar ( IAS & Principal Secretary education, UP govt.), Mr. Balram Paswan (Deputy Director, International institute of Population Science, Mumbai), Mr. Arshad Zaman (2nd tpper BPSC), Dr. Vivekanand (M.S. & Director Para Medical College & Hospital, Khagaria), Dr. S.M. Wasiur Rahman (MD, PGI Lucknow and MRCP, London), Mr. Amrit Vishal (Senior Manager NSDL, Mumbai).

The installation of language lab has lately offered opportunity to UG students in English to develop their ability to make their speech intelligible to the speakers of the language.

### Concluding Remarks :

From the discussion that has been preceded before, it may be well said that Koshi College, Khagaria stands out as an institution of higher education which caters to the needs of people with a great degree of academic concern and eagerness. It has performed exceedingly well in providing quality education at an affordable expense to boys and girls alike. The commitment of the teachers with regard to the completion of the syllabus has always been praiseworthy. The college leaves no stone unturned to prepare the students to meet new challenges, demands and aspirations of society in harnessing new knowledge, building cultural understanding and creating social awareness among the underdogs and underprivileged. The college conducts Parents-teachers meeting from time to time to procure feed-back from guardians. The NSS of the college has always done a remarkable job by organising programmes on various issues of pressing concerns and has been making relentless endeavour to promote human values, national integration, communal harmony etc. The Sports Council too has been conducting the events of various hue; so is the Literary and Cultural Committee of the college which has been promoting extra-curricular activities such as debate, quiz, speech, singing, dancing etc. Moreover, the college also prides itself to have a list of great alumni who have earned names nationally in different walks of life.

Therefore, once the college is accredited with high gradation, the hope will run high for our college to enter into the corridor of excellence in the arena of higher education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
|-----------|---|---------|---------|---------|---------|---------|-----|------|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|------|-----|-----|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.4.2     | <p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken<br/>           Answer After DVV Verification: E. Feedback not collected<br/>           Remark : HEI has not submitted any proof</p>  |         |         |         |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 2.1.1     | <p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years<br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>2</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>  | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 3   | 3    | 2   | 1   | 3   | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0   | 0   | 1    | 0   | 0   |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 3         | 3   | 2       | 1       | 3       |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 0         | 0   | 1       | 0       | 0       |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 2.1.2     | <p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years<br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>992</td> <td>1264</td> <td>982</td> <td>887</td> <td>938</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>857</td> <td>859</td> <td>1281</td> <td>768</td> <td>920</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years<br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1845</td> <td>1845</td> <td>1845</td> <td>1495</td> <td>1495</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 992 | 1264 | 982 | 887 | 938 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 857 | 859 | 1281 | 768 | 920 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1845 | 1845 | 1845 | 1495 | 1495 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |  |  |  |  |  |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 992       | 1264  | 982     | 887     | 938     |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 857       | 859   | 1281    | 768     | 920     |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 1845      | 1845  | 1845    | 1495    | 1495    |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |
|           |   |         |         |         |         |         |     |      |     |     |     |         |         |         |         |         |     |     |      |     |     |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |  |  |  |  |  |

|      |      |      |      |      |
|------|------|------|------|------|
| 1845 | 1845 | 1845 | 1845 | 1845 |
|------|------|------|------|------|

Remark : Response edited according to the submitted proof.

|         |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 2.1.3   | <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 577 1046 712"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>739</td> <td>857</td> <td>741</td> <td>700</td> <td>652</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 788 1046 922"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>729</td> <td>857</td> <td>741</td> <td>690</td> <td>652</td> </tr> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 739 | 857 | 741 | 700 | 652 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 729 | 857 | 741 | 690 | 652 |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 739     | 857  | 741     | 700     | 652     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 729     | 857  | 741     | 690     | 652     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.2.3   | <p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 5</p>  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.3.2   | <p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 1</p> <p>Remark : LCTs and Projectors will not be counted. Link of LMS, moodles etc and link of resources created need to be provided.</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.3.3   | <p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors</p> <p>Answer before DVV Verification : 16</p> <p>Answer after DVV Verification: 6</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.4.2   | <p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1998 1046 2087"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> </table>   | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

|    |    |    |    |    |
|----|----|----|----|----|
| 15 | 15 | 16 | 19 | 19 |
|----|----|----|----|----|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 11      | 11      | 11      | 10      | 10      |

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 1       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

Remark : HEI has not provided required proof.

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : HEI has not provided required proofs

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 11

Answer after DVV Verification: 11

3.3.3.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 14

Answer after DVV Verification: 11

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 5       | 14      | 7       | 7       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : HEI has not provided web-link for all journals linked to UGC-CARE website.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 14

Answer after DVV Verification: 3

Remark : HEI has not provided required proof

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 10.05   | 5.61    | 22.17   | 46.48   | 6.17    |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 46.48   | 6.17    |

Remark : HEI has not provided properly highlighted profit and loss statements approved by Chartered Accountants

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

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | .23     | 4.86    | 0.42    | 016     |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0.42    | 0.16    |

Remark : HEI has not provided properly highlighted profit and loss statements approved by Chartered Accountants

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 10.1    | 21.31   | 22.68   | 9.62    | 9.19    |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 9.62    | 9.19    |

Remark : HEI has not provided properly highlighted profit and loss statements approved by Chartered Accountants

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 25      | 15      | 362     | 9       | 71      |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 25      | 15      | 350     | 9       | 71      |

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the

institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 25      | 15      | 350     | 9       | 71      |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : HEI has not provided the required proof

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6       | 19      | 16      | 19      | 42      |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : HEI has not provided required proof.

5.3.1 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) 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:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 5       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9       | 10      | 15      | 12      | 11      |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9       | 10      | 15      | 12      | 11      |

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

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : HEI has not submitted the required proof.

6.2.3 Implementation of e-governance in areas of operation

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

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

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five

years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 4       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 4       | 0       | 0       | 0       |

| 7.1.4   | <p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)<br/>Answer before DVV Verification : 24<br/>Answer after DVV Verification: 00</p> <p>7.1.4.2. Annual lighting power requirement (in KWH)<br/>Answer before DVV Verification : 600<br/>Answer after DVV Verification: 600</p> <p>Remark : HEI has not provided enough proofs.</p>  |         |         |         |         |         |      |      |   |      |     |         |         |         |         |         |   |      |   |      |     |
|---------|--|---------|---------|---------|---------|---------|------|------|---|------|-----|---------|---------|---------|---------|---------|---|------|---|------|-----|
| 7.1.8   | <p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management 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="304 1290 1046 1426"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0.10</td> <td>0.05</td> <td>0</td> <td>0.19</td> <td>.07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1503 1046 1639"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0.05</td> <td>0</td> <td>0.19</td> <td>.07</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0.10 | 0.05 | 0 | 0.19 | .07 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0.05 | 0 | 0.19 | .07 |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |      |      |   |      |     |         |         |         |         |         |   |      |   |      |     |
| 0.10    | 0.05   | 0       | 0.19    | .07     |         |         |      |      |   |      |     |         |         |         |         |         |   |      |   |      |     |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |      |      |   |      |     |         |         |         |         |         |   |      |   |      |     |
| 0       | 0.05   | 0       | 0.19    | .07     |         |         |      |      |   |      |     |         |         |         |         |         |   |      |   |      |     |
| 7.1.9   | <p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> <li>1. Physical facilities</li> <li>2. Provision for lift</li> <li>3. Ramp / Rails</li> <li>4. Braille Software/facilities</li> <li>5. Rest Rooms</li> <li>6. Scribes for examination</li> <li>7. Special skill development for differently abled students</li> <li>8. Any other similar facility (Specify)</li> </ol>   |         |         |         |         |         |      |      |   |      |     |         |         |         |         |         |   |      |   |      |     |

|         | <p>Answer before DVV Verification : C. At least 4 of the above<br/>         Answer After DVV Verification: D. At least 2 of the above</p>   |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
|---------|---|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 7.1.10  | <p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years<br/>         7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5</td> </tr> </tbody> </table>   | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 1 | 0 | 2 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | 5 |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 0       | 0   | 1       | 0       | 2       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 0       | 0   | 0       | 0       | 5       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 7.1.17  | <p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> <td>4</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>4</td> <td>6</td> <td>3</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 3 | 1 | 4 | 3 | 4 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 1 | 4 | 6 | 3 |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 3       | 1   | 4       | 3       | 4       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 0       | 1   | 4       | 6       | 3       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |

## 2.Extended Profile Deviations

| ID      | Extended Questions   |         |         |         |         |         |     |      |     |     |     |
|---------|--|---------|---------|---------|---------|---------|-----|------|-----|-----|-----|
| 1.1     | <p>Number of courses offered by the institution across all programs during the last five years<br/>           Answer before DVV Verification : 18<br/>           Answer after DVV Verification : 600</p>   |         |         |         |         |         |     |      |     |     |     |
| 2.1     | <p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>992</td> <td>1264</td> <td>982</td> <td>887</td> <td>938</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 992 | 1264 | 982 | 887 | 938 |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |      |     |     |     |
| 992     | 1264   | 982     | 887     | 938     |         |         |     |      |     |     |     |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2871    | 2723    | 2768    | 2608    | 2760    |

2.3 Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 592     | 587     | 511     | 557     | 684     |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 587     | 352     | 508     | 557     | 683     |

3.1 Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15      | 17      | 18      | 23      | 23      |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 19      | 17      | 17      | 20      | 21      |

4.3 Number of computers

Answer before DVV Verification : 20

Answer after DVV Verification : 17