



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHARSHI VISHWAMITRA MAHAVIDYALAYA

CHARITRAVAN, DIST - BUXAR

802101

www.mvcollegebuxar.org

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Buxar owns its importance as a historical place almost exclusively to its colossal Vishvamitra Ashram, which still stands majestically. The traditional account of the holi antiquity as an important center of Vishnu and Siva worship embedded in Balmiki's Ramayan and Ramcharit Manas and Some of the purans has been described. this town known as Siddhashram witnessed a remarkable outburst of intellectual activities during the time of Vishvamitra in Vedic period.

The new spirit of the modern age was remarkably illustrated by the life and thought of Sri KhakhiBaba; The saketbasi, and Sri Mauni Baba; Janakpurbasi. Undoubtedly KhakhiBaba was a great social reformer, a great religious teacher and a tower of philosophical wisdom in this area. He himself worked for reform in educational field. he was deeply religious but not ethologically inclined. He laid great emphasis on modern education including co-education. For the purpose he laid the foundation of M. V. College, Buxar on 11th June, 1957.

The honourable Raja of Dumaron state had deep love and affection with KhakiBaba. He donated ten bighas land on the bank of Ganga for the college along with the Raja of Dumaraon other devoted disciple of Khaki Baba gave monetary help for the construction of the building of the college. Sri Basistha narayan Mishra, the elder son of Khaki Baba devoted his entire life for the constituent unit under Magadh University in the year 1975.

Vision

To make this institute of higher education a centre of excellence by promoting knowledge, creating new knowledge and finding its applications by tapping the potentials of staff and students.

Mission

- To Create an effective teaching learning environment that enables the students to realise their full potential.
- To develop the college as a catalyst of social change and growth to prepare students to think critically and act responsibly in a rapidly changing global environment
- To inculcate among the college community a sense of environmental responsibility so as a adopt environment friendly practices as a way of life.
- To promote quality in education and constantly strive for excellence in teaching, research, student support and overall management.
- To nature human values and enable students to become socially responsible citizens with commitment to play a pivotal and catalytic role in national development, and cultivate and advocate ethical behaviour in all aspects of its functioning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Established in 1958, Maharshi Vishwamitra College, Buxar is the premier and one of the oldest higher educational institutions of Bihar with distinct reputation for excellent teaching performance and good conduct of its students.
- Use of innovative teaching methods by the College faculty such as case studies, presentation, field work and educational tours.
- Vibrant academic environment supported by wide array of lectures by eminent experts, seminars and faculty development programmes.
- The faculty members of College are research oriented and involved in various research projects either individually or in collaboration with national institutions/Organizations.
- Modern well-integrated infrastructural facilities such as computer labs and fully computerized library. A Huge Examination Hall to accommodate 3000 students in one sitting.
- Vibrant student centric environment focusing on academics and also providing enabling environment for development of excellence in cultural, sports, creative writings and other student empowering activities like debate, dramatics, music and fine arts.
- Strong commitment of the College to environment friendly practices such as rain water harvesting, Vermi compost and other green initiatives.

Institutional Weakness

- Lack of infrastructure facilities viz. auditorium and staff quaters.
- Acute shortage of permanent teaching faculty members because no appointment of teachers made since last 10 years.
- Inadequate communication and comprehension skill of students at entry level.
- There is no sanctioned posts for faculty members in vocational / professional / skill oriented courses, it is difficult to maintain teaching quality and hands on experience by availing the service of part – time teaching faculty & resource persons.
- Lack of advanced teaching equipment
- Unsatisfactory attendance of students
- Low graduate employability
- Most of them hail from weaker sections and in need of upliftment in their basic education and communication skills.
- Transport facility lacking.
- Lack of research collaborations.

Institutional Opportunity

- Channelizing the energy of the youth and meeting their aspirational needs through the introduction of new courses and development of their entrepreneurial skills in alignment with Skill India Project of the Government of India.
- To facilitate faculty exchange programmes with institutions of importance both in India and abroad.
- To create a talent pool of the students so that they can provide real life solutions to the diverse problems faced by the society in contemporary times.
- Master degree level professional courses like MCA, MBA, M.Sc (IT), PG in some more traditional subjects can be started.
- Agro based Research centres can be established.
- Possibility of collaboration with research institutes and institutions of National importance.

Institutional Challenge

- To provide an inclusive and cohesive academic environment to the students coming from the diverse socio-economic and regional background.
- To evolve innovative strategies to sustain and enhance the motivational levels of the teachers.
- To make the work culture of college more eco-friendly and socially responsible in all spheres of its activities.
- To train the permanent non-teaching staff to use modern ICT techniques to adopt for fast, accurate and scientific management of data and information.
- To achieve academic excellence despite adhoc enrolment of teachers.
- To motivate the faculty and university officials to bring change as per the demand of job market in the courses of studies and progressive paradigms in Higher Studies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The “gathering of the wisdom of the East and the West” is what the college has set out to do. It strives to prepare young men and women to be scientific in temper, questioning in attitude and ready to invent means and ways to face challenges of life and society. The college follows the curriculum set by Veer Kunwar Singh University, Ara. The faculty members participate in the preparation of the curriculum, wherever there is a possibility and structural space to do so. In fact, in most of the departments, in the best spirit of democracy, college teachers are included in the general body which is where the discussions about curriculum and other academic issues are carried out, particularly whenever a change is made.

The basic pedagogical exercise of teaching and learning takes the form of age-old, some say conventional, practice of class-room activity, laboratory and library work, use of some technology as computers and internet to gather more information and constantly try to engage in appreciation of various ways of reasoning. Both students and teacher do this within the framework of set curricula of the University. The college is trying to move towards a regime of feed-back from students in curricular activities, requirements and changes.

Teaching-learning and Evaluation

Beginning with the admission process the college provides congenial atmosphere to the students. The admission process is a public and transparent process, with public announcements/advertisements to students volunteers helping in the process. As per constitutional requirements, we do follow the reservation of various weaker sections in our society and enable them to take to higher education seriously for their own as well as the benefit of the society. The Principal does the admissions on the recommendations of the Admission Committee, which is a part of the Statutory body 'Staff Council' of the College. There is also an Grievances Redressal Cell. Every year after the admissions are over, a report of the Admission Committee is placed in the Staff Council and a review is done of the work for the benefit of the procedural (or otherwise) improvements, could be adopted next year. Following reservation policy is followed by college admission committee in admission process of all courses.

01 . SC – 16%; 02. ST – 01% ; 03. BC-I – 18% ; 04. BC-II – 12% ; 05. Differently abled – 03% ; 06. BCW – 03%
07. Doner's quota – 01% ;

- 08. Dependents of college/university teaching staff – 02%
- 09. Dependents of non-teaching staff of college – 02%
- 10. Dependents of affiliating university officers – 01%
- 11. Dependents of personnels under central / state gov. transferable job (Army/Bank /Rly./Administration) – 01%
- 12. Sports/Games/Music and fine arts quota – 01%

Research, Innovations and Extension

Individual teachers in a varied ways have been engaged in research activities. The College has ably supported the research projects of such teachers individually.

The college as a facilitator for the research projects has two specialized labs for Chemistry, and one work station for Physics. These are beside the other common provisions of a Computer Network Resource Centre, Internet, Wi-Fi facility. The Library facilities include accessibility of e-journals, e-books, OPAC, INFLIBNET and such other provisions for the researchers. The Library of the College though provides largely to curricular imperatives of undergraduate scholars, yet has been very often useful for researchers too. The college has also taken care to ensure hurdles-free passage of grants and procurements for research work in the college. No researcher has neither been inconvenienced nor has ever brought any complaint regarding this.

The average number of publications per faculty stands at 05 and the several research result patented stands at 13, which includes both national and international accreditations. These figures say certain things but what they hide and more important, is the participation of faulty members in the universal march for knowledge and critical truth. We have listed the achievements of 05 teachers and the various laurels they have received at various times in their respective career.

Infrastructure and Learning Resources

As for infrastructural and learning resource facilities we possess a huge and several magnificent building structures spread over in 16.26 acres of land in an area which has become the epicenter of education. Total built up area is 29339.71 sq.mtr. We have 20 classrooms in the Science, Arts and Commerce blocks in the main building, a separate Department of Education, 01 Seminar hall, 11 laboratories, 02 botanical garden, 01 rich library, 01 language lab., 04 computer lab, 01 field for outdoor games, a unique gymnasium and an environmental friendly green campus. We have a girl's hostel on campus for 100 inmates, 01 large staff room, 02 separate common rooms for boys & girls. We have recreational and health care facilities, internet and wi-fi facilities in campus. The college ensures optimal allocation and utilization for available financial resources for maintenance and upkeep of available facilities and is always seeking to add new ones. The sprawling lawns and vast playgrounds lend magnificence to the physical infrastructure, In recent years, a new examination hall constructed with financial help of state govt. This Huge examination hall has capacity to Accommodate 3000 examinees in one sitting. The Environment Society ensures that the campus remains pollution free and green.

Student Support and Progression

Students are the real wealth of a nation. They are the potential human resources for national development. Only well groomed and nicely nurtured students with the dexterity of hand, head and heart can be fine human beings. The college has fine fusion of the excellence of academics and extra - curricular activities. Various student support and progression activities bloom the hidden creative talent. Professional Guidance, Information &

Career Counselling cell guides the students to energies their cognitive skills in order to receive rich dividends. The college practices multiple activities to make the students enlightened citizens of the country. The rich roll of old distinguished students and their spectacular contribution to humanity is the real success of the college. The college provides fee concessions stipends and scholarships to SC/ST/BC-I/BC-II and economically weaker sections under Bihar Govt. and Central government schemes. Many NGOs also help the economically disadvantaged students and the college accomplishes its mission and goal of upliftment of the weaker sections of the society. Students belonging to differently abled category are given specific physical and psychological boost so that they should be at par with their peers. For the progression of the students, best support mechanism cum fine exposition plan is executed. Edutainment cum excursions keep the students well informed and sharply awakened.

Governance, Leadership and Management

The College is a directly administered institution of the Veer Kunwar Singh University, Ara. The internal governance of the college is democratic and participative. Various cells and committees have been delegated with adequate power and responsibility. Admission committees look after the fair admission process, Proctorial Board looks after the discipline in the campus, college development committee makes planning and its implementations for the all round development of the college. The teachers and the non-teaching staff work as a group. Meetings of the teachers and non-teaching staffs are held regularly. Grooming of leadership is done at four levels – academic and research (among the teachers), curricular, extra-curricular (among students) and environmental (both students and others). Planning is done in three categories: academic, infrastructure and administrative measures for quality improvement of the curricular activities are regularly taken. The college maintains updated financial reports done by institutional and external bodies. IQAC (Internal Quality Assurance Cell) of college reviews and audits the academic activities of the college.

The principal looks into the academic needs and infra necessities of the institution. The computer centre, laboratories and the sports facilities, after due deliberations with different stake-holders are put in place. Faculty members are encouraged to develop their skills and pursue research of their own interest. Leadership qualities in both academic and non-academic sphere are encouraged both for the staff members & the students.

Institutional Values and Best Practices

Established for the value oriented and the most recent learning for the students, Maharshi Vishwamitra College, Buxar ardently believes in innovative best practices. The college is fully aware of environment consciousness. Many initiatives have been taken to make the campus eco-friendly. The traditional tubes and bulbs have been replaced with CFL, LED and Solar lights. The college has power saving features on all the computers in the labs. Besides, there is a rule that each electronic item should be unplugged when it is not in use. Solar lamps have been installed. Realizing the scarcity of water, Rain Harvesting system has been introduced. 'Go Green and Keep Clean' is the paradigm principle of the institution. Waste paper management is also being done, ramps for differently-abled students have been made. For the optimum and effective functioning of the college, administrative mechanism has been decentralized through different layers like Academic Council, the Heads of the departments and various committees. The whole campus is Wi-fi enable. INFLIBNET N-List facilities for e-earning and easy browsing of the books and journals have been provided to the students. Many concessions in Admission fee are given to the poor, outstanding and needy students. The college also helps them to get many stipends, scholarships and financial Aids from many NGOs and other organizations. Remedial classes are held to boost the academic acumen of weak students. Many incentives are given to the meritorious students.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARSHI VISHWAMITRA MAHAVIDYALAYA
Address	CHARITRAVAN, DIST - BUXAR
City	BUXAR
State	Bihar
Pin	802101
Website	www.mvcollegebuxar.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	NAVIN KUMAR	06183-222010	9934041081	-	principalmvcbuxar@gmail.com
IQAC Coordinator	PRIYESH RANJAN	-	9031008856	-	priyeshranjan@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Constituent

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	11-06-1958

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

State	University name	Document
Bihar	Veer Kunwar Singh University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	16-06-1983	View Document
12B of UGC	16-06-1983	View Document

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?	Yes
If yes, has the College applied for availing the autonomous status?	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	CHARITRAVAN, DIST - BUXAR	Urban	6.5	7895

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,Department Of Hindi	36	Intermediate pass	Hindi	172	124
UG	BA,Department Of English	36	Intermediate pass	English	172	167
UG	BA,Department Of Sanskrit	36	Intermediate pass	Hindi	68	4
UG	BA,Department Of Philosophy	36	Intermediate pass	English,Hindi	68	28
UG	BA,Department Of Economics	36	Intermediate pass	English,Hindi	300	151
UG	BA,Department Of History	36	Intermediate pass	English,Hindi	552	552
UG	BA,Department Of Political Science	36	Intermediate pass	English,Hindi	552	351
UG	BA,Department Of Psychology	36	Intermediate pass	English,Hindi	552	413
UG	BSc,Department Of Physics	36	Intermediate pass	English,Hindi	276	276

UG	BSc,Department Of Chemistry	36	Intermediate pass	English,Hindi	242	189
UG	BSc,Department Of Mathematics	36	Intermediate pass	English,Hindi	276	222
UG	BSc,Department Of Botany	36	Intermediate pass	English,Hindi	58	31
UG	BSc,Department Of Zoology	36	Intermediate pass	English,Hindi	172	129
UG	BCom,Department Of Commerce	36	Intermediate pass	English,Hindi	540	190
UG	BBA,Department Of Business Administration	36	Intermediate pass	English	60	8
UG	BCA,Department Of Computer Applications	36	Intermediate pass	English	60	21
PG	MA,Department Of Hindi	24	Graduate	Hindi	60	33
PG	MA,Department Of History	24	Graduate	English,Hindi	120	111
PG	MA,Department Of Political Science	24	Graduate	English,Hindi	120	61
PG	MA,Department Of Psychology	24	Graduate	English,Hindi	120	111

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	37				37				37			
Recruited	2	0	0	2	9	0	0	9	7	1	0	8
Yet to Recruit	35				28				29			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				57
Recruited	43	5	0	48
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	7	0	0	7
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	1	0	0	0	0	0	0	0	0	1
Ph.D.	1	0	0	9	0	0	2	0	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	4	1	0	6

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	5	0	0	5

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	5	0	0	5

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1664	70	0	0	1734
	Female	1125	23	0	0	1148
	Others	0	0	0	0	0
PG	Male	75	0	0	0	75
	Female	150	0	0	0	150
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	798	745	609	616
	Female	483	275	247	247
	Others	0	0	0	0
ST	Male	63	42	26	24
	Female	18	4	5	5
	Others	0	0	0	0
OBC	Male	1667	1676	1150	1148
	Female	1012	783	769	779
	Others	0	0	0	0
General	Male	2545	2096	1609	1693
	Female	1542	1318	1151	1168
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		8128	6939	5566	5680

3. Extended Profile

3.1 Program

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

Response: 179

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8601	8128	4682	3706	3692

File Description	Document
Institutional Data in Prescribed Format	View Document

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
1838	1838	1838	1838	1838

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
2128	2326	2298	1648	1664

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	14	14	15	16
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
37	37	37	37	37
File Description		Document		
Institutional data in prescribed format		View Document		

3.4 Institution

Total number of classrooms and seminar halls

Response: 15

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

2017-18	2016-17	2015-16	2014-15	2013-14
2136500	1164970	1164970	1162360	1185360

Number of computers

Response: 30

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 college meticulously develops action plans for effective implementation of the curriculum provided by its affiliating University VKSU, Ara. At the outset, the IQAC of the college conducts protracted meetings with the staff members of various department heads to develop various strategies for effective implementation of the curriculum. Teachers are encouraged before hand to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars, industrial visits, computer education apart from regular/traditional teaching methods. Thereafter, the staff members of various teaching departments conduct their internal meetings and develop academic plans for the coming academic year. Keeping in view, the no. of working days available, the syllabus is divided into units which are to be finished by a given deadline. Each department of the college follows the academic calendar issued by the affiliating university. Thereafter, the college plans its annual academic schedule which clearly mentions the topics to be taught and no. of working days allocated to respective topics, the amount of syllabus to be tested in various class, monthly, terminal or half yearly exams.

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: 108.97

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
3	4	2	4	4

File Description	Document
Details of participation of teachers in various bodies	View Document

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

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

File Description	Document
Details of the new courses introduced	View Document

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

Response: 0

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

File Description	Document
Name of the programs in which CBCS is implemented	View Document

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	View Document

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 College does not enjoy such autonomy as it is supposed to follow the curriculum provided by the university. The Academic Council of the University prepares the curriculum which the college is obliged to implement. However the curriculum incorporates cross cutting issues related to gender, environment, sustainability, human values and professional ethics in its framework. In subjects like Botany and Chemistry the issues related to environment and pollution are incorporated. Similarly Economics incorporates the issues of sustainable development. The question of values and gender are dealt with in the syllabi of literature and philosophy. Commerce deals with management related issues that incorporate professional ethics. Overall the curriculum tries to develop among the students communicative competence, critical thinking, social values, environmental consciousness, gender sensitivity etc. and tries to infuse core human values among them. Compulsory paper in degree third year GES (General Environmental Studies). Our College tries to execute those by the corresponding department in class room as well as practical teaching. The college is a coeducation institution and a sizeable number of girl students are enrolled. Many of them are from minority community. Hence all possible measures are taken to educate staff and students on issues of gender inclusion. This is done through planned gender sensitization programmes. Gender sensitization issues are highlighted through display of posters on women safety tips and organizing programmes like Women's Day celebration, discussions and debates through the Women's Development Programme run under Political Science department of the college. Seminar on human rights and women rights are organised frequently to create awareness among the students on these issues. Education on Environment and awareness on climate change is provided in class and through awareness campaigns. Importance of water conservation is stressed through rainwater harvesting and minimal use of available water. Plantation of ornamental and medicinal plants through out the campus was undertaken with the help of Botany dept. for protection of environment. Student participation in compulsory social service makes them responsible citizens conscious and sensitive to environmental changes. All measures are adopted to maintain the campus clean and eco-friendly. The college NSS & NCC wings regularly organize Camps as well as Workshops and Seminars on topics like ecological problems, dowry, female infanticides, gender discrimination, women empowerment etc.

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	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 0.35

1.3.3.1 Number of students undertaking field projects or internships

Response: 30

File Description	Document
Institutional data in prescribed format	View Document

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: A. Any 4 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: B. Feedback collected, analysed and action has been taken

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: 4.99

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
430	406	234	185	184

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 55.3

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
2228	2326	2298	1648	1664

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
3676	3676	3676	3676	3676

File Description	Document
Institutional data in prescribed format	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: 96.12

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
1665	1838	1838	1746	1746

File Description	Document
Institutional data in prescribed format	View Document

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 the slow learners and the weaker students is a challenging task. However the slow learners also like to be same as the normal student. Some techniques need to be applied for these students. Some such techniques applied in our college are as follows:

Giving more time: On the basis of their performance in class based assessment the slow learners are identified. these learners are given more time in explaining the difficult concepts. They are explained various concepts by different examples.

Small Group: Slow learners are taught in small groups so that they can understand things property as the teachers come in close contact with them. They need extra attention of the teachers which they are able to receive in small groups.

Making teaching a fun: The teachers often create a fun in order to make the slow learners understand some difficult matters. These students feel easy in such an atmosphere.

Review: The performance of such students is regularly reviewed and on the basis of feedback new strategy is adopted to teach them. The regular review helps in the improvement of the performance of the learners.

For Advanced learners the teachers apply a different method. They prescribe them books & related websites for further reading. They are suggested to use library and internet for further enhancement of their learning. They also get opportunity to ask questions to teachers and meet them for any doubt clearance and further discussion. Faculty members monitor progress of the students on regular basis via class tests, presentation, group discussions, etc. The data collected on these basis is analysed and accordingly corrective measures are done on continuous basis in lectures/ tutorials/ practical. All the departments in their regular meetings do collectively review the progress of the courses and the possible problems faced by the students. Before the start of the new semester / academic year, every department holds departmental meetings to discuss in detail student performance in the previous semester / year and based on that

organize teaching in the next semester / year.

Enabling Unit of the college focusses specially on the disabled students and monitor their progress and takes up the issues with relevant departments /administration.

2.2.2 Student - Full time teacher ratio

Response: 452.68

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 1.02

2.2.3.1 Number of differently abled students on rolls

Response: 88

File Description	Document
Institutional data in prescribed format	View Document

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:

Keeping in view the importance of the student centric learning, the college makes all its efforts to understand dimension of this concept. IQAC of the college also identifies the need to change the traditional mind, the challenges on the basis of feedback received from all stakeholders and proposes a comprehensive program thereof.

The college provides a well stocked library which boasts of latest books and journals which the faculty uses efficiently to provide comprehensive and latest information to the students. Students are also encouraged to use the library independently that enhances their knowledge. College is member of INFLIBNET and its teacher & students are given separate ID's to access different national & international database of journals and reports, this facility adds extra edge to students and faculty member in updating their knowledge base regarding any topic. NRC (Network Resource Centre) and Wi-Fi facility in college campus provides easy access to internet for latest informations. The conventional lecture method has been modified by dividing one lecture session in two parts first part will be of lecture of teacher on the topic and the second part will be of lecture-cum-question-answer session in which both components should have equal time frame. Thus, this shifts from monologue to dialogue has led to increase interest of the students into the classroom, class room seminars, debate and discussions as well as guest lecturers holds regularly in different departments by generating interest in them, offer the students the scope for active interactive participation. Smart Classes are also used to demonstrate ICT based learning materials.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**Response:** 36.84**2.3.2.1 Number of teachers using ICT****Response:** 7

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues**Response:** 1228.71**2.3.3.1 Number of mentors****Response:** 7**2.3.4 Innovation and creativity in teaching-learning****Response:**

Teaching learning process can be a live process 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.

Every department has their own academic society that organizes various academic activities like inviting external experts for interactive seminars / workshops / discussion sessions. These departmental societies are mostly managed by faculty members & students. Many inter-college activities are also organized by the same societies. Besides making the students literate, the college aims at making the students lifelong learners by honing their talent and inculcating capacity for inferential analysis and scientific temper.

To bring out the creativity, the students are motivated and encouraged to participate in the extra-curricular activities held at the level of college, inter college and university. The college organizes the Talent Hunt function right in the beginning of the session every year to explore and there on chisel their talent. The college provides a platform to its students and of the region by organizing functions like Talent Hunt, and Media Fest, Youth Fest to showcase their talent. Special efforts are made to develop critical thinking and scientific temper amongst students through activities like Quiz, Seminars, Debates, Essay Writing Competition, slogan writing competition etc. The selection of the students editors of the college magazine “MANAK” is made on the basis of Creative Writing Test. It gives an opportunity to the budding writers to express their ideas accurately, appropriately and coherently.

Various departments organize educational and industry student interface visits cum trips to reputed establishments, organizations and institutions every year to apprise the students about the latest scientific and technological innovations.

2.4 Teacher Profile and Quality

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

Response: 42.16

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 73.53

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
13	11	11	11	11

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 17.99

2.4.3.1 Total experience of full-time teachers

Response: 341.8

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: 0

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	0	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: 3.78

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
3	1	1	1	1

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:

In three years degree course there is a provision of session end exam at the end of every part-I, II, III. However if fails to test a student fully. It can test only a particular set of questions based on the memory or analytical capacity of the students. There is a long gap and as such a student feels burdened preparing too much at one go. Hence it is advisable to spread the burden of learning by spreading the evaluation schedule. CIE is one such approach. The teachers of our college test the students at the end of every chapter. They hold tests at week-ends or at the end of a chapter. Earlier there used to be sent up tests. However this practice could not be carried out properly due to the lack of adequate number of teachers in the college. Now class level objective tests and quizzes are in the vogue. This system proves very effective as the students get an assessment of their learning 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. In this course the teachers encourage the students to study authentic books rather than depend on cheap bazaar guides.

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

Response:

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 tests. Due to the lack of appropriate number of teachers in all subjects formal tests at internal level are not possible. 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, notifications related to various exams, distribution of marks sheet, display of tabulation register, and forwarding of application to the 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.

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 affecting the admissions in our college. As our college is situated at the border of BHU, students get an alternative to go there for timely result. 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 taught 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 University has not clearly stated the programme outcomes in the syllabus. However at degree level in all courses some expected outcomes can easily be sorted out. Some of the common outcomes are critical

thinking, effective communication, social interaction, effective citizenship, ethics, environmental sustainability, and self-dedicated and life-long learning. The overall outcome of a course should be the acquisition of both hard skill and soft skill. Besides getting information, knowledge and skill a student is supposed to acquire values and social and communicative skills. A good approach to citizenship and a proper consciousness of environment are also one of the most important expected course outcomes.

Subject wise expected outcomes can be as follows: Zoology: human health, bio-diversity, human and animal physiology, scientific thinking Botany: plant diversity, ecological balance, environment consciousness Chemistry: understanding of relationship between man and matter, sustainability, industry and man, pharmaceutical knowledge Maths : understanding number relation, developing critical, rational thinking, improving logical thing. Physics : Man and Universe, dynamics of power, energy, movement etc, man and machine. Hindi : understanding the structure and use of language, effective communication, sensitivity for literature, social awareness and empathy. English: understanding the structure and use of language, analytical approach and effective communication, understanding the relation between literature and society, developing a critical approach to the study of literature. Sanskrit: enjoying the beauty of Sanskrit language, reinventing Sanskrit language and literature, learning the social and ethical values.

Commerce: getting prepared to understand the structure and functions of market, understanding advertisement, budget, 'share market, profit and loss, management skill, company practices, business, trade, income tax, mercantile law, auditing, accounting etc. Philosophy: understanding the goal of life and the principles controlling life, logical reasoning, ethics, Ontology, epistemology, western and eastern thought tradition etc. Economics: understanding economic principles, the mechanism of poverty and development, banking, market, demography, planning, budgeting, agriculture and sustainability etc.

Political Science: Constitutional awareness, effective citizenship, democratic values, multicultural values, world politics, governance, political ethics, national political framework etc. History: understanding the course of human journey, learning from human mistake, human glory and failures, obtaining wisdom to negotiate the present and future crisis, learning social interaction. Psychology: understanding human behavior, community behavior, mass hysteria, abnormality of human behavior. Home Science, domestic management, cleanliness, financial management, family etc.

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 the 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 an assessment is done. Moreover, by making the students 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: 76.7

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

Response: 2387

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

Response: 3112

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 52.63

3.1.2.1 Number of teachers recognised as research guides

Response: 10

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

Response: 0

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

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

Response: 27

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 as 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 level. The college leaves no opportunities of promoting research at various levels. It is therefore that most of our teachers are either with Ph.D. or are in the process of doing Ph.D. most of them have published papers in journals or contributed articles in edited books or seminar proceedings. Some of our teachers are planning to send proposals for research projects in their respective subjects. A rich automated 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 libraries 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 Total 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	View Document

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: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: No

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

Response: 2.4**3.3.3.1 How many Ph.Ds awarded within last five years**

Response: 24

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

Response: 10

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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	View Document

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: 3.59

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
15	12	10	11	8

File Description	Document
List books and chapters in edited volumes / books published	View Document

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. besides these it annually organizes 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 leaching 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. They demonstrate a wonderful harmony and chemistry during these extension activities. Most activates 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: 39

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
12	12	12	1	2

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: 0.55

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
30	50	20	25	25

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

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	View Document

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

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has a robust infrastructure. There is a sufficient number of classrooms and tutorial rooms, laboratories, common rooms, toilets, seminar hall, library and computer facility. Besides these there is reading room in the library, separate accounts section, Principal's Chamber, exam control room, staff room, it has also a podium besides a raised platform for cultural and yoga activities outside the college building. Besides this the college is in process of developing language lab, modernized study room and common rooms. We have a small number of computers. We are trying to increase the number of computers in the college. The students are, however, getting internet facility and 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, football, cricket, volleyball. Kabaddi and kho-kho. A gym was also constructed here, though it could not be operational due to the lack of necessary equipments. There is an open yoga platform inside the boundary of the college. A proposal for the construction of a stadium in the college playground at the level of the Ministry of Youth Affairs and Sports of government of Bihar is also pending due to some bottlenecks. Various facilities of outdoor and indoor games are available in the college campus.

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

Response: 20

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: 13.81

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
119200	288340	168550	154250	130250

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 library has prepared databases of books in English language. As soon as new books are purchased and processed, their bibliographic description is added in the OPAC. Ten terminals are dedicated in e-library for the readers to use OPAC for their search of books.

* Electronic Resource Management package for e-journals

The college has joined the “National Library and Information Services Infrastructure for Scholarly content (INFLIBNET. N-LIST)” programme under which access to e-resources (3000 + e-journals and 75000 + ebooks)

to students, researches and faculty from colleges is provided.

* Federated searching tools to search articles in multiple databases - Enabled

* Library Website: A dynamic link of library (Web OPAC) is provided on the main website of the college i.e <http://mvcollegebuxar.org/main/>

* In-house/remote access to e-publications

Separate Login IDs and passwords which are generated by INFLIBNET under N-LIST programme are distributed among faculty members for accessing e-journals and e-books remotely from the college.

* Library automation : The library is fully automated with “Libman” (Library Management) software which has following advantages.

Flexible to run on any operating system.

Support for multi-media files.

Interactive, screen-oriented and menu driven user interface.

User-defined security levels.

Optional web & Mobile-based architecture (Web & M OPAC)

If support MARC 21, Unicode, SRU-SRW and Z39.50

The library automation software is equipped with the following modules Acquisition, cataloguing, Circulations, Serial, OPAC and Reports.

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

The college has the complete works of Mahatma Gandhi, Sardar Patel, Jawaharlal Nehru, Swami Vivekanand and Sri Aurobindo. Besides these it has also Encyclopedia of social sciences, Encyclopedia of science, and Encyclopedia Britannica. A collection of English translation of Indian religious texts Max Mueller is available. There are books on Ramdhari Singh Dinkar, Dr. Sikrishna Sinha, Premchand and other great personalities. Besides these there are rare books on Pali in the college library.

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: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

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

Response: 236559

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
4050	220094	211224	644927	102500

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

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: 1.45

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

Response: 125

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The present day need of the computerization, our college boasts of having all the infrastructural facilities in specific departments like BCA, Education Commerce & Library. These departments have their own distinctive Computer Labs with all the modern facilities and requisite software to cater to the needs of the students. Further, library also has E-resource Centres for providing access to e-resources, in particular. The dissemination of information and library services are also IT enabled which works as a quick learning tool for the users. The software is tailor-made as per requirements of academic needs/curricula and hardware is also updated on regular basis. Moreover, an initiative has been taken to install the Projectors and Screens in some classrooms as Teaching Aids to impart knowledge in a conducive manner. All these steps which have been taken will go a long way in enhancing the skills and understanding of subjects in a cohesive manner.

4.3.2 Student - Computer ratio

Response: 286.7

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	View Document

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:** 11.17

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
20000	25700	78700	261870	277430

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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, sufficient number of class rooms, a good number of computers, common rooms, bicycle shed, seminar hall, hostel, gym and a large number of furniture. There is a mechanism of their maintenance. There are two posts – one Caretaker and

one assistant Caretaker to look after the problems related to the maintenance of the infrastructure. Recently both the posts have become vacant. In their absence, the Principal takes stock of their present status with the help of the SO and other staff. Necessary maintenance, repairing, Out of order and broken things and new 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. Small scale maintenance is done at contingency basis.

NAAC

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: 28

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
1525	1578	1360	1367	1363

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

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: C. Any 5 of the above

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: 11.89

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
800	400	600	700	500

File Description

Document

Number of students benefited by guidance for competitive examinations and career counselling during the last five years

[View Document](#)

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 benefited by VET

[View Document](#)

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

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 2.64**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
80	75	60	25	35

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 0**5.2.2.1 Number of outgoing students progressing to higher education**

File Description	Document
Details of student progression to higher education	View Document

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:** 10.16**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
5	4	2	1	3

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
25	29	30	35	40

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

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	View Document

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

Response:

The college duly elects student union comprising president, vice-president and secretary. Students' union election was held in last year 2017 after a long gap. Earlier it was held in year 2003. The election was held in a democratic manner. The student union ensures that student interests are adequately represented and their grievances are voiced and addressed in the college administrative bodies. It actively raises issues related to academic as well as non-academic aspects of student life. Several departments have its own departmental society which looks after co-curricular activities in addition to those of curriculum. Student office bearers are elected, who organizes the departmental events. These societies work in co-ordination with the convener of the society. They conduct regular seminar/workshops to enrich the knowledge and new perspective/Career options in their subject. The college also has a devoted NSS & NCC wigs. Women empowerment cell and Equal opportunity cell to promote successful engagement of students in community life and support student growth and development into well-rounded citizens of the future.

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

Response: 5.8

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
5	6	6	6	6

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

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:

We have Alumni Association and we keep ourselves in constant touch with them through periodical meets. The faculty members both present and former are invited to attend/participate in all the programmes and social interactions organized by the Alumni Association for their members. To add to this, at such social events some of the senior retired faculty members are honoured by presenting mementoes for their services.

A considerable number of students passing graduate examinations go in for Admission Tests for PG classes of various Central universities. The syllabi of such universities vary from what we taught them. Hence we guide and counsel such students in the respective departments one to one basis. This is an

informal exercise, but we have been practicing it with all sincerity for the last few years. It has yielded good results and our students are getting entry into PG courses of DU, JNU, Jamia and other central universities.

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: 11

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
2	3	2	1	3

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 student of rural area, mostly coming from an agricultural background at affordable expense, in a very congenial ambience. It aims at providing education, 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 to 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 of India and who 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. Teachers’ and non – teachers’ 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 handed 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 decided to hold special camp in the month of December in an adjacent village of the college called Koeribigha. Here it was decided to carry out plantation, cleanliness, literacy, prohibition drive. Following the advice of the proposal and hold a week-long camp of NSS volunteers there. The volunteers categorically carried out all the proposal programmes under the guidance of Dr.Rajesh Kumar, NSS programme officer the final session of the camp was attended by NSS coordinator of the University.

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 the College has been selected to be developed as model degree college & funded through RUSA and is shortly to be developed as model degree. 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 of Commerce Studies and Vocational. Besides these some of the major development works likely to be taken up in the college are as follows: A proposal for Auditorium, smart classes, language lab etc. has been sent to the State Government. The work of construction of stadium in the college playground is pending at the level of the district administration. The college is seriously contemplating on Office Automation and E-library. There will be thrust on carrying out research project in times to come. Teaching in some popular subjects like Geography and Sociology will be started. 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 Department Heads Teachers' Association Non- Teachers' Association Development Committee Planning Board Academic council Staff Council Purchase Committee NSS Advisory Board Sports Council Examination Board Vigilance 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: C. Any 3 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

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 teachers 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	View Document

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	View Document

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: 0

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	0	0	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

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 service book of 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-registered 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 a need of automation of the accounts section of the college. The proposal for office automation is likely to be sent very soon 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 this at times resources are made available at the end of the state government for repairing and renovation work in the college. For salary and other development 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, Student Fund Account, Development Fund Account, 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 ragging free. It was realized that the college has more students belonging to the poor and derived 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 students 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 ragging. The anti-ragging cell of the college was asked to be very alert and ignore complains of ragging. The members were asked 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 student concerned. As result of policy of zero tolerance to ragging the college has gone free of any incidents of ragging. Besides this the IQAC also decided to make the campus green and clean. It suggested that the NSS unit of the college may be effectively utilized for the purpose. The services of the NSS 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. it helps in the publication of the college magazine 'MANAK' 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 asked to inculcated 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. They were also asked to encourage students to make a resume of the teaching in each class. The teaching 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: 1.2

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
2	3	1	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:** D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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. 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 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 managed with the minimum strength of teachers and support staff. So, on the suggestion of the IQAC retired teachers were engaged for teaching activities. For official support outsourcing was used. In the meantime the accounts work in the college that was done manually earlier was started to be carried out with the use computers. On the initiative of the IQAC there has been significant improvement in the function of the college. After a long gap the prospectus of the college was restarted and the college magazine was once again started to be published.

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: 6

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
2	1	1	1	1

File Description

List of gender equity promotion programs organized by the institution

Document

[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 rural 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. Therefore the number of girl students in our college in proportion to the boys is fairly high. 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 complication. Moreover a local lady doctor is also kept in touch for their personal counseling. There is a well equipped 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)

Response: 00

7.1.3.2 Total annual power requirement (in KWH)

Response: 16512

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response: 34**

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

Response: 9792

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 28800

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

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 of 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. The e-waste is within a manageable limit. In case of increase

in such waste the college will sell it to kabadiwala.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Management of water-table has become one of the prime concerns for us because the water table is sinking low by each bay due to boring. This can be proper 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. Rainwater is collected in a kuccha tank in order to replenish the table. 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 practice: 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 all the girl students bicycles at High School level. These are used by then to come to the college as well. Besides this most teachers live in the professor' flat adjacent to the college. 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 mange by alternative means as much as possible. The office is slowly moving towards paperlessness. As of now more and more application of digital form of data is being brought into practice. E-mail is being used for correspondence. Information is being shared by SMS and mobile phone. 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 (in the Professors' colony adjacent to the college). 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

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
0.20	0.20	0.56	0.20	0.20

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

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

Response: 0

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	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

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

Response: 0

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	0	0	0

7.1.12

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

Response: Yes

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: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Response:** Yes**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:** 2

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
2	0	0	0	0

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

The college imparts the feeling of patriotism in students and staff members by celebrating the national festivals like Independence Day and Republic Day every year. Recently, a week-long celebration of the 71th Independence Day was conducted in the college premises. It involved the unfurling of the National Flag, an event by NSS, and distribution of sweets among students and staff members on 14th August 2018. This was accompanied by a musical performance by Cultural society of the college. The celebration was preceded by pledge taking ceremony on 9th August 2016 that called for building a New India which would be clean, free of Poverty, Corruption, Terrorism, Communalism and Casteism. Further, it was followed by National Service Scheme's "Cleanliness Drive" for a week under the Swachh Bharat Abhiyan. The college also organizes the events to commemorate the birth and death anniversaries of famous personalities like Mahatma Gandhi, Shaheed Bhagat Singh, Dr Sarvepalli Radhakrishnan and others so as to familiarize the students with the contribution that these respective personalities have made in the process of nation building and paving the way for its present and future developments. The events include lecture by eminent speakers from diverse fields and conducting intracollege competitions like Essay writing, Slogan writing, Poster Making, Cleanliness Drive, etc.

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 expense, 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: 1 **TITLE:** SAY NO TO RAGGING **GOAL:** ragging is a blot on an educational institution. It affects the general health and creates a sense of insecurity and fear among the students. The goal of this practice is to generate a sense of security among the students so that they can concentrate on their studies. **THE CONTEXT:** as the college does not have a system of private security and it is not possible for the administration to deploy police security here, the fear of ragging is present among the students. Moreover, the college has a wide diversity of students, most of them belonging to the poor, Dalits and extremely backward students. In such a situation the probability of ragging goes high. **THE PRACTICE:** There is an anti-ragging committee in the college to look after the cases of ragging in the college. The students are properly counseled. The teachers and the staff are vigilant and they allow no cases of ragging go unnoticed. The guardians of the students are contacted in case of any serious complication.

THE EVIDENCE OF SUCCESS: The system is highly successful as no cases of ragging have been reported in the recent years. Any attempt of ragging is nipped in the bud. No case has been allowed to grow serious. The college can claim to be entirely ragging free. **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:** Sometimes local students create problems. This practice does not require any resource as things are sorted out and solved on the basis of counseling. Many staffs of the college belong to the local area. They prove of great help on managing any complication.

BEST PRACTICE :2 **TITLE:** CLEAN CAMPUS, GREEN CAMPUS **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 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. **EVIDENCE OF SUCCESS:** Due to this practice, the college has a lush green campus. There is 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:

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 years after independence, its founders had a vision of imparting quality education to the people of rural area at affordable cost. They always thought of delivering education at par with the urban centres. The 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.

5. CONCLUSION

Additional Information :

N/A

Concluding Remarks :

The college has tried hard to live up to the expectations of its founders amidst all hardship and vicissitudes. It enjoyed a glorious history that gradually lost its shine due to wear and tear and due to the lack of timely replenishment of the spent up resources. The overall performance of the college cannot be assessed in isolation as it has various stakeholders including the UGC, The state government, the University, the college administration, students, guardians and the society at large. A neutral assessment reveals that the overall health of the college has been adversely affected due to a collective responsibility of all the stakeholders, even though the major responsibility lies on the college administration. Nevertheless a clear silver lining can be seen in the dark cloud looming large over the college. A Concerted effort is underway to restore the lost glory and the challenges are being turned into opportunities.