



SELF-STUDY REPORT

for

1st CYCLE OF ACCREDITATION

A.B. M. COLLEGE, JAMSHEDPUR

(A Constituent Unit of Kolhan University)

GOLMURI, NEAR ST. JOSEPH CHURCH

831003

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Submitted to

**NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL
BANGALORE**

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In the 1960s the higher education system of Jamshedpur had just started taking shape. It was at that time that the intellectuals of the city realised that the south eastern region provided no scope for the youth to pursue higher studies. A void existed which needed to be filled, and filled with utmost care.

Late P.C.Mohanty, a man deeply in love with and dedicated to education, got in touch with his like minded friends and educationists of the same area, and they started a new college in the name of the great freedom fighter, dedicated trade union leader and a staunch Gandhian Late Prof. Abdul Bari. Thus this institution was born as Abdul Bari Memorial College in the year 1971.

Shri Manoranjan Dash, a renowned lawyer and a person passionately interested in education and upliftment of the masses came forward to help this group of young people and brought with him Dr. R.K.Mishra HOD History from Jamshedpur Worker's College as the Principal of A.B.M.College, an evening college which would cater to the needs of the workers and their children in the catchment area of Golmuri, Baridih, Sidgora, Namda Basti etc. it was under their able guidance that the college took its first steps and in 1974 the college got its affiliation upto the intermediate level from the Government of Bihar. Five years later in 1979 the college was granted affiliation upto the degree level for the arts and commerce stream by the Ranchi University. 1986 saw the college coming of age as it was recognized as a constituent unit of Ranchi University and was registered under section 2(F) and 12(B) of the University Grants Commission Act in the year 1988.

Presently under the Kolhan University, A.B.M.College constantly endeavours to impart quality education to students in various courses in the arts and commerce stream achieving very good results year after year.

Vision

Imparting value based quality education to create morally strong and socially responsible individuals capable of building a better future.

Mission

We shall passionately strive to provide excellence in education to the students of all classes especially to those below poverty level by inculcating in them a sense of belonging, patriotism, creativity, entrepreneurship and value system to prepare them for future challenges in life.

1.2 Strength, Weakness, Opportunity and Challenges (SWOC)

Institutional Strength

A.B.M.College has the following strengths:-

- Transparent admission process
- High enrolment
- Approximately 60% students coming from SC;ST;OBC and minority communities
- Well equipped central library with a good number of text books, reference books having multiple volumes of both
- Good number of computers in the computer lab
- Internet and wifi facilities in the campus
- Direct financial aid in terms of post matric scholarship to SC/ST/OBC and minority students under the Government run schemes
- Cordial relationship between students and teachers
- Strong faculty
- Research papers and publications of maximum faculty
- Fully equipped and active NCC unit
- Active and strong NSS unit
- Ragging free zone.

To add to this, the inspiring and able guidance and support of the principal is an immense help in building the team spirit among staff and students.

Institutional Weakness

- As a constituent college the institution has no autonomy in academic reforms
- Being a government college it has to remain restrained in a number of financial, administrative and academic matters
- The student teacher ratio is high and therefore non- conducive to academic excellence.
- Lack of vocational and skill based courses creates a void in the placement area.
- No residential quarters for the staff
- Lack of a proper statistical unit to compute and document all curricular, co-curricular and extra curricular

activities

- Insufficient number of encyclopaedia and similar books

Institutional Opportunity

Given proper help and support the college has the potential to improve its complete education system to match and compete with the best institutions not only in the state but also at the national level.

What is required is a well- equipped library, proper student teacher ratio and technological infrastructure.

The college has gifted the town with many successful citizens, sports persons and artists. It can continue to do so given conducive atmosphere and support.

Institutional Challenge

Absolute dependence on the government in all infrastructural matters, be it the laboratories or departmental space poses a major challenge to the growth of the college.

The library, which is said to be the heart of the institution needs immediate attention in the form of technological support and up gradation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Abdul Bari Memorial College is affiliated to the Kolhan University, Chaibasa, and it follows the curriculum prescribed by the university. The college follows different steps to ensure effective curriculum delivery through a well-planned and documented process which are as follows:-

- **The annual Academic Calendar:** the IQAC prepares the annual academic calendar according to the University Calendar prior to the commencement of the academic year, specifying available dates for important activities to ensure proper teaching-learning process and continuous evaluation.
- **Departmental Meetings:** the members of each department hold meetings at the end of each academic year to evaluate the progress of the past year and to plan the distribution of the course for the coming session. The head of the department allots the syllabus to the various members keeping in mind their specified expertise in the area.
- **Syllabus distribution among students:** the students are supplied with the syllabus by the university
- **Time table preparation:** the time table is prepared before the commencement of the classes and the classes both theory and practical follow this time table. The time table is also displayed on the staff and students notice board and college website.

- The teaching consists not only of the “chalk and talk” method but also incorporates ICT, EXPERIENTIAL LEARNING, PARTICIPATIVE LEARNING AND PROBLEM SOLVING METHOD to make teaching learning a more effective and interesting process.
- , Paper presentation by students, Group discussions and assignments , seminars, special lectures, workshops, educational tours, field trips and term papers are planned and executed to supplement classroom teaching and delivering the curriculum. The records are maintained by the respective departments and information given to the IQAC for documentation.
- **The College Central Library:** the library provides the faculty with the necessary resources for effective teaching. We are equipped with number of books and e books. Each department also has a departmental library to facilitate the students.
- **INTERNAL EXAMINATIONS:** The University has very clear rules regarding the CBCS examination system and the college adheres to the university norms and follows the CBCS system completely.

Teaching-learning and Evaluation

Headed by the principal and accompanied by the HODs and all faculty the college conducts an induction meeting at the beginning of every new session where the students are introduced to each teacher giving details of their names, subject and specific expertise. The students are then told that they are free to approach any of the faculty members for any kind of academic and subject oriented needs. This creates a bond between the student and the teacher. This encouragement makes the student feel at home and comfortable and helps him/her speak up to ask questions whenever in doubt. The college believes that a cordial relationship between student and teacher is imperative to the learning process as no learning can take place in an atmosphere of fear and doubt.

Being a teacher of literature our Principal believes that literature is the base of all learning as it teaches a man to not only think and analyze his thoughts but also to articulate in the spoken and written form his views, thoughts and also his doubts. She therefore visits the classes often along with the other teachers of literature for a heart to heart interaction. This helps students to become more active and interactive in their classrooms.

The college also conducts remedial classes for the slow learners and encourages “peer group teaching

- **Seminars:** seminars are conducted in the college but with a difference.
- **The** topic is selected in consultation with the students.
- **The** topics are chosen from important current situations relating to the subject.
- **The** aim of the seminar is not to judge but more importantly to make each student speak and participate, making them worthy of facing the world outside.

- **The** seminars are conducted by the students and the speakers are also students. The teachers are merely the audience
- **They** are judged by the faculty and awarded certificates of merit and participation.

Research, Innovations and Extension

1. The College has a satisfactory research culture. About 20% of teachers are research guides and some of them have undertaken UGC Projects also. The college also organises National Seminars, Conferences and Workshops.
2. The College is known for extension activities within the campus and outside. So far the College has adopted Six villages in the neighbourhood through its NCC and NSS Units. These platforms are organising a large number of social activities and upliftment programmes within the campus as well as in the city and adopted villages or localities.
3. Project works, surveys, field visits and study tours for the students are organised. The College organises guest lectures, seminars, conferences and workshops and invites eminent personalities as resource persons.
4. The NCC unit was declared Best NCC Unit of the 37 JH NCC Batalian in the year 2017 and one NCC Volunteer, Sandip Mahapatra was participated in the Rajpath Parade, New Delhi January 2018.
5. The NCC wing (both Men and Women) of the College is also very energetic and active. NCC Cadets are selected for Republic Day Parade every year.
6. Though the College does not generate a big resource with regard to consultancy, but our teachers and students are doing consultancy services to the society and adjoining areas.

Infrastructure and Learning Resources

1. The College has a beautiful campus area of 22,628 sqr. mtr. The campus has 22 Class Rooms, out of which two are e-Class Rooms and a well-equipped computer lab, library and reading room and a fully equipped Multipurpose Hall.
2. The College has sufficient parking space, fresh and cold drinking water facilities, 1 soundless generator sets of 120 KV for power stand by power supply, more than 50 computers, MIS facilities, ICT facilities, free Internet facilities for students and staff, free wi-fi for students and staff, LAN connectivity etc.
3. The whole campus is fully computerized and automated. The internet accessibility, free net surfing and free wi-fi facilities are proving a boom for the campus.
4. The College was among the first 30 colleges of Jharkhand that were selected for financial grants under RUSA. It helped in a big way to go for the up-gradation. Books, lab equipment, sports items, computers, water purifiers, photocopiers, printers, podiums with inbuilt PA systems, LCD projectors with automatic screens and steel almirrah were procured recently from this fund. Complete MIS was launched and multipurpose RFID Cards for students and staffs were introduced.

Student Support and Progression

1. The College organises collective induction programme for all newly admitted students.
2. The College provides outdoor games facilities through two separate Common Rooms for Boys and Girls.

Annual indoor games championship is also organised. The outdoor games and activities are looked after by the Sports In-charge. The College has a tacit understanding with the Sports Department of Tata Steel to use and their sports facilities.

3. The College is proud of its Co-curricular, Extra Curricular and Extension Activities. The literary and cultural wing of the College is quite active in organising a plethora of Co-curricular activities every year. The Drama Team is very active and it has in its credit a number of prizes at different national level competitions.

4. College has Discipline Committee, Anti Ragging Cell, Grievance Redressal Cell and Women's Cell.

5. Drop Boxes for suggestion and grievances are installed.

6. The College has created Employability Enhancement Unit consisting of Career Planning & Guidance Cell and Placement Cell.

7. Help Desk has been established to provide information to visitors and guardians.

Governance, Leadership and Management

1. The College has different Cells/Committees/Forums/College Bodies/Platforms to address academic, administrative, financial and student support requirements.

2. It is a major role player in planning, implementation and execution of multifarious developmental activities. MIS, multipurpose RFID Cards, Digitisation, Help Desk, CCTV, Digital Notice Boards, Free wifi for students, LCD TVs for Student that are undertaken by the IQAC. It has been continuously organising workshops for teaching and non-teaching staff and motivational programmes for students. The Students Feed Back Analysis mechanism, SWOC Analysis mechanism, Publication of Academic and Activity Calendar are a few concepts that were introduced and undertaken by the IQAC.

3. The whole campus is fully computerised and automated. The internet accessibility, free net surfing and free wi-fi facilities are proving a boom for the campus.

4. Appointments of teachers are made as per the prescribed norms of the UGC and the State Government. Subject to regulate by statues of Universities of Jharkhand.

5. Teachers are motivated to pursue research and to attend faculty development programmes, workshops, seminars and conferences. Teachers are also encouraged to send Project proposals and Seminar Proposals to the UGC and other funding agencies.

6. Students are availing the benefits of governmental schemes and scholarships. Economically deprived students are provided optimum possible support including financial help.

Institutional Values and Best Practices

1. We are extremely appreciative of the energy, enthusiasm, involvement and creativity of a very huge team of students who are our real strength. They undertake almost all the cu-curricular, extracurricular and extension activities on their shoulders. They contribute in academic and administrative activities in such a brilliant way that our teacher-student relationship has been cited as example among local HEIs.

2. Complete transparency is maintained in academics and administration. Things are done on the basis of shared responsibilities. Regular meetings of different bodies are held in order to address the issues. Our multifarious efforts in teaching-learning, administration, evaluation, student support, and institutional social responsibility, optimum utilisation of resources, quality sustenance and improvement have started giving dividends.

3. There are plethora of best practices which are undertaken with the idea of injecting quality and vibrancy in the campus. Academic and Curricular activities like Seminars, Workshops, Assessments, Guest Lectures etc., Literary and Cultural Activities, Sports Activities, Placement, Community and Society based activities, Staff and Student's Welfare etc. are all directed towards serving the stake holders and the nation. We are striving to provide several platforms to our students, so that, their talent and their capability come out to the fore. We are making all our efforts to develop our students into multidimensional personalities to face the changes and challenges of life. Our efforts are always targeted towards our motto of making the nation a beautiful entity.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College

Name	A. B. M. COLLEGE, JAMSHEDPUR
Address	Golmuri, Near St. Joseph Church
City	Jamshedpur
State	Jharkhand
Pin	831003
Website	www.abmcollegejamshedpur.ac.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mudita Chandra	0657-2340072	9431380350	-	mudita2001chandra@yahoo.co.in
IQAC Coordinator	B. N. OJHA	0657-2383008	9431149854	-	bnojha59@gmail.com

Status of the Institution

Institution Status	Government
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Type of Institution

By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minority institution	No
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Establishment Details

Date of establishment of the college	25-06-1971
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Jharkhand	Kolhan University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-05-1988	View Document
12B of UGC	28-05-1998	View Document

Details of recognition/approval by statutory/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc. (other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and Year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Golmuri, Near St. Joseph Church	Urban	656	200

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,History	36	XII	English + Hindi	120	111
UG	BA,Political Science	36	XII	English + Hindi	100	100
UG	BA,Hindi	36	XII	Hindi	100	91
UG	BA,English	36	XII	English	50	41
UG	BA,Bangla	36	XII	Bengali	50	0
UG	BA,Odia	36	XII	Oriya	50	5
UG	BA,Economics	36	XII	English + Hindi	100	41
UG	BA,Philosophy	36	XII	English + Hindi	50	2
UG	BA,Sociology	36	XII	English + Hindi	100	49
UG	BA,Psychology	36	XII	English + Hindi	50	21
UG	BA,Geography	36	XII	English + Hindi	70	61
UG	BA,Urdu	36	XII	Urdu	50	5
UG	BA,Sanskrit	36	XII	Hindi	50	0
UG	BA,Anthropology	36	XII	English + Hindi	25	0
UG	BCom,Commerce	36	XII	English + Hindi	600	291
UG	BA,Maithili	36	XII	Maithili	25	0
UG	BA,Mathematics	36	XII	English + Hindi	25	0
PG	MA,Political	24	BA	English +	50	34

	Science			Hindi		
PG	M.Com, Commerce	24	B.COM	English + Hindi	200	189

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				41			
Recruited	0	0	0	0	0	0	0	0	12	1	0	13
Yet to Recruit	0				0				28			
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				48
Recruited	23	2	0	25
Yet to Recruit				23
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				5
Recruited	2	1	0	3
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	1	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	1	0	4

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	8	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	235	5	0	0	240
	Female	229	8	0	0	237
	Others	0	0	0	0	0
PG	Male	123	0	0	0	123
	Female	100	0	0	0	100
	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	27	30	30	24
	Female	10	30	30	18
	Others	0	0	0	0
ST	Male	56	55	55	45
	Female	37	53	53	36
	Others	0	0	0	0
OBC	Male	21	61	62	25
	Female	14	48	48	26
	Others	0	0	0	0
General	Male	672	472	290	287
	Female	578	506	418	456
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1415	1255	986	917

3. Extended Profile

3.1 Program

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

File Description

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
19	19	19	19	19

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1357	1255	1428	1877	1730

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
1100	1100	1100	1100	1100

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
400	400	400	400	400

File Description	Document
Institutional Data in Prescribed Format	View Document

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
14	15	25	25	27
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
41	41	41	41	41
File Description		Document		
Institutional data in prescribed format		View Document		

3.4 Institution

Total number of classrooms and seminar halls

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
10.72	8.81	8.46	5.74	5.42

Number of computers

Response: 15

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 follows the syllabus developed and implemented by the parent university. Recently the university has adopted CBCS and implemented it from the academic session 2017-18. Students enrolled during earlier academic sessions are in the annual mode. The College, in adherence to syllabus guidelines of the parent university, ensures an effective delivery and timely completion of the curriculum in a much planned manner. The departments have been asked to upload their syllabus in the college website. Curriculum has been distributed among teachers concerned by their respective heads. A printed copy of the distributed portions is given to the faculty members before the commencement of each session/semester. The same is also uploaded in the college website. The teachers have also been asked to prepare a teaching plan before the commencement of classes. During the course of the session/semester the HODs constantly ensure that the teachers are religiously adhering to the curriculum distribution and planning. The teachers are also expected to mention the topic they have covered in the daily report which they got signed on daily basis by the respective faculty incharges. Further, at the completion of each session/semester the faculty members are asked to submit a gist of lectures that they have delivered in a respective class. The same has been uploaded on the college website. A convenient and viable time-table is prepared before the commencement of every academic session. The time-table is given to the students at the time of Induction Meeting and uploaded on the college website too. Innovative teaching methods and the use of ICT are given due consideration for effective implementation. Students are encouraged to use library resources and the e-resources of the college. Subject related reference books and e- materials are told to the students. Students have been given home assignments and are encouraged to prepare their own study materials which may get checked by the teachers concerned. Attempts have been made to make classroom teaching interactive. Seminars and guest lectures, special/extra classes also prove helpful for better and timely implementation of the curriculum. Internal exams/class tests are also organised to assess the students with regard to their curriculum development. Surveys and field visits are undertaken if there is a requirement in the curriculum. Students are also encouraged for group studies and collaborative periodical departmental reviews are ensured to gauge the quantum of syllabus covered in accordance to Academic and Activity Calendar.

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: 0

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
0	0	0	0	0

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: 78.95

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

Response: 15

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:

Being an affiliated college, we have to implement and follow the syllabus prescribed by the parent university. The cross cutting issues mentioned here i.e. gender, environment and sustainability human values and professional ethics are well integrated into the prescribed curriculum. Not only the syllabus of Hons/Core Courses but also of Subsidiary/Generic Elective courses address these issues. This apart, even the syllabuses of AECC (Ability Enhancement Compulsory Courses) and SEC (Skill Enhancement Courses) also contain these issues. In Semester 2 of BA/B.Com the University has introduced EVS as a compulsory subject while in Semester 4 of BA/B.Com the University has introduced Personality Development as a compulsory subject. All these courses include topics related to gender sensitisation, environmental issues, human values and professional ethics. The college, on its part, also tries to inculcate awareness about the issues related to gender, environment, sustainability, human values and professional ethics either through the academic departments or through different student platforms that look after co-curricular, extra curricular and extension activities. The teachers try to involve these issues as per the situations created while teaching in the classroom. The academic departments address these issues through seminars, discussions, guest lectures, educational tours, field visits and different departmental events. The department of Geography organises Environment Day programmes and different environment awareness

drives not only for its students but also for the students of other courses. Different student forums like NCC, NSS for literary & cultural activities. Rotaract Club & Women's Cell etc also address these issues in their events and functions. The NSS unit of the college is working a lot in the field of Environmental awareness and different drives. It also celebrates the Environment day. Rotaract Club is continuously championing the cause of environment outside the college campus. The Women's Cell is observing Women's Day and organising a number of gender sensitisation drives involving the students belonging to both the gender. The following events and programmes are undertaken addressing these issues: Plantation Drives, Environment Day, Blood Donation, Literacy Campaigns, Social Awareness Campaigns, Gender Awareness, Health Camps, International Women's Day, Cleanliness Drives, Earth Day, Ozone Day.

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: 1.4

1.3.3.1 Number of students undertaking field projects or internships

Response: 19

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: E. None of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: D. Feedback collected

NAAC

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: 1.28

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
12	23	13	27	23

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: 126.72

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
1357	1255	1949	4076	5302

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
2200	2200	2200	2200	2200

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: 21.89

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
265	227	167	205	340

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:

The Head of the departments as well as other faculty members are told to keep an eye over the students regarding their attendance and participations in class rooms during the first month after the commencement of an academic session. They are also asked to track the advance as well as slow learners. A special provision has been made in the time table for tutorial classes in which teachers have to address the academic problems and doubts of the students at the individual level. Students are also encouraged to consult their teachers during leisure hours in case of any academic query or guidelines. Under special circumstances the college also arranges remedial classes for slow learners. The internal assessment/mid semester tests also help to identify advance and slow learners. Departmental heads and faculty members are instructed to motivate and help their learners accordingly. Slow learners are motivated to cope up their weakness. They are encouraged to consult the teachers and their batch-mates for suggestion and help. They are encouraged to use the library resources and the eresources to overcome their shortcomings. Irregular students and poor performers are identified and efforts are made to identify their problems. Sometimes the parents are also consulted for redressal of certain issues. Financial burden, early marriage or girl students, family responsibilities, part time jobs, orphan hood and sense of diffidence are major reasons for poor performance as well as drop out. Such students are motivated to take care of their studies. Awareness of job avenues, encouragement to married girl students, financial help to unprivileged and underprivileged students are the efforts taken to address the need of slow learners. Teachers are directed to help such learners during their leisure hours and the advance learners are advised to help them cope up their academic lacuna. Advance learners are motivated and felicitated to continue their good performance. Necessary counseling, additional books and study materials are provided to them. They are encouraged to involve in the academic discourse. They are also encouraged to participate in different academic, literary and cultural activities within the campus and outside. They are also encouraged by giving different responsibilities at the interest.

2.2.2 Student - Full time teacher ratio**Response:** 96.93**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.15**2.2.3.1 Number of differently abled students on rolls****Response:** 2

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:**

The college, through its faculty members, tries its level best to encourage experiential and participative learning. Though the majority of the courses running in the college are formal one still the college tries to encourage experiential learning among its students. Almost every department organise student seminars and power point presentation sessions on the topics contained in the curriculum. Internships, field studies and surveys by some departments are undertaken that give a chance to students for experiential learning. Educational tours also prove helpful in this regard. Project works, Hands-on training and on job training to the students of vocational courses is also provided. Home assignments, note making exercises, internal exams and class tests are also helpful in this regard. Students are encouraged to write papers for seminars and conferences and to participate in workshops. Apart from this experiential and participative learning opportunities are also ensured by giving the students opportunities to organise various functions and events of the college. The in-house functions and programmes of respective departments are undertaken by the students and the organisational and leadership skills of students are also put to test by giving them opportunities of organise different Co-curricular, extra-curricular and extension activities of the college. This certainly gives opportunity to the students for experiential and participative learning. The plethora of literary and cultural activities also gives the students an opportunity for participative learning. The college encourages student centric and collaborative teaching learning process and encourages the students to dream, explore and discover. The faculty members take utmost care in solving the academic problems of the students. Teachers help students in defining the problem, determining its course and generating ideas to reach to a proper solution. Rapid problem solving strategies are adopted to sort out the doubts and academic problems of the students inside the classroom itself. Tutorial Classes, marked in the class routine, are also helpful in this regard. Students are encouraged to consult the teachers inside and outside the classroom with regard to their problems related to the curriculum. Students are also encouraged to solve the old question paper in order to make them aware about the examination pattern and examination management.

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

Response: 0

2.3.2.1 Number of teachers using ICT

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: 96.93

2.3.3.1 Number of mentors

Response: 14

2.3.4 Innovation and creativity in teaching-learning

Response:

The College follows the prescribed syllabus of the Kolhan University and along with strict adherence to the prescribed curriculum the teachers have been asked to take up the teaching learning process in a creative and innovative manner. The faculty members are using creative teaching methods not only to grab the attention of the students but also to make the process impressive and effective. The traditional pedagogy is not taken as outdated and has been used voraciously as it is the long tested method of teaching. However, the new and innovative methods of teaching and learning are taken up to supplement and strengthen the basic teaching and learning process. Visual exercises, recorded lectures, you tube videos, online presentations, web pages; ppts etc have been used by the faculty members in a very satisfactory manner. Teachers switch over from the traditional chalk and talk method to the use of ICT and different tools in their class room teaching. Often they adopt contrastive methodology to impact their teaching. Guest lectures, film shows and interactive sessions also play a major role in the teaching learning process. The online and offline virtual library facilities also play an influential role in this regard. The audio visual tools are also used by the faculty members. Teachers try to link their teaching with real world experiences. Brain Storming, role play, introduction of new ideas, team work etc. are also adopted by the faculty members to make the teaching learning process effective. The teachers and students are provided with free wi-fi facilities. A few departments are organising film shows related to the curriculum. The college is continuously organising seminars and conferences in which advance learners are encouraged to participate and also to present their papers. Interactive sessions, Project works, GDs, guest lectures, field visits and study tours are also organised to address the academic need of the students. Skill development programmes including language skills are organised to supplement the mainstream teaching and learning process. A few departments have their study groups or blogs on social media and there are still a few who have started using the college website for providing academic help to the students. A few departments have also started the process of mentoring in which senior and performing students are used to provide help and guidance to junior students and slow learners.

2.4 Teacher Profile and Quality

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

Response: 51.71

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: 18.59

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
6	4	2	2	2

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: 35.14

2.4.3.1 Total experience of full-time teachers

Response: 492

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: 4.72

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
1	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: 24.39

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
10	10	10	10	10

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response:

The implementation of CBCS was done by the parent university very recently i.e. from the academic session 2017 – 18. This newly adopted CBCS expects a continuous internal assessment of students and it consists of 30 marks per paper. The 30 marks are divided into different heads such as 15 marks for mid semester exams, 10 marks for quiz, posters, seminars or assignments and 5 marks for attendance, participation and leadership. For mid semester exam of 15 marks/course the teachers are directed to conduct two class tests. All these instructions and guidelines are adhered by our faculty members. In addition to this they also try to motivate the students for their active participation in CIE so that they may be largely benefitted. Parents are also informed and motivated in this regard during parent teacher meeting. The mechanism of CIE has been made transparent and friendly for the stake holders. The marks awarded to the students are recorded in the MIS. The marked answer sheets are returned to the students and even the parents will also be briefed about the score of their wards. There is clear impartiality and transparency in awarding internal marks. Marks are duly displayed on the notice boards. There are a few departments who have started the practice of uploading the internal marks on the college website. No genuine students are made to feel let down in the process of evaluation and award of marks in internal exams. Marks are awarded on the basis of student's performance, active participation, regularity in attendance, leadership qualities and their contribution and cooperation in the enhancement of the reputation of the college. The old annual system is still in use for those who have taken admission during the academic sessions 2015-16 & 2016-17 such students are now in Part –II, Part – III. As per their curriculum, prescribed by the parent university, there is no provision for CIE however the

teachers organise class tests and give assignments to these students also. For the award of practical marks also a complete impartiality and transparency is practiced. Teachers are continuously de-emphasising memorisation and students are encouraged to write in their own words. And apart from the two mid semester tests the teachers are asked to organise monthly tests, group discussions etc. to assess the learning level of students and to motivate them too. Writing assignments, power point presentations, project works, lab works etc also practiced as processes of CIE.

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

Response:

The mechanism of internal assessment is transparent and robust. The students and parents are informed and continuously updated about it. The dates of mid semester tests are notified well in adherence. The dates of class tests are decided in consultation with the students. Topics and areas to be covered in the tests are announced among the students. The evaluated sheets are given back to students. The topics for quizzes, posters, assignments and seminars are announced and allotted to the students well in time and in adherence to the norms. The marks of internal assessments are uploaded in the college MIS which can be accessed by the students. The college has already linked its MIS with the website and parents may also see the performance of their wards with regard to Internal Assessment. A few departments have also started the practice of uploading the marks of internal assessment on the college website. Marks are duly displayed on the notice boards also. The process of evaluation and marking for the internal assessments is impartial and transparent. No genuine students are made to feel let down in the process of evaluation and award of marks in internal exams. Marks are awarded on the basis of student's performance, active participation, regularity in attendance, leadership qualities and their contribution and cooperation in the enhancement of the reputation of the college. Irregular and non-sincere students are not encouraged in any case. The old annual system is still in use for those who have taken admission during the academic sessions 2015-16 & 2016-17 such students are now in Part –II, Part – III. As per their curriculum, prescribed by the parent university, The teachers organise class tests and give assignments to these students also. For the award of practical marks also a complete impartiality and transparency is practiced. In case of any discrepancy with regard to evaluation and award of marks for internal assessment the students feel free to contact the teacher concerned or the Head of the respective department. In case the grievance persists on part of the students with regard to their internal assessment the Examination Cell and the Grievance Redressal Cell of the college take note of the situation and try to resolve the issue to the full satisfaction of the student.

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

Response:

The concept of CIE was introduced along with the recently implemented CBCS. The CBCS was implemented recently (2017-18) hence the CIE is also in a state of infancy. Before 2017-18 the annual mode was in practice and the students currently enrolled in UG Part II & UG Part III are covered under the same mode. In the annual system, the College organises classes tests and assignments for these students. With regard to CIE the teachers are instructed to practice a student centric and encouraging approach with regard to CIE. The grievances of the students, in this regard, are taken care of by the teachers/department

concerned. Students feel free to contact their teachers concerned for the redressal of their grievances with regard to CIE. The academic departments take utmost care of a grievance raised by any students. Timely and effective measure is taken in this regard up to the satisfaction of the stake holders. As far as grievances related to End Semester/Annual Exam is concerned the college adopts the procedure prescribed by the parent university. Applications and Complaints in this regard are timely and effectively forwarded by the Examination Cell of the college to the Controller of Examinations of the parent university. The Examination Cell of college also takes utmost care of informing and guiding the students with regard to examination rules and regulations of the parent university.

In case of any examination related grievances of a student the Grievance Redressal Cell and the Examination Cell takes up a judicious and helpful approach in solving the problem. If the grievance is related to annual/end-sem exam the matter is taken up with the parent University for its Solution. The clerical staffs of the Examination Cell of the college are asked to take up the case and work for its quick and justified solution. The parent university provides the facilities of re-totalling and re-checking of the answer books. The officials and staffs of the Examination Section of the parent university are very cooperative and helpful and in case a student goes to the university headquarter for the redressal of grievance related to exam, these officials and staff help them resolve the issue.

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

Response:

As the CBCS has recently been implemented the college has planned to organise the two Mid Semester tests in the second and 4th month after the commencement of a semester. The academic departments have also been told to take care of the other components of CIE well in advance so that students may not face any problem once they have filled up their exam form. The Academic and Activity calendar of the college includes the mid semester test and it has been adhered to by the teachers and departments concerned.

The CIE under recently implemented CBCS has been termed as Continuous Internal Assessment (CIA). It consists of 30 marks for a 100 mark paper. It is divided into three components viz. Component A of 15 marks consisting of two mid sem tests, Component B of 10 marks for quizzes, posters, seminars and assignments, and Component C of 05 marks for attendance, participation and leadership. Two Mid Sem tests are organised and the marks out best of the two is considered. Apart from the Mid Semester tests (component A) the other components of the CIE have also been organised or looked after in time. The component B of CIE, which has 10 marks for, quizzes, posters, seminars and assignments, has also been planned as per the dates. The departments are asked to complete the component B also in time. In addition to this, the internal assessment of students under annual mode i.e. UG part II & III and PG part II, has also been undertaken in adherence to a stipulated time frame.

For all these purposes the college follows its Academic and Activity calendar strictly and departments are told to complete the syllabus and the curriculum well in time. However, a lot depends upon the dates and schedules fixed by the parent university. The parent university too releases its own academic and activity calendar and the officials of the parent university and all the affiliates of the university adhere to the schedules and time-frames of the university.

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 Course outcomes for the various courses run by the college are uploaded on the college website for easy accessibility by teachers and students. Apart from this, the General Induction Meeting held by the College at the beginning of every session to introduce the fresh batch of students to the college's structure, culture and ethos, also involves the making of a statement concerning the programme outcomes of the various courses. At the departmental level, programme specific outcomes and course outcomes are communicated to them students and teachers in the Departmental Induction Meeting. Teachers of the various departments are also engaged in re-evaluating and re-assessing the stated outcomes and departmental meetings concerning this are held at the start and end of each session to ensure that the outcomes set for the various courses are concrete, practical, viable and utilitarian in the present day scenario. Changes, if suggested by teachers are deliberated upon and incorporated with administrative consent.

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

Response:

The Programme Outcome, Programme Specific and Course Outcomes of the various courses run by the College are regularly evaluated by the institution on 3 levels. On the level of the department wherein teachers assess how far their outcomes have been accomplished, or the level of the students who assess their accomplishment of course outcomes in terms of knowledge gained and on the college level where the IQAC evaluates the accomplishment of each department on the basis of student performance. On the departmental level, attainment of course outcomes is evaluated quarterly through departmental meetings in which portions of the syllabus taught by the individual teachers are presented along with the marks and reports of tests given and viva-voce conducted on the topics taught. Apart from this, the college has a mechanism of the submission of a weekly report by teachers through which the department can keep a track of syllabus coverage and outcomes initiated. On the level of the students, the department, under the guidance of the IQAC maintain a mechanism of student feedback whereby a performa is circulated at the end of each semester with an intention to measure student satisfaction with class room teaching and their own evaluation of outcomes attained. On the College level, the IQAC monitors the attainment of course outcomes of each department by comparatively evaluating the departmental report on attainment of outcome, student's feedback on the same, and the performance of the students of the department in the bi-annual semester examinations.

On the whole, the college is proud to state that its Pos, PSOs and Cos are well-attained and this is reflected not only in the student's satisfaction with class room teaching but also in the good performance of students in University Examinations as also in their career later in their lives.

2.6.3 Average pass percentage of Students

Response: 80.47

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

Response: 519

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

Response: 645

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: 3.58

NAAC

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: 14.29

3.1.2.1 Number of teachers recognised as research guides

Response: 2

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

Response: 0.1

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

Response: 2

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

Response: 105

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 is pre dominantly running under graduate courses and striving hard to convert itself into a full-fledged PG college. Till date the college is successful to introduce PG Courses in two subjects only, else it is a predominantly under graduate college. The population it largely caters mostly consists of educationally and economically weaker section people who usually do not have a higher urge towards research and innovation. Apart from this the concept of innovations like eco system, incubation centre etc. are comparatively recent concepts which are yet to take a seat in traditional/formal education institutions of this part of the country. In spite of all this the college and its management is positive towards technological development and innovation. The college intends to strike a balance between its material resource and human capital. The college is open for a justified balancing between its knowledge economy and commercial economy. Through the college is yet to establish any incubation centre but it is open for creation, sharing and transfer of knowledge. The college invites ideas from its stakeholders and tries to turn the tacit knowledge into explicit knowledge by implementing those ideas. The college and its management is always ready to share its experience with other players or institutions and is also open to welcoming new knowledge through the process of socialisation and internalization etc. The college creates an environment of invention and autonomy.

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: No

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:** 2.5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

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

Response: 2

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:** 0.09

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

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

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:

The College is known in the city and has created a niche for itself among the colleges of Parent University in terms of extension activities. The college has created many student centre platforms, apart from the traditional NCC and NSS activities, that organises several social service activities and sensitisation programmes for its students. Not one but many blood donation camp are organised these platforms through at the year. The college has been organising a blood donation drive every year. Apart from this in recent years the NCC unit and the College are also organizing Blood Donation Camps at the Red Cross and Jamshedpur Blood Bank as a part of their social responsibility initiatives.

The College NCC Unit apart from its regular activities undertaken a lot of programmes like blood donation, cleanliness drivkaries, tree plantations various awareness programmes within and outside the campus and in its three adopted villages. The NSS Unit organises Cleanliness drives, literacy programmes, awareness progammes and special camps in the surrounding areas and especially in its adopted village. The NSS Unit organises Communal Harmony Week and different national integration programmes also.

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 59

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	13	11	12	11

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: 8.73

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
193	183	93	70	80

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:

Yes, the institute has adequate facilities for teaching-learning. We have 22 well equipped classrooms out of which three are ICT enabled and additionally one Virtual Classroom. Since we don't have science faculty, we don't need any science laboratory. However, we have a very good computer lab with 22 computers. We have sufficient number of LCD projectors and other ICT equipments. 60% of our teachers are able to take classes with latest technology. All Academic departments, college offices, library and the 3 separate air conditioned staff rooms are fully equipped with computer, LAN connectivity, wired internet and Wi-Fi facilities.

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

Response:

The college has sufficient facility for sports activities and is a big achiever in sports.

Sports Achievement for the session 2016-2017

1. 3rd position in Association of Indian Universities : Ujjwal Sharma
2. Gold medal in Xth Jharkhand State Boxing Championship-2017 : Ujjwal Sharma.
3. Winner of 9th Jharkhand State Boxing Championship-2015 : Ujjwal Sharma.
4. 2nd Place in Long Jump of Athletics Federation of India (28th East Zone Junior Athletics Championships organised by Assam Athletics Association at Guwahati-2016 (Under 18 yrs.) : Nitin Kumar.
5. 1st Place in Long Jump of Athletics Federation of India (27th East Zone Junior Athletics Championships organised by Jharkhand Athletics Association at Deogarh-2015 (Under 16 yrs.) : Nitin Kumar.
6. 2nd Place in Long Jump of Athletics Federation of India (13th National Inter District Junior Athletics Meet organised by Athletics Federation of India at Vishakhapatnam-2015 (Under 16 yrs.) : Nitin Kumar.
7. 1st Place in Triple Jump of Athletics Federation of India (28th East Zone Junior Athletics Championships organised by Assam Athletics Association at Guwahati -2016 (Under 18 yrs.) : Nitin Kumar.
8. Runner of Kolhan University Inter College Kabbaddi Women Championship 2016. Four players were selected for East Zone Inter University.
9. Runner of Kolhan University Inter College Volleyball Men Championship 2016. Five Players were selected for East Zone Inter University.
10. Runner of Kolhan University Inter College Volleyball Women Championship 2016. Three players were selected for East Zone Inter University.
11. Runner of Kolhan University Inter College Athletic Meet Men & Woman Championship 2016-17 organized by Karim City College 28th to 30th January 2017.

The College has a tie-up with the Sports Departments of TATA STEEL and utilises its sporting facilities for its students. Outdoor and Indoor sporting facilities are provided to the students at JRD TATA Sports Complex.

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

Response: 13.04

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: 100

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
10.72	8.81	8.46	5.74	5.42

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:

Yes, the college is automated using Integrated Library Management System. We have subscribed National Digital Library and KOHA. Recently we have taken initiatives to make the library more automated. The college library is running under a trained Librarian. The library staff supports the students and the staff (Teaching and Non-Teaching) in searching out the books and journals they require.

All the staffs keep themselves updated on the demand coming from students and teachers and cater to their demands. They also keep the library open even after routine hours it required by students and staff.

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

Response:

1. Encyclopedia Britannica
2. Bhagwat Gita
3. Ramcharit Manas
4. Laghusidhanta Kaumudi
5. Patanjali Yoga Sutra
6. Panchtantram
7. Quran

Reference Book

- 1) Encyclopedia of Psychology
- 2) Advance Accountancy – Ruplal Gupta
- 3) Accounts – Hanif Haque & M. Mukherjee
- 4) India after Gandhi – Rama Chandra Guha
- 5) Sociological & Cultural aspects of Media & Communication by Ananta Chauhan Vishwaveda.
- 6) Sociology An Introduction – By J. Ross Eshleman.
- 7) The Writers' Tale – By William Shakespeare
- 8) Marketing Management – Kotler & Keller
- 9) Foundation of Advertising, Theory and Practice by S.A. Chunawalla, K.C. Sethia.
- 10) Marketing Management by Kotler, Keller
- 11) Global Financial Crisis & India by Krishna A Goyal.
- 12) Micro Finance – Dr. J. Fredrick & K. Marichamy
- 13) Advertising Principals & practice – Wells Moriarty, Burnett
- 14) Organisational Behaviour by Fredruthans
- 15) Organisation Behaviour by Pearson
- 16) E-Commerce by Kamlesh K Bajaj & D. Nag
- 17) Methods of Social research by Harikrishna Rawat

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

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

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

Response: 0.38

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
.54	.18	0	1.2	0

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: 8.75

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

Response: 120

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Yes, the college regularly upgrade IT facilities including Wi-Fi. We are using all the latest version of computer, server and connectivity system. Most computer in the college have been purchase from the grants allocated by UGC under different plans. There is no separate budget for maintenance of computer. The maintenance of computer is done by the department concerned. A minor expense incurred by way of repair/replacement of parts is met with form the contingency amount granted to the departments. However, if there is major expenditure the college applies to the University for sanction of the required amount.

4.3.2 Student - Computer ratio

Response: 90.47

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: 99.58

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
10.7	8.8	8.4	5.7	5.4

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 institution ensures optimum utilization of the available financial resources for maintenance and upkeep of the building, furniture, equipment and computer. We do maintenance out of our contingency expenditure allowed by the university. In case of major maintenance work we seek extra fund from the University by sending requisition along with budget.

For maintenance and upkeep of the infrastructure facility and equipment of the College are discussed and decided in the College development Council meetings.

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: 6.81

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
52	89	123	122	109

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: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 0.7

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
10	10	8	10	15

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 benefitted 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: No

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: 0.2

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

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

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: 2.5

5.2.2.1 Number of outgoing students progressing to higher education

Response: 10

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: 0.91

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
0	0	1	0	0

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	37	22	29	19

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: 9

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
5	2	2	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 ensures the representation and participation of students in its day to day activities as well as special functions and events. In fact the college is quite known for its teachers-students camaraderie and relationship and can claim that it is the only college of the city which ensures such a large student participation in its programmes and activities.

The college is in a position of claiming that it is one of its kind among the colleges of parent university in ensuring maximum involvement and maximum participation of the students in its functioning and activities. Not only participation the college gives ample representation to students in different bodies and platforms of the college. There is a full-fledged Student Organising Committee to look after the literary and cultural activities. Apart from all these there are student representatives in IQAC (two representatives) RUSA Cell (two representatives) Women's Cell (three to five representatives) and a Senior Student Volunteer in NSS and an N.O in NCC. Each and every co-curricular, extra- curricular, and extension activity of the college is planned, managed and executed by the students. A few departments have introduced the concept of a core team of students to look after the academic activities and requirements of the department

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

Response: 0.2

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
0	1	0	0	0

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:

The Alumni Association contributes to the institution in the following ways :

- 1.The College annually hosts a Career Talk to which members of the alumni are invited with the sole purpose of acquainting students with the career opportunities that lie ahead for them in the various disciplines. In addition to this, the individual departments of the College also host Career Talks by Alumni Members with the intention to open horizons to the students regarding opportunities for higher education and learning.
- 2.There is an Alumni Notice Board in the College exclusively dedicated to information and news which alumni members may be interested in sharing with students. Such sharing usually includes information concerning admission to institutes of higher learning, advertisements concerning fellowships, scholarships and employment vacancies.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 0

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

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

NAAC

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 mission of our institution is to impart quality and value based education to the students belonging to the low income groups of society that surrounds it.

The Principal along with faculty members participates in the meeting of IQAC of the College and discuss and design the quality policy of the College and its implementation.

The leadership of the College is actively involved for fulfilment of stated missions and policy statements of the College and provides administrative, financial and academic support for implementation of the quality policy of the College.

6.1.2 The institution practices decentralization and participative management

Response:

There is College Development Council in the institution which discusses the effective implementation and evaluation of policy and plans. All the policies and planes framed are monitored and evaluated by the different committees formed in the College . Mosr of theThere is a clear process of delegation of authority in the institution; such as all Head of the Departments of concern subject are empowered take decision concerning their department. In charge of various Committees of the College are empowered or authorized to take decision. Faculty members, Non-teaching staffs are given independent charge to show their efficiency and groom their leadership ability and quality.

6.2 Strategy Development and Deployment

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

Response:

In our Strategic Plan we proposed to launch Management Information System (MIS) and to introduce multipurpose RFID cards. Before the commencement of the academic session 2016-17 we initiated the process. The whole idea was to cover the complete journey of a student, from his admission to his final exit, through MIS. This would not only enable us to ensure complete computerized handling of every step of a student's journey but also to have ready data for multiple use. It was also planned that in future if the parent university and the HRD, Govt. of Jharkhand launch their own MIS and asks the college to link its data with the university headquarter of the State Government we should be in a position to immediately link our data with the said agencies. It was decided that MIS would be done in a phased manner.

In the first phase we would cover the whole admission process, the fee counters and the college library. It was also decided that RFID Cards would be introduced in the first phase itself. This phase was completed on time and admissions for the session 2016-17 were taken through MIS. Multipurpose RFID cards were issued. These cards serve multiple purposes i.e. I-card, Library Card and Fee Card (replacing the printed hard copies of fee cards). During the course of the academic session 2016-17 the college library was covered under MIS. The old computerized data of the library as well as its previous e-cataloguing and bar coding system was changed in accordance with the requirements of MIS. In the third phase all academic departments were covered. RFID cards were issued to teaching and non-teaching staff was and a system containing individual data of all students were created for academic purposes. In the fourth and final phase the Examination Cell and Certificate Issue Counter was covered. Specified software was created to record the examination related information of all students. And finally the certificate issue counter which issues CLC, TC, Character and other certificates to the students was covered.

Thus a complete and comprehensive MIS is now operative in the college which is capturing the whole journey of a student in the institution. This ensures a smooth discharge of duties on part of the staff and a smooth sail for the student at the academic and administrative level. A huge pile of organised data is now available with the college which can be used for any academic or academic purposes and the same can be made virtually available (through the website) to the parent university or the state government.

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:

PRINCIPAL		
Heads of departments	Academic Committees	Administrative Sections
	1. College Development Council	1. Establishment Section
	2. Purchase Committee	2. Accounts Section
	3. Building Committee	3. Examination Section
	4. Library Committee	4. Library
	5. Grievance Redressal Cell	5. Sports
	6. ST/SC/OBC Cell	6. NCC
	7. Anti-Ragging Cell	7. NSS
	8. Women Sexual harassment Cell	8. RUSA Cell
	9. Cultural Committee	9. IQAC Cell

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:

Through decentralization of power, the college administration has constituted various committees to look after different aspects. It's mandatory for all committees to hold meeting at least four times an year. The committees hold meetings and draft the resolutions, action taken etc. The resolutions are approved by the administration as well as IQAC. All records are kept under the custody of Coordinators. Minutes of the resolutions are thoroughly checked. Effectiveness of the resolutions are supervised.

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Response:

1. Financial assistance to College Non-Teaching Association in their programmes and activities.
2. Fee waivers for the ward of teachers and non-teaching staff in case they are taking admission in the college.
3. College Teachers Welfare Society has been run as a joint venture between the teachers and the college in which the college contributes the largest share of fund annually. The financial resources of the society has been utilised for providing loan in emergency requirements like illness or marriage in the family etc. The total amount collected in the name of a teacher is given to him/her at the time of retirement.
4. College Non-Teaching Staff Welfare Society has also been looked after jointly by the non-teaching staff and the college. Its operating principles and benefits are the same as that of the Teachers Welfare Society.
5. The Teaching and Non-Teaching Staffs are running an Association which provides loan for smaller and petty but urgent requirement through their association account. The Association is managed purely by the teaching and non-teaching staff however it has the tacit support of the college authorities.
6. Special leaves (Duty Leave) are granted to faculty members in connection with research projects or for attending seminars/conferences/workshops or any other faculty development programmes.
7. The laboratories with all facilities have been made available to teachers pursuing their Ph.D. or research projects.

Gratuity and other retirement benefits are given to teaching and non-teaching staff at the time of retirement.

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: 6.07

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	1	4	1	1

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 adopt proper methodology for teacher's appraisal. Individual and close door meetings with low performing teachers are organised in an effort to motivate them towards better and committed performance. The daily class reports with regard to classes engaged by the teachers have been analysed and notified on monthly basis. This has also been seen as a performance appraisal mechanism.

This apart the college forms Performance Appraisal and Scrutiny Committee at the time when teacher's promotion scheme is undertaken by the university. The application forms and relevant data and documents of the teachers are appraised and scrutinised. Individual Performance Appraisal Reports duly approved by the college GB are issued to the teachers applying for governmental promotional schemes.

The IQAC is also quite watchful in this regard. The exercise of Student Feedback and its analysis as well as the task of SWOC Analysis has been undertaken by the IQAC. This apart the IQAC is constantly taking oral feedbacks from the students with regard to the teaching learning process.

The data collected through Student Feed Back and SWOC analysis with regard to the performance of non-teaching staff works as an appraisal mechanism.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College conducts internal and external financial audits after closure of every financial year. The external audits are conducted by the Finance Department of Govt. of Jharkhand, who checks the yearly salaries disbursed by the Government to teaching and non-teaching staff working against sanctioned posts and also the college income through Tuition Fees and other sources and submit the report to the HRD, Government of Jharkhand.

The College maintains its books of accounts in Tally ERP9 which is licensed software, acquired by the College. After closure of every financial year, the college conducts its internal audit through a registered Chartered Accountant, who conducts audit work through physical verification of books of accounts, bills and vouchers, bank statements etc. The Accounts of College being audited by the University of Authority and State Govt. (AG).

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:

As the college is a constituent unit of Kolhan University, the internal and external audit is executed at the behest of university.

Time to time the College receives fund from the UGC also. The said fund, given for specific purposes, has been utilised under the guidelines of the UGC.

The College was among first 30 Colleges of Jharkhand that received infrastructural grants under RUSA. The amount of 2 Crore was sanctioned for Procurement, Renovation and Construction of which grants for the first two specification have been utilised.

Apart from the salary grants of the State Government and the occasional grants under UGC/RUSA the College is neither getting any grant from any agency nor is it collecting any kind of donation from any non- governmental body. The College is meeting out its expenses from the fee collected from the students. The College is running a few self financed courses also. All kind of financial requirements of the College including infrastructure development, salaries, regular expenses etc are judiciously addressed by the fund it generates.

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:

Since its inception the IQAC is playing an important role in the planning and implementation of strategies related to academic, administrative, infrastructural and financial aspects. The IQAC not only gives suggestive measures with regards to quality assurance and sustenance but also organises different awareness and enhancement programmes at the level of students, teachers and non teaching staff.

The IQAC during the last two years have organised two one day workshop for students; one on motivational strategies and the other on stress management.

The IQAC has organised two one week workshops for teachers and a three day workshop for non-teaching staff (Short Term Course on **Computer Applications**, Short Term Course on **Data Analysis/SPSS & MINITAB** and Short Term Course for **Academic Administrators**).

Apart from this the IQAC has not only planned but successfully implemented the management information system (MIS). Student Feedback has been taken and analysed by the IQAC and its report has been given to the college management. The IQAC was instrumental to introduce the concept of Academic and Activity Calendar of the college.

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:

The IQAC of the college consist of all those faculty members and non-teaching staff who are strategically important for academic, administrative, financial and student support faculties of the college. Because of this it becomes a very important planning and implementation body of the college. Academic issues and enhancement and teaching learning is a constant lookout of the IQAC and it has been reviewed in its meeting from time to time. The practice of Student Feedback Analysis and SWOC Analysis is undertaken by the IQAC which helps to review the teaching learning process, structure and methodologies in a big way. Among several teaching learning reforms implemented by the IQAC the following two may be considered as important:

1. Topic wise annual distribution of the curriculum and its upload on the college website has been ensured by IQAC. The IQAC has also implemented the practice of uploading of the gist of class lectures on the college website.

After the implementation of CBCS by the parent university from the academic session 2017-18 the IQAC has undertaken the task of preparing the Programme Outcomes, Programme Specific Outcomes and Course Outcomes. The task has recently been finished and all learning outcomes (POs/PSOs/COs) are uploaded on the college website.

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

Response: 0

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

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

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 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:

Post Accreditation Quality improvement after the first cycle will be as follow:

1. Complete paperless management and work culture.
2. Construction of new admin building, canteen, and gym
3. Generating research and development fund
4. Industry-institution collaboration.
5. Self defence training for girls

6. Improvement of IT centre.
7. Imparting career oriented certificate and deploma courses.
8. Introduction of B.Com in eCommerce and Digital Marketing.

NAAC

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: 3

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

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

File Description	Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

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

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

Response:

The institution has commendable enrolment of girl students and the number of female among its staffs is also very substantial. Hence, the college has shown gender sensitivity and awareness on the part of administration and management. Continuous vigil in the campus is maintained by the Discipline Committee. The discipline committee has Female Teaching Staff also as member. The College has constituted a Women's Cell which is very active and has shown greater concern for the safety and security of girl students. The Women Cell is continuously organising Gender Sensitization and Gender Awareness Drives not only with girl students but also with boys. The Women's Cell also undertakes group counselling as well as individual counselling session of students with regard to Gender Sensitivity. The Women Cell organises Essay Competitions, Poetry Competitions, Health Camps, Invitation Lectures in an effort to inculcate a good sense of gender awareness among the students. The College has separate Common Room for Boys and Girls. The Girls Common Room is looked after by a Female Teacher. It is equipped with indoor game facilities, Cable T.V. and Free Wifi.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 80

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: 90

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

Response: 18

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 20

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 has employed sufficient number of menial staff for clearing and waste management. Old newspaper and other useless/rejected paper junks are given for to vendors for recycling.

The College has an AMC for its computer and other ICT resources. The vendor for AMC is responsible for the e-waste management also.

The NSS unit of the college as well as our Rotaract Club organises awareness drives and camps in relation

to cleanliness and environment inside the campus and in the society. The Volunteers of NSS and Rotaract Club undertake the responsibility of campus cleaning time to time.

The initiatives of office automation, MIS and digitisation have enabled us to lessen the use of papers in college offices.

The College authorities are committed towards waste management and energy conservations and efforts are continuously being taken to improve the situation.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college has rain water-harvesting structure. However, the structure of the building favours the absorption of rain water down into the ground. The drain pipes carry the rain water from roof tops to the courtyard where it is absorbed in the ground. In the new campus all drain pipes are assembled and led to a harvesting pit which has been specially created for the purpose. However at both places there is no provision for rain water storage and its use and the rain water is simply harvested down underground with the intention and commitment to do a small bit towards the betterment of ground water level. It may be said that instead of harvesting the institution conserving rain water for recharge of ground water.

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:

The College is very actively playing its role towards creating consciousness among its Students and staff with regard to environment. The NCC and NSS units of the College are actively engaged in environment oriented initiatives outside the campus. Inside the campus too the students belonging to NSS and Rotaract Club are continuously undertaking environment friendly initiatives. A very good number of students and non-teaching staff are using bicycles. Public transport has been used by students. NSS and NCC organise programmes for motivating students for the use of bicycle and public transport. Use of polythene bags is totally banned in the campus. The use of computer, total office automation and MIS has enabled us to minimise the use of paper to the lowest level. The College has recently switched over to the use of LED tube lights and bulbs and we are replacing the traditional tube lights with LED in a phase wise manner. Initiatives are also undertaken to put plants and trees in the two campuses. Saplings instead of flower bouquets are offered to guests and visitors as part of our green initiatives.

The College NSS unit and NCC are continuously organising cleanliness drives and green environment campaigns inside the campus.

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

Response: 11.75

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
6.3	0	0	0	0

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: D. At least 2 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
00	00	00	00	00

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
00	00	000	00	00

7.1.12

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

Response: No

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

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: No

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: 19

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
4	5	3	4	3

File Description	Document
List of activities conducted for promotion of universal values	View Document

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

Response:

The College takes initiatives to inculcate in its students an appreciation of the rich historical and cultural heritage of the country. To this effect, it makes effort to observe and celebrate within the campus National festivals and the birth and death anniversaries of significant historical personalities.

While Independence Day, Republic Day are observed on the campus with the traditional hosting of the National Flag and conventional cultural programmes signifying and promoting national unity, the various forms of the college also observe other significant occasion of national importance. For instance, film screenings of acclaimed documentaries are organised for students on the occasion of Gandhi Jayanti, Subhash Chandra Bose Jayanti and Vivekananda Jayanti. Lectures and talks are organised on the birth anniversary of Maulana Abul Kalam Azad, Rabindranath Tagore and Dr.B.R.Ambedkar. The College has observed the birth centenaries of Rabindranath Tagore and Maulana Abul Kalam Azad through UGC sponsored National Academic Seminars also organised by the Department of Bangla and the Department of Urdu respectively.

In addition to these, the Women's Cell of the College organises an annual essay competition on the general concept "Remembering the Stalwarts : Inculcating Pride in Indian Womanhood" in which every year, the students are given the subject of the essay on important women from history to explore, write and learn about. The Women's Cell has so far organised 4 Essay Competitions on "Remembering Sarojini Naidu", "Remembering Aruna Asaf Ali", Remembering Kasturba Gandhi" and Remembering Mother Teresa".

Also the NSS wing of the College observes Voter's Day and the Communal Harmony Week in the campus every year with great enthusiasm and gusto, registering huge student participations in its various events and activities.

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

Response:

The College, as a matter of principle and policy strives to maintain transparency at all levels. At the financial level, the institution ensures that accounts are subject to regular audit and that all financial issues within concerned parties are duly presented and represented on paper.

At the academic level, the institution leaves no stone unturned to promote transparency in the best interests of the institution as well as its numerous stakeholders. The college makes due and efficient use of its website to publicly offer information concerning class routine, syllabus, course and programme outcomes. Complete transparency is maintained with regards to teaching and evaluation activities. The mechanism of the daily report requires teachers to make a complete statement of classes engaged, topics taught and number of students present. Marks of tests, assessments and assignments are also posted to the departmental forums on the website. Reports of every academic event are prepared, verified and made available for viewing in academic records. Annual results of the department are also found on the college

website.

The College also seeks to maintain transparency with respect to auxiliary functions. The feedback report of the college provided by the students is published in the college website. Administrative responsibilities are clearly demarcated between sections and officials who are required to submit reports of action and performance. Besides, the college also attempts to maintain transparency by encouraging queries concerning dissatisfaction and complaints with services. The College has a Grievance Redressal Cell which students can approach for addressing and seeking redressal to their various complaint concerning the college, its conduct and its services.

7.2 Best Practices

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

Response:

Best Practices – 1

1. Title of the Practice: Knowledge Tree

2. Goals :-

1. To motivate students as well as professors to share their experiences in learning.
2. To improve interpersonal relationship.
3. To promote a healthy teaching learning process.
4. To execute concept of collaborative learning.

1. The Content :-

We believe in knowledge sharing as it gives an opportunity to every learned person to share their experience as well as to receive from others. through this practice we try to motivate our students and professors to share their experiences in any field professors put their knowledge pieces on any topic on “knowledge tree” for the use of any one who requires it as a ready record of facts.

1. Practices :-

Knowledge tree file with all knowledge pieces is displayed in the library some of its specially designed projects are kept with the related department, for easy access.

1. Success :-

Increase in number of knowledge piece is the evidence of the acceptance of this concept.

During our meetings we found that professors are coming with appreciative comments on other faculty member's knowledge piece.

1.Problem occurred:-

Initially people were only submitting their knowledge piece but we were unable to track its usage .as a corrective measure we decided to seek comment and suggestive remarks and also we started a concept of rating the knowledge piece, this helped us to track the usage.

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:

Environment awareness programmes.

Goals:-

Motivate students to opt for environment friendly activities like no use of plastic.

To make students aware for water conservation.

To keep the College campus Clean Green & Safe.

Tree plantation.

Motivate students to identify environmental hazards and work to curb them.

Context :-

We believe that environmental friendly attitude of citizen is the need of time. Science we strive to make responsible citizen we focus on environmental awareness program for students. Students are involved in Tree Plantation, they are also involved in “no use of Plastic” campaign. This will help them to develop a sense of responsibility towards environment.

Practices :-

We have created a club which works on environmental projects like – water conservation projects, Tree plantation, No use of plastic.

Success :-

Student and Professors have completely abandoned the use of plastic in campus .

There is increase in number of trees planted .

Problems:-

Some students used to bring plastic bags so we kept a plastic collecting bucket at the entrance so that at least they cannot take it in campus.

NAAC

5. CONCLUSION

Additional Information :

No additional information has to put.

Concluding Remarks :

ABM college has great potentiality to be the top college in Jamshedpur. The present management is working hard in this regards.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>14</td> <td>13</td> <td>11</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	17	14	13	11	12	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
17	14	13	11	12																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented.</p> <p>Answer before DVV Verification : 19</p> <p>Answer after DVV Verification: 15</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : D. Any 1 of the above</p> <p>Answer After DVV Verification: E.None of the above</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken</p> <p>Answer After DVV Verification: D. Feedback collected</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>23</td> <td>13</td> <td>27</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	13	23	13	27	23	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
13	23	13	27	23																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

12	23	13	27	23
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Remark : HEI input edited according to provided documents.

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 6

Answer after DVV Verification: 2

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

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 20

Answer after DVV Verification: 0

Remark : Required documents are not provided.

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 14

Answer after DVV Verification: 14

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	14	20	20	21

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	4	2	2	2

Remark : HEI input edited according to provided documents.

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 508 years

Answer after DVV Verification: 492 years

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 5

Answer after DVV Verification: 2

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification : 4

Answer after DVV Verification: 2

3.1.3.2. Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 105

Answer after DVV Verification: 105

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 5

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

Answer before DVV Verification : 6

Answer after DVV Verification: 2

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	4	5	4

Answer After DVV Verification :

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

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	4	2	3

Answer After DVV Verification :

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

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : These awards are to the institution and not to the individual and for extension activities only.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	13	11	12	11

Answer After DVV Verification :

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

12	13	11	12	11
----	----	----	----	----

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
162	156	145	157	123

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
193	183	93	70	80

Remark : HEI input edited according to provided documents.

4.2.3 Does the institution have the following:

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

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

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
.54	8.12	0	1.20	1.84

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
.54	.18	0	1.2	0

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 120

Answer after DVV Verification: 120

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

Answer before DVV Verification : 5-20 MBPS

Answer After DVV Verification: 5-20 MBPS

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10.72	8.81	8.46	5.74	5.42

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10.7	8.8	8.4	5.7	5.4

Remark : According to documents.

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

Answer before DVV Verification : C. Any 5 of the above
 Answer After DVV Verification: E. 3 or less of the above
 Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
454	398	350	307	218

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	10	8	10	15

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

Answer before DVV Verification : Yes
 Answer After DVV Verification: No
 Remark : Required documents are not provided.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
58	44	37	39	25

Answer After DVV Verification :

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

Remark : HEI input edited according to provided documents.

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 140

Answer after DVV Verification: 10

Remark : HEI input edited according to provided documents.

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)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	3	2	0

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
25	37	22	29	19

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
25	37	22	29	19

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : HEI input edited according to provided documents. Institution level activities consider here.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Required documents are not provided.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

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

Remark : HEI input edited according to provided documents.

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

years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : HEI input edited according to provided documents.

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

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)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.3	0.3	0.3	0.3	0.3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6.3	0	0	0	0

Remark : HEI input edited according to provided documents.

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)

Answer before DVV Verification : C. At least 4 of the above

Answer After DVV Verification: D. At least 2 of the above

Remark : HEI input edited according to provided documents.

7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <p>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="309 293 1048 427"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="309 506 1048 640"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : NSS and NCC activities not to be considered here</p>	2017-18	2016-17	2015-16	2014-15	2013-14	3	2	1	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
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3	2	1	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="309 999 1048 1133"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="309 1211 1048 1346"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>000</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : NSS and NCC activities not to be considered here</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	000	00	00
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00	00	000	00	00																	
7.1.15	<p>The institution offers a course on Human Values and professional ethics</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: No</p>																				
7.1.16	<p>The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: Yes</p>																				

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years
	Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1357	1255	1415	1581	1619

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1357	1255	1428	1877	1730

2.3 Number of computers

Answer before DVV Verification : 25

Answer after DVV Verification : 15

MAAC