



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHILA COLLEGE KHAGARIA

AT-BALUAHI PO-KOSHI COLLEGE

851205

www.mcollegekhagaria.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Khagaria is named after Farakia. As the land was unable to measure by the Finance Minister Todermal of the great King Akbar. It was separated from the kingdom of Akbar and was named Farakia (Farak-kiya). Khagaria is a part of Farakiya.

To educate the women the intellectuals of Khagaria establish a women college for higher education because most of the people were unable to send their daughters outside to study. Today it is the only one constituent college dedicating quality education in Farakiya belt. The establishment of the college caused not only to educate girls but to develop awareness among the girls as well as the society of the Khagaria.

With the vision to provide quality education, the college was established in 1973 by the team of professors of Koshi College business man and a renound politician Sri Kedar Narayan Singh Azad.

It was declared a constituent unit of T.M.B.U. Bhagalpur in 1986 having eleven disciplines. All the faculty members are highly qualified devoted and punctual although. To meet the various challenges we are trying to organize the teaching learning process more and more student centric. There is well maintained library having 6000 books.

Vision

To boost up the mind and mentality of the students to cope with the modernization and the changing scenario of the society.

To improve the ability of the students for contributing to the welfare of the society.

To generate the moral. Cultural values and discipline among students.

To ensure peace, harmony and prosperity for all.

To make Mahila College Khagaria one of the most creative, innovative and prosperous colleges of T.M.B.U., Bhagalpur.

Mission

To create an academic culture and extracurricular environment among the students with a view to highlight the need of higher education and to make the students self confident, Self-reliant, Self- sufficient, responsible and capable citizen.

To change the traditional outlook and to promote the scientific enthusiasm among the students so that they can be free from all negative dogmas of the society.

To make students more adaptive and flexible to all situations.

1. To impart sound education to the students with a view to mould them to be upright and bonafied citizens, strongly sensitive to the varied needs of our developing society.
2. To develop strong Self-confidence and knowledge to enable students to project themselves as employable.
3. To develop a strong sense of discipline and dignity of labour among students.
4. To be.... reliant to face the challenges of life courageously and wisely.
5. To empower the students wholly by providing wider space for creativity and innovation.

6. To help students in equipping themselves to access the best opportunities of growth and advancement by getting prepared linguistically and culturally for them.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. We have a medium campus area.
2. Our fee structure is low which is suitable for students of low economic rural background, which also ensures education for all.
3. We have transparent admission system on merit basis.
4. In the front of extra- curricular activities, we have always been, always, participated.
5. Our faculty members are competent and dynamic learners.
6. We observe excellent and friendly relationship among teachers, students, supporting staff and administration.
7. The college is well reachable by buses, trains, personal vehicles and e-rickshaws.
8. The College is located at a calm and peaceful place, away from the hustle and bustle of the town, which creates an ideal atmosphere for teaching and learning.

Institutional Weakness

1. The main drawback for us is that we do not have adequate teaching faculty in few subjects as we should have. Teacher- student's ratio is poor in some subjects due to non-recruitment of faculty.
2. We do not too have adequate supportive and technical staff.
3. Majority of our students come from rural area and weaker socio-economic background. Hence, their intellectual level is average in comparison to the other better colleges in university. We need adequate extra effort to make them equally skilled.
4. Drop out ratio is higher than the average, due to the poor economic conditions of the students and early marital status.
5. Since the college is located at an underdeveloped semi-urban locality, we suffer from lack of adequate civic amenities.
6. Shortage of funds for modernization of laboratories, libraries, class-rooms.

Institutional Opportunity

1. We can make better physical infrastructure if you get financial aid.
2. We have the opportunity of upgrading all most all departments.
3. Due to our smart utilization of resources, we can get adequate fund from UGC and RUSA grant for the development of the college.
4. We have the opportunity to introduce new undergraduate programmes like B.Ed, and BBA and B.C.A along with short-term certificate/diploma programmes.

Institutional Challenge

1. Our first challenge is to meet the shortage of faculty members and supporting staff.
2. We have the challenge of transforming the scenario of higher education in such a underdeveloped region.
3. The growing coaching centres is a common challenge for us.
4. We have challenge to attract students' scholars from far and near.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is a permanent constituent unit of Tilka Manjhi Bhagalpur University and duly recognized by UGC U/S 2(f) and 12(B).

The college offers the courses those are duly approved permanently by the university and the state government. At present, the college offers 11 UG (three years' degree: both Honours and subsidiary programmes).

The College follows the syllabus of T.M.B.U.

THE university has its academic council that prepares the academic calendar along with course design and curricular planning.

The programme outcomes, Course Outcomes and programme Specific Outcomes are designed at that level.

The college has been entrusted to implement the curriculum.

On a rotational basis the Principal of the college is invited to attend the meetings of the academic council and syndicate.

Teaching-learning and Evaluation

The college provides quality education in various arts disciplines .

The system of admission is entirely transparent.

The university regulations are followed in admission to different sections of the society.

Towards this, due weightage is given to the candidates belonging to SC, ST and OBC categories.

The college also organizes remedial classes for such students to enhance their employability and competitive strength.

To incentivize students, prizes for outstanding academic performances as well as in the fields of Sports, NSS, and extra- curricular activities have been instituted by the college.

Departmental societies regularly organize seminars, extension-lectures, quizzes, debates and other activities in their respective fields.

Faculty members continuously strive for learning and keeping abreast of the latest developments in their respective fields. The Faculty regularly participates in conferences, workshops, seminars, and refresher courses.

The College also organizes conferences, workshops and seminars

The performance of the students and learning outcome is regularly evaluated and monitored by conducting periodic class tests, presentations, assignments, discussions as a part of students' assessment while their final evaluation is made through examination conducted by the university.

Research, Innovations and Extension

Most of faculties having Ph. D. degree with considerable number of publication are actively involved in research.

Most of the faculty members have successfully supervised research scholars leading to Ph.D. degree and others are in the process.

Faculties of the college are actively engaged in research work.

Departments conduct seminars, workshops and special lecture regularly.

Wi-Fi connectivity is available for students and teachers in the campus for improve research activities.

Due to an acute shortage of teachers and support staff an active involvement of teachers in research activities is not possible.

However the teachers participate in various career development programmes from time to time.

Students of the college who have joined NSS regularly organize tree-plantation programmes, blood donation camps, AIDS awareness programmes, health check-up camp, women's empowerment initiatives, cleanliness programme in the adjoining villages.

The college as a family is actively participating in the ongoing Clean India and Digital India Movement.

Infrastructure and Learning Resources

We have 02 departmental laboratories.

The college has a Computer room having Computers and laptop.

The Library of the college has more than 6000 books.

The College library is going to digital cataloging.

The college has a library with Text Books, Reference Books, Journals and magazine etc.

The College has a conference hall.

The College campus is fully Wi-Fi enabled.

Internet, computers, printers, scanners, copiers are provided needed sections.

The college has a generator, inverter and UPS as power supply and back-up facilities.

LCD projector and computers for the benefit of the students and teachers. Various works related to accounting, correspondence, and administration related jobs are done with the help of computers.

It is a truth that some teachers and support staff are not well equipped with computers, though some of them are gradually picking up their use.

Student Support and Progression

The College believes that its primary stakeholders are the students. All aspects of education focus on the core values of contributing to national development.

The College admits students from all social milieus and empowers them through intensive mentoring and counseling to face the challenges of life and become responsible and sensitized citizens of the country.

Prizes have been instituted by the college, which are merit based and given for excellence in the field of

academics and extracurricular activities in steps towards providing support and incentivize to students to do their best.

The College provides special support to slow learners and those who need additional help through a variety of means such as remedial classes.

The Grievance Redressal Committee, Anti-Ragging Committee and Equal Opportunity Committee ensure a conducive and secure environment for growth and development of students.

Governance, Leadership and Management

The Principal, Coordinators of different Committees, Heads of the Departments, the Controller of Examinations, NSS Programme Officers provide effective leadership enabling the college to fulfill its twin missions of excellence in education and skill development and catering to the national and empowerment of the weaker sections of the society.

There are a number of committees in the college to perform the various functions related to discipline, personality development, social responsibility etc.

College goes through financial audit to bring transparency.

Institutional Values and Best Practices

We have a streamlined mechanism for continuous monitoring and evaluation of the students.

Students are identified based on:

Performance in intermediate examination

This helps us to categorize students as slow learners and advanced learners in a class. After the commencement of classes, students are categorized based on interaction and tutorial classes. This helps to encourage students to learn and create enthusiasm in class.

For Slow Learners:

The teachers pay more attention to the slow learners. Our aim is mainly to increase the pass percentage of the students. The Teacher assesses the nature of their problems and then motivates them in a friendly way to reach their academic goals.

Extra classes are organized to clarify doubts re-explaining of critical topics for improving performance. Appropriate counseling with additional teaching, eventually helps to attend classes regularly.

For quick Learners:

Quick learners are identified through their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc. The Institute promotes independent learning that contributes to their academic and personal growth.

Strategies adopted for student improvement:

1.Re- explaining of critical topics for improving performance. 2.Regular attendance is made must. 3.Additional details are given in each class regarding the topic. 4.Students may discuss their personal issues with teachers for proper guidance.

All the staff members maintain good relation with students and deal with their problems in a gentle manner.

Experiential learning is a process of learning through experience. Experiential learning considers the individual learning process. The faculty member who looks after them and nurtures them with his/her experience in academic level.

Our College includes different activities of learning - group discussions, and case studies, community surveys

and excursions. Active learning is a form of learning in which teaching strives to involve students in the learning process more directly than other methods.

There are many different problem- solving steps and methods, but the one we generally teach our students is:

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHILA COLLEGE KHAGARIA
Address	At-Baluahi PO-Koshi College
City	Khagaria
State	Bihar
Pin	851205
Website	www.mcollegekhagaria.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Dr. Kiran Mala Verma	6244-223065	9431645011	06244-223065	mahilacollegekhagaria1973@gmail.com
IQAC / CIQA coordinator	Kumari Renuka	06244-222056	9431455542	6244-222056	kiranmalaverma886@gmail.com

Status of the Institution	
Institution Status	Government and Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1973

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

State	University name	Document
Bihar	Munger University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	08-04-1992	View Document
12B of UGC	08-04-1992	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	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	At-Baluahi PO-Koshi College	Semi-urban	2	4046

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Hindi	36	Intermediate	Hindi	130	54
UG	BA,English	36	Intermediate	English,Hindi	130	5
UG	BA,Sanskrit	36	Intermediate	Hindi	130	0
UG	BA,History	36	Intermediate	Hindi	195	87
UG	BA,Political Science	36	Intermediate	Hindi	130	18
UG	BA,Psychology	36	Intermediate	Hindi	65	27
UG	BA,Economics	36	Intermediate	Hindi	130	4
UG	BA,Home Science	36	Intermediate	Hindi	98	72
UG	BA,Philosophy	36	Intermediate	Hindi	130	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				14			
Recruited	0	0	0	0	1	4	0	5	11	3	0	14
Yet to Recruit	0				0				0			
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				21
Recruited	12	5	0	17
Yet to Recruit				4
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	4	0	11	3	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	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	0	0	0
	Female	267	0	0	0	267
	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	43	54	72	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	448	513	463	0
	Others	0	0	0	0
General	Male	148	57	48	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		639	624	583	0

3. Extended Profile

3.1 Program

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

Response: 168

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	9	9	9

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
877	784	766	776	673

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
699	699	699	699	699

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
116	162	198	221	215

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
22	22	22	22	22

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
22	22	22	22	22

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 11

Number of computers

Response: 01

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

2017-18	2016-17	2015-16	2014-15	2013-14
4.44	11.05	12.09	11.46	13.21

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:

Khagaria is a in all senses especially in . Hence to educate women the intellectuals of Khagaria established a Women College in for higher education because most of the people were .

The college is situated in at a distance of . from Railway station and . from having . It was declared a having . All the faculty members are . Although the college has not there is a field for sports and a large hall for curricular activities. are running smoothly. . The College has lecture rooms, Conference hall, Teachers' staff room, Office and Principal Chamber. To run the College smoothly .
Though we have to shape the College and students but we are .

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: 0	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years				
Response: 0				
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

Mahila College Khagaria offers Under Graduate course (BA) in the following stream:

1. Hindi 2. English 3. History 4. Psychology 5. Home Science 6. Political Science 7. Economics 8. Philosophy & 9. Sanskrit..The institution does not run courses other than above mentioned subjects, but we conduct different activities relating gender issues, Environment and Sustainability, Human Values etc...These activities are organized by the college NCC & NSS units. All these activities make the students & society aware.

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

Response: 0

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

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

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: E. Feedback not collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 19.81

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
327	292	258	234	274

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
1398	1398	1398	1398	1398

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: 34.22

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
288	255	223	204	226

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:

We have a streamlined mechanism for continuous monitoring and evaluation of the students. We are considering grade factors for identifying the level of students. This system helps to identify slow learners & advance learners

Students are identified based on:

Performance in Intermediate scores

Interaction with students in the classes after admission.

Strategies adopted for facilitating Slow Learners:

For every 10 students, 4 to 5 are usually found to be slow learners. The student counselor(Teachers) assesses the nature of their problems and then motivates them in a friendly way to reach their academic goals. Extra classes are organized to clarify doubts and re-explaining of critical topics for improving performance. Appropriate counseling with additional teaching, eventually helps to attend classes regularly.

Strategies adopted for facilitating Quick Learners:

Quick learners are identified through their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc., The Institute promotes independent learning that contributes to their academic and personal growth.

Strategies adopted for student improvement:

Classes are organized to clarify doubts, re-explaining of critical topics for improving performance. Poor performance due to frequent absenteeism is dealt by sending SMS to the parents of such students. Appropriate counseling with additional teaching, eventually helps students to attend classes regularly. All the staff members maintain good relation with students and deal with their problems in a gentle manner. Separate tutorial classes are conducted to all students of all courses.

Slow learners who are not able to manage with the teaching in regular classes, are assisted through clarification of their doubts, revising important concepts and extra assignments to strengthen their learning. All the faculty members are engaged in the tutorials. The Head of the department monitors the effectiveness of the tutorials.

2.2.2 Student - Full time teacher ratio	
Response: 20.5	
2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0	
2.2.3.1 Number of differently abled students on rolls	
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:	
<p>We believe in the adoption of student centric methods to enhance student involvement as a part of participative learning and problem solving methodology. We follow namely, discussions, debates, laboratory experimental learning, mini projects.</p> <p>Discussions: We do follow the discussions in many of the subjects as it makes the students to think wide and participate in coming up with the opinions & suggestions to check their current knowledge.</p> <p>Debates: Debates are followed in many of the subjects where students are required to come with different opinions, thought processes. Thus the learning process gets justified in the argumentative way of learning.</p>	
2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.	
Response: 13.64	
2.3.2.1 Number of teachers using ICT	
Response: 03	
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: 877	

2.3.3.1 Number of mentors

Response: 01

2.3.4 Innovation and creativity in teaching-learning

Response:

We have taken it as a challenge to improvise the Teaching – Learning environment into student friendly learning. We mainly adopted the below methods to transform the learning environment.

Digital library: We are going to make our library digital very soon. After that we will launch online book searching facility (OPAC) for our students & teachers.

Subjective seminars: Additional seminars on the subjective topics, mini projects related to their technical subjects and submission of study reports on real time analysis is made mandatory from pre final year.

Feedback will be taken by the faculty members at the end of the course. Outcome base learning: The institution ensures achievement of learning outcomes through the Assessment Committee. Continuous evaluation in both theory and lab subjects.

2.4 Teacher Profile and Quality

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

Response: 111.58

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: 62.5

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

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

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:** 25.77

2.4.3.1 Total experience of full-time teachers

Response: 567

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 0

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
0	0	0	0	0

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:

We do follow the assessment procedure as per the norms of the T.M.B. University. We conduct internal exams for this. External examinations are conducted by the University. In addition to the examinations we do conduct assignments & class tests as a part of continuous internal evaluation. The assignments and class tests differ for both the quick learners and slow learners. Coming to labs, regular assessment is done.

Exceptionally sometimes we conduct the exams for the absentees in case if one is a meritorious student or participating in sports or if someone is very sick basing on medical grounds so that their percentage is not hampered. Seminars, paper presentation and mini-projects are introduced in the curriculum to make the environment activity based. To refine the critical thinking among students, various group discussions, debates, seminars, workshops etc., are organized in which students explore new ideas and thus enhances their performance levels.

Till today no special approach is followed for measurement of impact of the above practices. However the effect is seen as follows:

Improved student understanding in over all development of students.

Reduced backlogs and detention Improved results and pass percentage.

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

Response:

Internal assessment in college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects. The institute follows the regulations of T.M.B. University. Marks obtained by the students in internal exams are displayed in the notice board. Marks. Slow learners are permitted to improvise their marks by redoing the experiments and classes if they have scored low. Heads of the departments are fully empowered to suggest the re-assessment of the total marks by the approval of department committee. All such modifications will be displayed in the department notice boards for student reference.

The college follows the university calendar. Then the faculty of the college makes aware the students with the rules and regulations of the university, examinations, evaluation process.

Extra-curricular activities etc., similarly every department organizes a program to communicate about the labs & subjects to the students.

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

Response:

Examination related grievances are handled by the faculty members to make it time bound & transparent. Internal exams answer books are distributed to the students as regard to total checking and for clarifications if any. The marks awarded for the internal exams which constitute the internal assessment component are displayed on the examination section notice board.

1. Student approaches her concerned department for the clarifications related to internal marks, & other if any. 2. Student issue related to the above is perceived by the department in a time bound. 3. Issues are identified & forwarded to the department. 4. A clear report of the issues are given to the examination section through Department, 5. The entire process is monitored by the control of examination and then the final details will be forwarded to the TMB University.

Grievances related to the university external examinations are addressed by the university controller of examination.

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

Response:

The college committee consisting of Principal and Controller of Examinations follow the academic calendar including internal & external examinations issued by university. The university academic calendar outlines the class work schedule, internal & external examination schedule.

The faculty members of the concerned department gather the lists of courses for the current session. The faculty members prepare the plan before the commencement of the exams, indicating the topics to be covered lecture wise including the evaluation process for each subject. It is made available to the students. Timetable in-charge prepares the timetable as per the guidelines of TMBU. Time-table displayed in the respective department notice boards. The performance of the students is assessed on a continuous basis by conducting exams as per the University norms. In addition to the tests, assignments, & mini-projects and are also the part of Continuous Internal Evaluation

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 assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes are as mentioned below:

Method of assessment of POs / PSOs

The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment. Throughout the year the faculty records the performance of each student on each course outcome

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

Response:

When the session begins, whether timely or late, in the beginning classes, teachers acquaint the students with ins and outs of the syllabus they have to pursue. They are conveyed segment wise, Chapter wise what is expected of them to be done. They are also advised regarding the benefits of participation in extracurricular activities. Apart from that each student, through general notice, is conveyed time to time about programs conducted by different wings such as N S S, N.C.C. Sports and Cultural Society etc. Regular works related to community services are organized. Much of what is deliberated in the class-room is focused on the prescribed syllabus. In addition, a teacher employs his experience for easy comprehension. For the assessment of the Course Outcome, there are two steps in practice. The first when the students perform in the Internal Test Examination. On the basis of the performance, a student is given all possible tips and help so as to improve better in the final exam. The second is when the result of Part1 or Patr2 is published. At these points of time, a student is categorized as performers, near performers and nonperformers. A teacher then devises her strategy to improve the individual and overall performance. As a model indicator other than the basis of the performance in annual examination, this institution attempts to test extra-curricular interests of all its students. Our emphasis is always on broadening the thinking process to use knowledge affirmatively. As there are integrated three year degree courses, a teacher gets ample feedback during the class-room response, Test-Exam results and University results. The extension activities also help understand the strength and weakness and possibilities of a student. The activities in the campus activities related to debate and cultural programs are noticed carefully. The performers are rewarded not by the institution only but also by the teachers. Some of us have undertaken the responsibility of paying all fees of one or more than one student. Final results are published on the web-site of the University and the college makes it available for all the interested stake-holders

2.6.3 Average pass percentage of Students

Response: 86.96

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

Response: 100

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

Response: 115

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: 3.03

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

Response: 0

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

Response: 00

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

Response: 21

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 imparts teaching up to undergraduate level. The syllabus of most of the subjects focuses on textual contents. The practice of class-room seminar has not been included in the learning process as yet. However, some subjects organize seminars within the ambit of the topics prescribed in the syllabus. Moreover, the college facilitates research temperament of its faculties and staff. That is why most of the

teachers are either Ph.D. holders or are in the way of getting Ph.D. The teachers have their articles published in UGC notified/refereed in National journals. A good number of teachers have read their papers in National and International seminars, symposia and conferences. A few demonstrators have also obtained Ph.D. Some teachers have published books with ISBN under their own authorship. In order to give momentum to the research activities, the college is providing Campus Wi-Fi facility to all its students, faculty, and staff.

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

Response: 0

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

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

File Description

Document

List of workshops/seminars during the last 5 years

[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 research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0

3.3.3.1 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

3.3.4 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

3.3.4.1 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	00	00	00

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 N S S unit of the College is actively involved in extension activities. Every year a nearby village/tola is selected for its various activities. We have organized Blood Donation camps in past. Within the campus, the students volunteer in cleanliness drive regularly. Plantation in the campus is credited to the NSS unit of the College. The NSS has done commendable job in the realization of positive discrimination through its cultural activities. Thus, they every now and then begin campaigns as such

- 1.Awareness against Dowry
- 2.Awareness against Child-marriage
- 3.Awareness against Illiteracy
- 4.Awareness against Population Explosion

5.Awareness for Prohibition and Corruption

In addition, NSS undertakes the program related to health and organises YOGA Camp every year in its Seven Day Camp. The programs related to social justice and gender discrimination are culturally presented by the volunteers of the NSS. Through Excursion activities, the students enrich their knowledge in respective fields. One-week yearly camp organised by the NSS unit helps develop community life, mutual respect, and holistic vision.

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: 0

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
0	0	0	0	0

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: 71.05

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
165	197	246	166	195

File Description

Average percentage of students participating in extension activities with Govt. or NGO etc.

Document

[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

Number of Collaborative activities for research, faculty etc.

Document

[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:

Our college encompasses a well maintained campus spread approx 1 acre of serene green land. The existing infrastructural facilities are utilized both for conducting theory and practical classes. The following table shows the classrooms, tutorial rooms, seminar halls and laboratories:

Classrooms:

Our institution has sufficient number of classrooms for conducting theory classes.

Some of them are furnished with desk-branches, fans & light.

Laboratories:

College laboratory is well maintained.

Seminar Halls:

College has one seminar hall to conduct conferences, seminars and workshops for students and faculty members as well.

Seminar hall has the capacity of 150 seating capacity.

Facilities and Equipments for teaching, leaning:

We have a very spacious, well equipped Library with references and text books, newspapers etc.,

Common room.

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

Response:

Our college encompasses a well maintained campus spread over one acres of serene green land. Our Management believes in the all-round development of our students. There is a lot of encouragement for the students to participate in sports and culture activities simultaneously.

We have a sport room, where girls can play in door games like luddo, chess, etc...

College teams/girls are formed to take part in state level and University level competitions and other intercollegiate competitions.

Sports event competitions are conducted in the interdepartmental level in an academic year and the winners are awarded and rewarded accordingly

The outdoor games are well practiced and played by the students.

Cultural Activities:

Students are very much encouraged to participate in the cultural events held in the college like 26th January(Republic Day), 15th-August, N.S.S. Day, Women's Day etc., to exhibit cultural talents.

Students are even sent to other places for competitions like dances, songs etc.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 0**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 00

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:** 0**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
00	00	00	00	00

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The library of the college has approx 8000 text books, magazines and different local & national level newspapers in Hindi and English. The library of the college has the following listed infrastructural facilities:

1. Library automated using ILMS? No.
2. Automation: Library Automation has been completed.
3. Separate Library building: Yes
4. Chamber for librarian: Yes, but not separate chamber.
5. Reading rooms: Yes, but not separate reading room.

- 6.OPAC facility: OPAC search facility is under process.
- 7.There are two computers in the library with Internet facility.
- 8.Wi-Fi facility in the Library: Yes
- 9.N-LIST and SHODHGANGA subscription are under process.
- 10.Photocopy machine- 01 etc...

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

Response:

HISTORY

- 1.Manav Savyata Ka Vigyan- Dr.Rajiv Nayan Prasad.
2. Ancient Indian coins - Dr. UpadhayBajudev

HINDI

- 1.Rashtryabhasha Sanchyan- Virendra Shree Vastava
- 2.Aadhunik Hindi Vyakaran Rachna-Dr. Vasukinandan Prasad
- 3.Santsahitya Prerna Srot-Aacharya Parshuram Chaturvedi.
- 4.Shodh aur Sidhant- Nagendra

HOME SCIENCE

- 1.Bharat men Prasar Shiksha- Virendra Dubey Sukhbir Singh
- 2.Microveb Cooking- Mani Shankar

ENGLISH

- 1.Histoy of English Literature – Edward Albert
- 2.A Mannual of Practical English Grammar – R.S. Agrawal

laLd`r

- 1.Sanskrit Sahitya ka itihās- Aacharya Devi Shankar Mishr
- 2.Kumar Sambhawam Mahakavy- Kalidas
- 3.Meghdootam- Kalidas

ECONOMICS

- 1.Uchcharat Arthik Sidhant- H.L.Aahuja
- 2.Mahadesho ka Arthik Vikas-H.L.Roy

- 1.Kautilya Arthshatr&M.B. Chandi

LOGIC

- 1.Dharmdarshan ke ruprekha-Prof. Harendra Prasad Sinha

- 1.Hindu Philosophy&R. Kumar

SOCIOLOGY

- 1.Samajic Anusandhan- Dr. Dharmveer Mahajan Aur Kamlesh Mahajan
- 2.Samajic Shodh ewam Sankhyki &R.N. Mukherjee

POL. SCIENCE

- 1.Internaitonal Relations in World war – Ashit kr. Sen
2. Vishw Ke Pramukh Samvidhan- Mahadevi Prasad Verma

- 1.Manovigyan Men Prayog tatha Parikshan&Arun Kumar

- 1.Udhyog Ewam Sangathan Manovigyan-Dinesh Chandra Gochar

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	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: 1.78

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

Response: 16

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has not a well developed system for providing IT facilities to the teachers & students, but some of the facilities are as follows:

- 1.The college website is monitored and updated from time to time by the IQAC cell of the college.
- 2.The whole campus of the college has Wi-Fi facility with a speed of up to 10 mbps.
- 3.Most of the computers have internet facility via Wi-Fi/Modem/LAN.

- 4.The computers and printers of Administrative block are connected in LAN.
 5.The college take the help of experts for maintenance and repairs of computers and also for updation of its website.
 6.Maintenance and updation is done from time to time.

4.3.2 Student - Computer ratio

Response: 32.8

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: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	00	0

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 practices a policy of decentralization of authority for efficient look over, maintenance and best utilization of its available resources. The following initiatives are taken to implement the policy.

- 1.The institution has a building construction and maintenance committee to supervise the new construction and extensions needed from time to time and also for the overall infrastructural maintenance of the college.
- 2.The college has different committees which are made to look after the maintenance of garden, physical infrastructure, Internet and Wi-Fi facility, cycle stand, parking zone, sports maintenance for library facilities etc.
- 3.For the maintenance and repair of computers, the college take assistance of special technical Expert.
- 4.Electrification and water supply system of the institution is being regularly monitored and maintained.
- 5.Professor-in-charge deployed to look after the maintenance and repair of the physical infrastructure of the college like Gardens, sports ground, library, RO water filter maintenance, toilet, girls' common room etc...

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: 5.35

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
0	0	0	0	180

File Description

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

Document

[View Document](#)

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

Response: 0

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

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

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

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

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

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	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: Yes

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

5.2 Student Progression

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

Response: 0

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

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

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

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

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

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

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

Response: 0

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	0	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
0	0	0	0	0

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

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

College creates a platform for the active participation of the students in the various academic & administrative bodies including other activities. This empowers the students in gaining leadership qualities, rules, regulations and execution skills.

Its selection, constitution, activities & funding:

1.The student representatives bring forward the views and suggestions of the entire class with respect to the faculty, subjects and other things related to the class. 2.Each class has one student as class representative. This method is followed in all classes. 3.The Student Council helps students share ideas, interests, and concerns with lecturers· and principal. They often also help raise funds for -wide activities, including social events, community projects, helping people in need and college reform.

Various programs are organized by these bodies every year.

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

Response: 0

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
00	00	00	00	00

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 of the college is not registered. But, our alumni visit the college and give their suggestions in the hole-sole development of the college. Some of our alumni performed very well at university & state level in the field of sports & cultural activities.

Role played by past students:

They help present students for

1. Career Guidance.

2. In the field of Sports & Cultural Activities.

3. They assist in the college functions/seminars, Sports & Cultural Activities organized by the department and provide their guidance to the students.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description

Document

Alumni association audited statements

[View Document](#)

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

Response: 0

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

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

File Description

Document

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

[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Our governance body is so reflective and the prime focus is on the vision and mission of the institute.

VISION

To boots up the mind and mentality of the students to cope with the moderization and the changing scenario of the society. To improve the ability of the students for contributing to the welfare of the society. To generate the moral, Cultural values and discipline among students. To ensure peace, harmony and prosperity for all. To make Mahila College Khagaria one of the most creative, innovative and prosperous college of T.M.B.U., Bhagalpur.

MISSION

To create an academic culture and extracurricular environment among the students with a view to highlight the need of higher education and to make the student self-confident, self-reliant, self-sufficient, responsible & capable citizen.

To change the traditional outlook and to pramot the scientific temperament among the students, So that they can be free from all negative dogmas of the society.

6.1.2 The institution practices decentralization and participative management

Response:

The College follows the policy of decentralization. All the academic and non-academic decisions based on policy to the college Committee headed by the Principal. The college Committee formulates common working procedures and entrusts the implementation through departments. The department coordinator manages the day to day activities of the department and keeps a track of co-curricular and extra-curricular activities in the College. Other units of the college like sports, arts, library etc. have to work under the guidance of the various committees.

6.2 Strategy Development and Deployment

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

Response:

The Principal together with the department committees lead all the academic activities of the College. They regularly meet and take necessary steps to formulate and implement strategic plans of the institution. All the departments are supervised by the Principal. Principal invites suggestions from senior staff and to study the impulses of the institute in general and take steps for further improvements. The following strategies are adopted by the institution to monitor and evaluate policies:

- Regular meetings of the Councils (Academic Council, IQAC etc.).
- The feedback system (Regular feedback from Stake holders, Staff and Students).
- Regular visits of the Principal to the departments and interaction with heads of the departments.
- Heads of the departments monitor the system of each department regularly.

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

Response:

The Governing Body (Munger University) is responsible for Policy making. The decision making procedures are made at appropriate by the university. Statutory bodies such as IQAC Cell, Anti-ragging Cell etc., as per the university/ government guidelines are also included in the organizational structure of the institution. A committee comprising of faculty members and staff are involved in the planning and implementation, academic audit and evaluation. There are different bodies that give academic and administrative leadership to the institution.

Service Rules:

The institution strictly follows the service rules according to the Munger University/UGC/Central Govt./Bihar Govt. norms. The institution runs for 6 hours. The teaching and non-teaching faculty have the benefits of PF, Casual Leaves, Earned Leaves, Medical Leaves, Maternity Leaves etc..

Grievance Redressal Mechanism:

If the staff member is dissatisfied with the activates of their higher staff, they may directly approach the principal for the redressal of his/her grievance

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: D. Any 2 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:

Institute forms various Committees/bodies/cells and their functions are properly defined, considering the overall development of the institute.

The college has a perspective plan for development. All plans regarding the academic administrative and other developments are prepared in the meetings of IQAC headed by principal. The final decisions are implemented through various committees of the college. If required, some plans are also sent to the University for Approval.

The Principal constitutes a Core Committee which decides all policies and programmers' of the college development and functioning. The Core Committee performs works with the help of various committees and departments. All HODs meet regularly under the chairmanship of the Principal to discuss academic progress and requirements. Various academic and administrative bodies coordinate and monitor the functioning and improvement of the college.

6.3 Faculty Empowerment Strategies

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

Response:

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

1. Welfare measures for teaching staff.

Following welfare measures are available for teaching staff:

1. There is a GIS scheme (Group Insurance Scheme) available for teaching staff.

2. Teaching staff can avail the facility of partial withdrawal from their GPF accounts in case of family needs like marriage purpose, education of their wards, construction of house, for medical need of family members.

3. There is a festival advance scheme for teaching staff.

4. All types of leaves applicable as for the norms like Causal Leave Earned leave Maternity Leave Duty Leave etc..

2. Welfare measures for non-teaching staff

1. There is a GIS scheme (Group Insurance Scheme) available for non-teaching staff. 2. Non-teaching staff

can avail the facility of partial withdrawal from their GPF accounts in case of family need like marriage purpose, education of their wards, construction of house, for medical need of family and others. 3. There is a festival advance scheme for non-teaching staff. 4. All types of leaves applicable as for the norms like Causal Leave Earned leave Maternity Leave Duty Leave etc..

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

Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years

Document

[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

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

Document

[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: 3.64

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

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

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:

YES, The Performance Appraisal Reports (PBAs) provide good feedback to faculty and help them in understanding the changing needs of students. All faculty members fill prescribed Performa for self-appraisal. PAS system encourages the faculty members to make excellent performance in teaching –learning and research.

- 1.The institution follows an effective designed staff appraisal system.
- 2.Performance Appraisal form comprises of multiple activities concerned to academic achievements and over all performances.
- 3.Number of Conferences, Seminars and Workshops attended/participated
- 4.Results and feedback.
- 5.Additional responsibilities and contributions in department and college level.
- 6.Active participation in the development of the institution

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Our Institution has an effective mechanism for auditing the accounts. The accounts of the college are audited by chartered accountant regularly as per the Government rules.

Whenever there are additional expenses over and above the budget proposals, special sanction is to be taken from the Governing body (I.e. University). The Committee of the college looks after the internal audit and it is presented to the certified Chartered Accountant. The Last external audit was done this year (2018) audit report was satisfactory.

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

Response: 0

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

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

File Description

Document

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

[View Document](#)

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

Response:

The Institution has well set mechanism to monitor efficiently the available resources. The college obtains proposals from the concerned departments in an academic year which is run by three different heads of accounts . After estimating the projected income for an academic year, the Principal sends it for approval to the University. Once it is approved by the university. After the allocation, the departments can avail the financial resources within the given limit. Purchases are made with the recommendations of duly constituted purchase committee. The amounts withdrawn from the banks follow a systematic mechanism of obtaining the approval at various levels.

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:

Mahila college has taken concrete steps for the development of students and faculty members and thus established IQAC. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions.

The primary goals of IQAC are:

- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.
- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

The following are the roles and responsibilities carried by IQAC:

- To coordinate the documentation of the various programmes / activities leading to quality improvement.
- To coordinate the quality-related activities of the institution.
- To coordinate the timely and efficient execution of the decisions of IQAC committee.

IQAC is monitored by the following members:

- Dr.kumari Renuka Prof.
- Kamal Kishor Singh
- Prof. Mukesh Kumar Sinha
- Dr.Sobha Rani
- Dr. Sushila Kumari
- Dr. Kumara Nutan

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:

Internal Quality Assurance Cell (IQAC) of Mahila College Khagaria monitors the teaching learning process regularly through their organizing committee members. Head of the departments are the members of it. Internal Quality Assurance Cell (IQAC) conducts an annual meeting every year in the month of December to check the learning process, structures & methodologies of operations and learning outcomes. These annual meetings are intended to check the overall result analysis and to check the planned goals and achievements of IQAC.

Class Teachers, Class Representatives, HoDs and Staff meetings are conducted periodically to review teaching and learning process. The teaching learning process is reviewed by senior and expert. Principal and the Management Committee plans for what else can be added for the improvement and suggests the modifications to it. Some of them are listed below:

- Examining students by conducting internal tests assessments.
- Holding extra classes for course completion on time.
- Arrangement of doubt clearing classes for slow learners.
- Automation and digitalization of library.

- Provision of Wi-fi facility and smart classes.
- Increased usage of ICT tools in teaching learning process.
- Preparation of course plan at the beginning of every session.

Methodologies of operations

IQAC collects feedback from students in a specially designed format questionnaires annually. Feed back is collected on curricular aspects, teaching learning methods, faculty programs and institutional programs. Steps are taken to improve over all performance of the college by analyzing the feedback from the students. The Academic Council consisting of the principal, the vice principal and a senior faculty in a central body that plans monitors and reviews teaching learning and other activities of the institution. The suggestion/complain box are placed in every sections such as Science, Arts, commerce, Education and also in some important occasions to get the feedback of the students. Suggestions are considered while framing policies related to the institution.

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

Response: 0.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	0	0	0

File Description

Document

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

[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

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

Incremental improvement in academic area during last five years

1. Result had improved gradually during last five years from 2012-2013 to 2016-2017.
2. Some students of college at UG levels have come in the merit list of university examinations.
3. The institution is working more effectively in co-ordination with teaching, non-teaching staff and students.
4. The staff council is more active and it meets time to time.
5. The IQAC has started functioning in co-ordination with staff members and students.
6. Grievances of staff and students are resolved properly and timely.
7. Infrastructural capacity of the institution is improving.
8. Plantations, initiatives been taken
9. Student centric methods like individualized methods like programme learning, computer assisted instructions, tutorials, discussion cum demonstration method etc are in use.
10. Most of the teachers of the respective departments have gain experience and published research papers.

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: 0

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
0	0	0	0	0

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2

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

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

Response:

The college organizes special programmes for gender sensitization. The institution has Women grievances cell which looks after the issues pertaining to women in particular. Women Grievances cell is capable of dealing the cases (if any) very confidently with its team of Principal, functional head of the cell and a few women faculty members. The Cell also conducts Different Activities to Encourage women to fight against any kind of injustice resulting from gender bias. It can be stated with due pride that in the Institution the incident of any type of harassment of women students are nill due to the discipline in the campus.

The campus is proved to be very secure due to its well-maintained security system. Our college is very conscious about the health security of the girl. Students are being pointed by Judo Karate trainer. So that they can learn self defence. Student counsellors are helping the students by motivating them and listening to them problems. Students are supported and encouraged with confidence. So that they do not fall prey of any unfair practices. Grievances are brought to the women grivance cell immediately for quick addressal. Students are not encouraged to roam around the campus during leisure period and adviced to play different games to referesh themselves.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

Response: 00

7.1.3.2 Total annual power requirement (in KWH)

Response: 17856

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: 0

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

Response: 00

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 4500

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:

Solid waste Management :

The primary goal of solid waste management is reducing and eliminating adverse impacts of waste materials on human health and environment to support economic development and superior quality of life.

Reduce : The reduction in use of raw material

Solid Wastes are dumped into dumping yards. Dead leafes are collected from the campus and

decomposed inside the pit. Students & staff are prohibited to grow the waste paper and materials inside the campus. Dustbins had been installed at several places for waste papers and materials. Students and staff are encouraged to use Jute & Cotton bags.

Dust bins are provided throughout the campus. Throwing the waste anywhere is strictly prohibited. Usage of plastic bags is discouraged within the premises of college.

Liqued waste management:-

Sewage have been made for waste water taps are installed at proper places. Water coming from taps is used for garden made out site the baramda. In the campus hand pumps has been installed and all the waste water flows through the covered drain.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water harvesting:

The college has a bore well and hand pipe to the general needs of the institution. Soak pits were also constructed at appropriate places to raise the water table. In the South West Corner we have a big pit to collect rain water. The institutions use water judiciously for plantation purposes.

Benefits

- 1.Helps in recharging the soil.
- 2.Improvement in ground water quality by dilution.
- 3.Improves soil moisture.
- 4.Collected rain water is used for several purposes, mainly like gardening.

7.1.7 Green Practices

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

Response:

Green practices Followed by both the faculty members and the students in Campus are:

A) Bicycles:

?The faculty members and students residing near by are encouraged to come by bicycles.

?Thus we prevent the emission of Carbon dioxide in the campus.

B) Public transport:

?The institution is located near by the highway. So we encourage our faculty members and students to use the public transport for safety, security and fuel conservation.

Plastic free campus:

Use of plastic bags and cups are discouraged in the campus.

Paperless office:

The College has taken keen interest to make the office a paperless office. The complete campus is Wi Fi enabled, making it much easier for paper less activities. Official information and circulars are preferred to be sent through mails. The account deptt office of the college are trying to store and maintain their records through system.

Green landscaping with trees and plants:

The institute has taken several measures for planting to make Green Campus. Total area is covered with trees and lawns. A number of trees exist at different palces in the college. Trees plantation in the campus is the regular activity of the NSS.

Insittution Organizes national festivals and birth/ death anniversaries of the great Indian personalities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	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:** E. None of the above

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

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 0

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

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

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

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 0

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

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

7.1.12	
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff	
Response: No	
File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document
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: No	
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: No	
7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 0	

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

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

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:

Mahila College Khagaria Organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities. Thus we do celebrate all national festivals and Birth and Death Anniversaries of many great Indian personalities. Like:

- Independence Day
- Republic Day
- Gandhi Jayanti
- Teachers Day
- Martyrs Day
- Youth Day (Vivekananda Jayanti)
- Women's Day
- N.S.S Day
- Sardar Vallabh Bhi Patel Jayanti
- Children Day
- Bihar Diwas

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

Response:

Mahila college is governed by Munger University. It statutes outline for the financial, administrative, and reporting requirements for higher education institutions. Ethical and responsible conduct permeates the institution, from its financial functions through its academic and personnel policies, to its varied auxiliary

functions. To ensure that the university operates transparently and openly in all activities, the institution develops and updates policies. College has a dynamic history of policy reviews/revision that reflects the University's ongoing commitment to integrity and ethical actions.

7.2 Best Practices

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

Response:

Response:

We have a streamlined mechanism for continuous monitoring and evaluation of the students.

Students are identified based on:

Performance in intermediate examination

This helps us to categorize students as slow learners and advanced learners in a class. After the commencement of classes, students are categorized based on interaction and tutorial classes. This helps to encourage students to learn and create enthusiasm in class.

For Slow Learners:

The teachers pay more attention to the slow learners. Our aim is mainly to increase the pass percentage of the students. The Teacher assesses the nature of their problems and then motivates them in a friendly way to reach their academic goals.

Extra classes are organized to clarify doubts re-explaining of critical topics for improving performance. Appropriate counseling with additional teaching, eventually helps to attend classes regularly.

For quick Learners:

Quick learners are identified through their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc. The Institute promotes independent learning that contributes to their academic and personal growth.

Strategies adopted for student improvement:

- 1.Re- explaining of critical topics for improving performance.
- 2.Regular attendance is made must.
- 3.Additional details are given in each class regarding the topic.
- 4.Students may discuss their personal issues with teachers for proper guidance.

All the staff members maintain good relation with students and deal with their problems in a gentle manner.

Experiential learning is a process of learning through experience. Experiential learning considers the individual learning process. The faculty member who looks after them and nurtures them with his/her experience in academic level.

Our College includes different activities of learning - group discussions, and case studies, community surveys and excursions. Active learning is a form of learning in which teaching strives to involve students in the learning process more directly than other methods. There are many different problem- solving steps and methods, but the one we generally teach our students is:

1. Identify and define the problem.
2. Analyze the problem.
3. Identify and formulate possible solutions.
4. Evaluate the strengths and limitations of those solutions.
5. Select and defend the best solutions.

The first step is to identify and define the problems. Next to focus on the problems, but on idea. It is important to think through all aspects of the problem before even considering solutions.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

An atmosphere that facilitates personal commitment to the educational success of students in an environment that values multiplicity and society.

Mahila college is very keen at facilitating personal commitment to the educational success of students and thus the Academic committee consisting of principal, senior faculty members and Examination Coordinator prepares the academic policies well in advance before the commencement of the session. The faculty members the commencement of session prepares the lesson plan.

So many efforts are being made for the past few years to change the Teaching – Learning environment into activity based learning. Following are the methods adopted to transform the academic environment: Students are encourage to present poster and oral paper presentations.

Counselling System:

The faculty members counsel the students. The counsellor identifies the academic and personal problems of her ward. The wards are encouraged to participate both in curricular and extra-curricular activities.

In addition to the classroom interaction, following are the other methods of learning experiences provided to the students:

Project work. Oral presentation. Seminars/ Workshops. Paper presentation /Group discussions.

Emphasis is paid to obtain feedback from parents, students, faculty members and alumni through informal contact to obtain information about qualitative change which are required.

Feedback Systems

Studetns give feedback about the faculty at the end of each session. Feedback is taken from the parents of the wards. Feedback is also taken from alumni.

The students paly major role in the events like Annual day, Sports day, which are being organized by the college and inculcate the qualities of co-operation, co-ordination and team work.

Personality development programs are being conducted.

Social Responsibility Activities Go Green Activity through plantation, Blood Donation , Plantation and visiting nearby villages them according to their requirements.

Achievement:

Improved students understanding in domain knowledge. Improved results and pass percentage

5. CONCLUSION

Additional Information :

Khagaria is named after Farakia. As the land was unable to measure by the Finance Minister Todermal of the great King Akbar. It was separated from the kingdom of Akbar and was named Farakia (Farak-kiya). Khagaria is a part of Farakiya.

To educate the women the intellectuals of Khagaria establish a women college for higher education because most of the people were unable to send their daughters outside to study. Today it is the only one constituent college dedicating quality education in Farakiya belt. The establishment of the college caused not only to educate girls but to develop awareness among the girls as well as the society of the Khagaria.

Concluding Remarks :

Khagaria is a in all senses especially in . Hence to educate women the intellectuals of Khagaria established a Women College in for higher education because most of the people were .

The college is situated in at a distance of . from Railway station and . from having . It was declared a having . All the faculty members are . Although the college has not there is a field for sports and a large hall for curricular activities. are running smoothly. . The College has lecture rooms, Conference hall, Teachers' staff room, Office and Principal Chamber. To run the College smoothly .

Though we have to shape the College and students but we are .

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
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 : C. Any 2 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: E. Feedback not collected</p>																																								
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</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>328</td> <td>292</td> <td>258</td> <td>234</td> <td>274</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>327</td> <td>292</td> <td>258</td> <td>234</td> <td>274</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats 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>1398</td> <td>1398</td> <td>1300</td> <td>1300</td> <td>1300</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>1398</td> <td>1398</td> <td>1398</td> <td>1398</td> <td>1398</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	328	292	258	234	274	2017-18	2016-17	2015-16	2014-15	2013-14	327	292	258	234	274	2017-18	2016-17	2015-16	2014-15	2013-14	1398	1398	1300	1300	1300	2017-18	2016-17	2015-16	2014-15	2013-14	1398	1398	1398	1398	1398
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2017-18	2016-17	2015-16	2014-15	2013-14																																					
1398	1398	1398	1398	1398																																					
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <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																																			
2017-18	2016-17	2015-16	2014-15	2013-14																																					

255	210	219	182	200
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
288	255	223	204	226

Remark : As per the statement in the response dialogue box and data attached by the HEI in response.

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 : 8

Answer after DVV Verification: 03

Remark : As per the statement in the response dialogue box and data attached by the HEI in response.

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 : 15

Answer after DVV Verification: 01

Remark : The HEI was requested to provide a copy of the approved Mentor list as announced (signed by the principal). The HEI was also advised to provide allotment order of the mentor to mentees. A copy of the circular pertaining to the details of the mentor and their allotted mentees as announced was also requested. The HEI has attached non relevant data. In the absence of any supporting documents the value is 00. However, the system does not take 0 and hence value 01 is assigned.

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 : 556 years

Answer after DVV Verification: 567 years

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

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

Answer before DVV Verification : 1

Answer after DVV Verification: 00

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

	Answer before DVV Verification : 21																				
3.3.4	<p>Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years</p> <p>3.3.4.1. 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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>4</td> <td>5</td> <td>3</td> <td>18</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>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : The HEI had provided a large amount of incomplete entries with essential data missing in a large number of these. The author's name or journal or even (in some cases) even the title of the paper were missing. The HEI was requested to provide ISBN/ISSN number, details of the book incl publisher, Title of the paper, the Date and the conference details. The HEI was also requested to provide certified photocopy of the first page of the books. The HEI was advised to attach data only in NAAC prescribed format for the Metric as an Excel file. All documents were requested to be signed by the principal. The HEI has NOT attached any of the above.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	4	5	3	18	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	4	5	3	18																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	00	00	00																	
4.1.3	<p>Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities</p> <p>Answer before DVV Verification : 11</p> <p>Answer after DVV Verification: 00</p> <p>Remark : The HEI was advised to provide copy of the stock register for the LCD's. The HEI was also requested to provide photographs (with geotagging) showing the LMS/LCD in each of the Class Room/Seminar halls listed. The HEI was requested to ensure the photographs of ALL the classrooms and seminar halls with LCD clearly visible and the Room Number is marked. The HEI was to indicate whether fitted with LCD, LAN and wi/fi. The HEI was also advised to provide the building or location where the ICT enabled room is located. None of the above requested documents have been provided.</p>																				
4.1.4	<p>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.</p> <p>4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

4.44	11.05	12.09	3.97	2.88
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : The HEI had not provide Audited income/expenditure documents. The HEI was advised to reconcile and Provide a consolidated audited income/ expenditure highlighting specific expenditure for infrastructure augmentation, excluding salary component. The HEI was requested that the certificate must be duly certified by the CA and counter signed by the principal. The HEI was advised that in the absence of year wise highlighted Audited income/expenditure signed by the CA and the principal value 00 shall be assumed. The HEI has attached balance sheets of 2005-06 which are not clearly readable. No useful interpretation of the expenditures for infrastructure augmentation, excluding salary can be arrived at.

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 : 36

Answer after DVV Verification: 16

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
0	0	0	1.33	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	00	0

Remark : The HEI had not provide Audited income/expenditure documents. The HEI was advised to reconcile and Provide a consolidated audited income/ expenditure highlighting specific expenditure on maintenance of physical facilities and academic support facilities, excluding salary component. The HEI was requested that the certificate must be duly certified by the CA and counter signed by the principal. The HEI was advised that in the absence of year wise highlighted Audited income/expenditure signed by the CA and the principal value 00 shall be assumed. The HEI has attached balance sheets of 2005-06 which are not clearly readable. No useful interpretation of the expenditures on maintenance of physical facilities and academic support facilities, excluding salary can be arrived at.

5.3.3	<p>Average number of sports and cultural activities/ competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <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>8</td> <td>10</td> <td>12</td> <td>12</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <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 : As per the HEI data attached with the Metric in response. None of the activities are sports and cultural activities / competitions organised at the institution level. One activity as reported in the newspaper is Inter College level and not eligible. The HEI cannot claim TMBU activities.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	8	10	12	12	9	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	10	12	12	9																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
5.4.3	<p>Number of Alumni Association / Chapters meetings held during the last five years</p> <p>5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <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>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <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	2	2	0	0	0	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																	
2	2	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1839 1046 1973"> <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>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	2										
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	2																	

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

Remark : As per the statement in the response dialogue box and data attached by the HEI in response. The HEI has certificates of 04 faculty attached for 2013-14.

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
2	2	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	0	0	0

Remark : The HEI has attached minutes of the IQAC meeting held on 16 May 2017 and issue of establishing an academic environment with higher students attendance was discussed and taken up.

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 (AQR) 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 : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

Remark : As per the statement in the response dialogue box and data attached by the HEI in response. The meeting was not IQAC and there is no follow up.

7.1.3 Alternate Energy initiatives such as:

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

	<p>sources</p> <p>7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH) Answer before DVV Verification : 7856 Answer after DVV Verification: 00</p> <p>7.1.3.2. Total annual power requirement (in KWH) Answer before DVV Verification : 17856 Answer after DVV Verification: 17856</p> <p>Remark : The HEI was requested to provide Geotagged photos of the renewable energy sources. The HEI was to also attach self attested copies of power bills for two months in each semester of 2017-18. The HEI to attach copies of the invoices/ installation reports or maintenance bills, with technical specifications of the renewable energy sources (solar power plant and solar water heaters). The HEI was advised to provide the calculations of the Annual power requirement met by renewable energy sources (in KWH) as well as Total annual power requirement (in KWH). The HEI has attached a copy of receipt. There is no other proof or invoice copy/bill attached.</p>
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 4500 Answer after DVV Verification: 00</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 4500</p>
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : D. At least 2 of the above Answer After DVV Verification: E. None of the above</p>
7.1.12	<p>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p> <p>Remark : The link opens the home page which has Code of Conduct for th Students. There is No Code of Conduct College for teachers No Code of Conduct for staff. No Code of Conduct fro Management and Principal.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 1</p> <p>Answer after DVV Verification : 168</p>																				
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>328</td> <td>292</td> <td>258</td> <td>234</td> <td>274</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>877</td> <td>784</td> <td>766</td> <td>776</td> <td>673</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	328	292	258	234	274	2017-18	2016-17	2015-16	2014-15	2013-14	877	784	766	776	673
2017-18	2016-17	2015-16	2014-15	2013-14																	
328	292	258	234	274																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
877	784	766	776	673																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule 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>699</td> <td>699</td> <td>699</td> <td>699</td> <td>699</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>699</td> <td>699</td> <td>699</td> <td>699</td> <td>699</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	699	699	699	699	699	2017-18	2016-17	2015-16	2014-15	2013-14	699	699	699	699	699
2017-18	2016-17	2015-16	2014-15	2013-14																	
699	699	699	699	699																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
699	699	699	699	699																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>116</td> <td>162</td> <td>192</td> <td>202</td> <td>183</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>116</td> <td>162</td> <td>198</td> <td>221</td> <td>215</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	116	162	192	202	183	2017-18	2016-17	2015-16	2014-15	2013-14	116	162	198	221	215
2017-18	2016-17	2015-16	2014-15	2013-14																	
116	162	192	202	183																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
116	162	198	221	215																	
3.1	<p>Number of full time teachers 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>16</td> <td>22</td> <td>22</td> <td>23</td> <td>23</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	16	22	22	23	23										
2017-18	2016-17	2015-16	2014-15	2013-14																	
16	22	22	23	23																	

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
22	22	22	22	22

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

Answer before DVV Verification:

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

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
22	22	22	22	22

4.2 Number of computers

Answer before DVV Verification : 10

Answer after DVV Verification : 01