



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**GIRIDIH COLLEGE, GIRIDIH**

AT- SONBAD POST - SIRSIYA

815302

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

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### GIRIDIH COLLEGE, GIRIDIH

Giridih College was established under Bihar University in 1955 by the eminent personalities & public representatives of Giridih to impart quality education in the society. From the very day of its establishment the college is successfully achieving its goal under its limited resources. It is expanding to fulfill the aspiration of the marginalized section of the society.

The contribution of late K. B. Sahay Former Chief Minister of Bihar and Late Chandmal Rajgarhiya dignified and eminent citizen of Giridih is highly appreciable. Along with them very important role were played by Late Ram Narayan Ram, Late Dr. A. I. Ahmad, Late J. V. Raghwan, Late Dr. Ramacharan, Late Shiv Prasad Chapariya, Late Sohan Singh & Late Kailash Rai. The memorable and important contribution towards the growth of this institution goes to the founder Principal Late B. N. Verma.

In the year 1976 Giridih College became a constituent unit of Ranchi University. Further after the establishment of Vinoba Bhave University, Hazaribag, Giridih College became a premier constituent unit of VBU.

The college is imparting education in B. Ed, Under Graduation & Post Graduation in Arts, Science & Commerce. Following subjects are being taught in the college in U. G. Section : Hindi, English, Urdu, Bangla, Philosophy, History, Political Science, Economics , Geography, Anthropology, Psychology, Santhali, Mathematics, Physics, Chemistry, Botany, Zoology & Geology. Post Graduate teaching is going on in Mathematics, English (since 2016) & in Commerce (since 2017).

College is having an excellent record in the field of Art Culture, Literature & in Social Activities through NCC & NSS. College has great record in games, sports and Youth Festival.

In the first cycle college was accredited by NAAC in the year 2006 and is again in the process of accreditation for second cycle.

IQAC & RUSA cell is functioning with full satisfaction and the college also have the perspective of further development to accept emerging challenges of the new education policy 2020.

### Vision

- *Academic freedom;*
- *Institutional autonomy;*
- *High quality;*
- *Equal access;*
- *Non-discrimination (by race, ethnic affiliation, religion and gender)*

- Self-reliant, self-sufficing and self-respecting education for a society facing reformation.
- Education for the youth advancing towards the world leader nation-India.
- Education for all to eradicate social evils.

## **Mission**

- *To empower students through proper education – Mental (through class teaching and other academical creative activities) & Physical (through games and sports)*
- *To get cent percent result.*
- *To develop temperament, outlook & scientific thinking.*
- *To promote students as per their requirements.*
- To impart higher education in all sections of the society irrespective of caste, creed, race and religion.
- To ensure all round development of students through their personality development.
- To improve the infra structural facilities – Physical as well as Academies.
- To establish smart classrooms.
- To expand the digital horizon of the students.
- To ensure the placement of the students through campus selection.
- To create conducive environment for creativity, rationality and academic excellence to support physically challenged (PC) students and the students from marginalized society on priority basis.
- To produce dignified and confident women graduates.

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

### **Institutional Strength**

- \* Large campus spread over 30 acres of land having class rooms, laboratories, library, offices, hostel, garden etc with ample greenery & plantation.
- \* Catering to the academic needs of rural population and marginalized section of the society.
- \* Good understanding with the management and cordial relation with all Stake holders.
- \* Support of people's representative.
- \* Multi-faculty co-educational institution.
- \* Well qualified and committed teachers.
- \* N.S.S, N.C.C, consulting and placement cell.
- \* Sports, cultural and literacy activities.
- \* A deep concern for the betterment of the social environment by all the faculty members, staff and students.
- \* Access to internet facility, online registration, online admission, online examination form fill-up, online teaching and consultations.

- \* Total funding from the government.
- \* 27% of the students belonging to SC, SC, OBC & Minorities are provided scholarship by e-kalyan scheme of Govt. of Jharkhand.
- \* CBCS curriculum for UG and PG syllabus.
- \* Modern multipurpose examination hall with seating capacity of 1200 students.

### **Institutional Weakness**

- \* Inadequate numbers of teachers and staff.
- \* Lesser degree of autonomy in academics, resource development & administration.
- \* Lack of research facilities and research culture.
- \* Lack of sufficient number of smart class rooms.
- \* Lesser degree of use of ITC in the process of teaching & learning.
- \* Less than required space for organizing teaching, research and different allied activities.
- \* Lack of digital library and e-resources.
- \* Meagre course fee for all categories of students.
- \* Lack of modern facilities for physically challenged (PC) students & staff.
- \* Large numbers of students with inadequate number of teachers and teaching resource.
- \* Lack of sufficient number of class rooms for teaching, Indoor stadium, Common Room, Gymnasium, Health Centre etc.

### **Institutional Opportunity**

- \* Potential for vocational courses.
- \* Funding by RUSA after NAAC accreditation.
- \* To meet the need of 1st generation rural and tribal learners.
- \* On-line transaction of institutional activities.
- \* Automation of different sections of college office .

- \* More demand for higher education and research.
- \* Capacity building & skill development.
- \* Mass quality education.
- \* Research, linkage and collaboration.
- \* Development of fully digital library with e-resources.
- \* Modernization and renovation of laboratories.

### **Institutional Challenge**

- \* Improvement of quality of teaching and learning.
- \* Universal quality education with equity.
- \* Establishment of research centre.
- \* To develop the college as centre of excellence.
- \* Development and enhancement of competence level of students.
  - \* To make the system more student friendly.
  - \* To organize training program for skill development of supporting staffs.
- \* To provide access to modern electronic gadgets to students.
- \* To enhance intellectual, social and cultural engagements of the students, staff and teachers.
- \* To develop better infrastructure for sports, cultural and literary activities.
- \* To provide Job- Oriented courses

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- The college is permanently affiliated to VBU, Hazaribag and is a premier constituent college of the University and follows the curricula prescribed by the University.
- All 24 UG Courses and 04 PG Courses follow the CBCS/elective curriculum.
- The college has introduced 01 new UG course in Santhali.

- Preparation of academic calendar, departmental meetings, allotment of workload, preparation of time table, teachers diary, daily lesson notes, use of ICT tools, field projects, on-the-job training, use of various academic softwares, feedback mechanism are some of the tools implemented by the college for effective curriculum delivery.
- 100% Students of B.Ed course have undertaken field projects/internship/on-the-job training in the current academic year.
- IQAC conducts seminars/workshops/symposium, guest lectures for curriculum enrichment and enhancement.
- Effective integration of cross-cutting issues relevant to Gender, Environment, Human Values, and Professional Ethics into the Curriculum. Apart from University curriculum, college organizes various activities/programs such as 'No Vehicle Day', plastic-free campus, gender sensitivity programs through NSS and NCC units.
- The structural online feedback is collected from all the stakeholders on the curriculum it is then analyzed and discussed in the departmental meeting and communicated to Board of Studies (BOS) of the university for the improvement and further necessary action.

## **Teaching-learning and Evaluation**

### **Admission of students**

- The admission process was made online from 2017. Students are required to apply on the Chancellor's portal for admission.

### **Teaching and Learning**

1. Field tours are organized by the departments of Botany, Zoology, Geology, Geography .
2. Modernization of the library is in progress.

Organization of student seminars by departments to improve their presentation and communication skill.

### **Examination and Evaluation**

Semester examinations are conducted by the Affiliating University. College conduct internal assessment/ mid-semester examination of students according to the university guidelines. Class tests/surprise tests, student seminar performances are taken into account during the internal assessment of students.

### **Research and Development**

- Research and publication works are always encouraged by the University.
- Initiatives to purchase journals in the library from RUSA fund.
- Organization of seminars.

### **Library, ICT and Physical Infrastructure / Instrumentation**

- As a pre-NAAC initiative, the college has encouraged the use of ICT based techniques of study. Physical infrastructure has also received sincere attention from college authority. Renovation and

upgradation of laboratories, purchase of new computers, printers etc. have been proposed to RUSA and is under process in the current academic year.

### **Human Resource Management**

- Students are encouraged to participate in seminars, field tours, quiz, debate etc. to increase their skill and experience.
- Faculty members are encouraged to participate in trainings, workshops and faculty development programmes.

### **Industry Interaction /Collaboration**

- Principal cum Chairman of IQAC interact with the local industrialists/alumni for suggestions pertaining to the overall development of the college.

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

- The college does not have any recognized research centre.
- The research activity is planned, organized and monitored by the university through research councils and research boards. Teachers of the college contribute towards planning organising and monitoring of research activities as a member of research councils and research boards.
- Our Institute take following measures to facilitate smooth progress and implementation of research schemes/ projects/ funded by UGC/CSIR, New Delhi.
- Autonomy to the principal investigator.
- Timely availability or release of resources.
- Adequate infrastructure and human resources.
- Time-off, reduced teaching load, special leave etc. to teachers.
- Support in terms of technology and information needs.
- Support in terms of electronic gadget and internet facilities.
- Facility for timely auditing and submission of utilization certificate to the funding authorities.
- Special leave for library consultation, field work and preparation of report as per provision of the University.
- The institution has Wi-Fi connectivity which in turn encourages a mental conditioning for gaining knowledge.
- The institution has a very well – stocked library with a collection of books and journals.
- The teachers encourage the students to prepare their own papers which are read in the seminars.

### **Infrastructure and Learning Resources**

The College has provided adequate physical and updated academic facilities as per the requirement of

university and the need of the students. The specific location of the college provides pollution free and natural environment. The total built up area is 10362.45 sq.mtrs. There are total 23 departments and 11 spacious classrooms with proper infrastructure in the college. All departments have proper light and ventilation. Main building, of the college consists of Administrative Office, Principal's Chamber, Common Staff room, IQAC. The faculty building has department of English, Hindi, Commerce, History, Pol. Sci, Urdu, Psychology, Mathematics and its PG class rooms and some other rooms at ground floor. The ARTS Block consists of eight classrooms, four Big Halls, Departments of Geography and the Examination Department with enough battery back-up and mini generator. In front of the main building, there is common room for boys and Girls. Wi-Fi facility of Jio is available to the students and staff in the whole campus. RO filtered water facility is made available for teaching, non-teaching and students. For security and safety college has fixed up CCTV cameras. Physics, Chemistry, Botany, Zoology, Geology, Geography, Psychology and Anthropology departments have laboratory facilities as learning resources. The college has well furnished library with 38717 text books, reference books, rare books, manuscripts and special reports, with other facilities such as e-books through INFLIBNET. Each of the Science Block has separate departmental library.

College has a separate Science Block. Science Block includes the department of Chemistry, Zoology, Botany, Physics, Geology & Giridih College Branch of Punjab National Bank.

#### **Detail of Building Infrastructure :**

1. Class Room - 11
2. Tutorial / Consultancy class room - 06
3. Laboratories - 08
4. Smart Class Rooms - 04
5. Seminar Halls -02
6. Botanical Garden- 01
7. NCC office - 01
8. Departmental Libraries - 06
9. B. Ed. Library- 01
10. Computer Lab - 01
11. Garden in Campus - 03
12. Girls Common room - 01
13. Boys Common room - 01

#### **Details of ICT infrastructure :**

1. No. of Computers - 25
2. UPS - 25
3. Printer - 05
4. Colour Printer - 02
5. Xerox machine - 03
6. Laptop - 04
7. LCD Projector - 04
8. Internet Facility - Wifi Campus
9. Bar code Scanner -02
10. Bar code Printer - 02
11. Digital Camera - 03
12. TV - 03



13. CCTV - 16

14. Biometric system : 02

### **Student Support and Progression**

- The college is having the well-established student support system for financial/scholarship assistance, capability enhancement /development, student progression, and alumni engagement.
- More than 27% of the students have benefitted by the e-kalyan scholarships by the Government of Jharkhand.
- In the last five years Rs.3.67 crores Scholarship for ST, SC and OBC students of our college were provided by the welfare department, Govt. of Jharkhand.me.
- Reading room facility with INFLIBNET/e-journals, NET/SET guidance is available for the students who show interest in acquiring higher education and appearing for competitive examinations.
- In the last five years many students have qualified NET/SET/GATE and other competitive examinations.
- Students having representation on various college committees like CDC, IQAC, Library Committee, Building Committee etc.
- The students have received awards/medals in State/National/International level tournaments in various sports events.
- The Students Council is constituted as per the rules and regulations laid down by Vinoba Bhave University, Hazaribagh.
- The Student Union is constituted after Student Union Election as per Lyngdoh Committee in each academic year.
- The college has an Alumni Association which has 44 eminent members.

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

#### **Decentralization**

The institute has the mechanism of providing operational autonomy to various functionaries in order to ensure a decentralized governance system.

#### *1. Principal Level*

Principal is the overall Head of the Institution and Chairperson of the IQAC. Principal in consultation with the Teachers' council nominates different committees for planning and implementation of different academic, Student Administration and related policies. All academic and operational policies are based on the unanimous decision of the respective committees and guide lines decided by the University. Non-teaching staff are also involved while framing policies or taking important decision.

#### *2. Faculty Level*

Faculty members are given responsibilities in various Committees/Cells. Every year, the composition of the committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members.

### 3. Student Level

General Secretary/ President of the Students' Union is the member of various committees of the college administration such as Building Committee, Purchase Committee, IQAC etc.

### 4. Non-teaching staff level

Non-teaching staff are also included among the members of committees such as IQAC, Admission Committee, Building Committee, Purchase Committee etc.,

### Participative management

The institution promotes the culture of participative management at the strategic level, functional level and operational level.

- **Strategic Level:** The Principal, Teachers' council and the IQAC are involved in defining policies & procedures, framing guidelines and rules & regulations pertaining to admission, examination, discipline, grievances, support services, finance etc.
- **Functional Level:** Faculty members share knowledge among themselves, students and staff members while working for a committee. IQAC monitors the overall functionalities of the different committees.
- **Operational Level:** Principal interacts with government and university officials for the execution of different academic, administrative, extension related and extracurricular activities. Students and office staff join hands in support of execution of the plans for the development of the college.

### Institutional Values and Best Practices

- Every year the college organizes gender equity promotion programs, emphasizing women empowerment, self-protection, laws for women's safety, Cyber Law etc.
- For girls and boys, separate common rooms are available in the campus. The girls common rooms are provided with First Aid Box and a lady attendant.
- About 100 % of the annual lighting power requirement is met through LED Bulbs / Tubes.
- The College observes No Vehicle Day.
- For differently abled students, the college has provided all basic amenities such as common room, restroom, ramps, wheelchair etc.
- The college strives hard towards implementing best practices such as Promotion of Research and Green Campus Initiatives.
- Flora and Fauna of the campus has a number of medicinal and rare plants .
- The college maintains complete transparency in its financial, academic and auxiliary functions by a participative mechanism.
- NCC unit of the college makes available the additional force to help town police in maintaining Law & Order to carry out different social needs such as community welfare programs for the benefit of social development.
- NSS Units of the college organize activities such as Swachh Bharat Abhiyan, International Women's Day, Voter Awareness Day, Blood Donation Camps etc. for the promotion of Universal Values, Human Values, and National Integration.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | GIRIDIH COLLEGE, GIRIDIH   |
| Address                         | At- Sonbad Post - Sirsiya  |
| City                            | Giridih  |
| State                           | Jharkhand  |
| Pin                             | 815302   |
| Website                         | <a href="http://www.giridihcollege.com">www.giridihcollege.com</a> |

| Contacts for Communication |              |                         |            |     |                                 |
|----------------------------|--------------|-------------------------|------------|-----|---------------------------------|
| Designation                | Name         | Telephone with STD Code | Mobile     | Fax | Email                           |
| Principal                  | Samir Sarkar | 06532-296229            | 7004182052 | -   | giridihcollegegiridih@gmail.com |
| IQAC / CIQA coordinator    | Samir Sarkar | -                       | 9934391020 | -   | samirgrd@rediffmail.com         |

| Status of the Institution |             |
|---------------------------|-------------|
| Institution Status        | Constituent |

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

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

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 01-01-1955 |

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

| State     | University name         | Document                      |
|-----------|-------------------------|-------------------------------|
| Jharkhand | Vinoba Bhave University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 20-03-2017 | <a href="#">View Document</a> |
| 12B of UGC    | 20-03-2017 | <a href="#">View Document</a> |

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks   |
|--------------------------------|---|--------------------------------|--------------------|---|
| NCTE                           | <a href="#">View Document</a>                                 | 27-07-2015                     | 84                 | The institution viz Giridih College for B Ed course is allowed to continue as per uploaded document |

**Details of autonomy**

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

**Recognitions**

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

| <b>Location and Area of Campus</b> |                           |                  |                             |                                 |
|------------------------------------|---------------------------|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>            | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | At- Sonbad Post - Sirsiya | Rural            | 29.95                       | 11500                           |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Hindi                        | 36                        | Intermediate               | Hindi                        | 360                        | 348                            |
| UG  | BA,English                      | 36                        | Intermediate               | English                      | 260                        | 249                            |
| UG  | BA,Urdu                         | 36                        | Intermediate               | Urdu                         | 48                         | 43                             |
| UG  | BA,Bengali                      | 36                        | Intermediate               | Bengali                      | 32                         | 0                              |
| UG  | BA,Santhali                     | 36                        | Intermediate               | Santali                      | 120                        | 111                            |
| UG  | BA,History                      | 36                        | Intermediate               | English,Hindi                | 480                        | 464                            |
| UG  | BA,Pol Sci                      | 36                        | Intermediate               | English,Hindi                | 368                        | 366                            |
| UG  | BA,Economics                    | 36                        | Intermediate               | English,Hindi                | 240                        | 130                            |
| UG  | BA,Philosophy                   | 36                        | Intermediate               | English,Hindi                | 64                         | 55                             |
| UG  | BA,Psychology                   | 36                        | Intermediate               | English,Hindi                | 32                         | 18                             |
| UG  | BA,Geography                    | 36                        | Intermediate               | English,Hindi                | 208                        | 151                            |
| UG  | BA,Anthropology                 | 36                        | Intermediate               | English,Hindi                | 80                         | 78                             |
| UG  | BSc,Physics                     | 36                        | Intermediate               | English,Hindi                | 64                         | 37                             |
| UG  | BSc,Chemist                     | 36                        | Intermediate               | English,Hindi                | 48                         | 35                             |

|    |                                  |    |              |                   |     |     |
|----|----------------------------------|----|--------------|-------------------|-----|-----|
|    | ry                               |    |              | i                 |     |     |
| UG | BA,Mathem<br>atics               | 36 | Intermediate | English           | 32  | 2   |
| UG | BSc,Mathem<br>atics              | 36 | Intermediate | English           | 120 | 76  |
| UG | BSc,Botany                       | 36 | Intermediate | English,Hind<br>i | 32  | 7   |
| UG | BSc,Zoology                      | 36 | Intermediate | English,Hind<br>i | 80  | 75  |
| UG | BSc,Geology                      | 36 | Intermediate | English,Hind<br>i | 32  | 24  |
| UG | BCom,Com<br>merce<br>Accountancy | 36 | Intermediate | English,Hind<br>i | 240 | 124 |
| UG | BEd,Educati<br>on                | 24 | Graduation   | English,Hind<br>i | 100 | 100 |
| UG | BCom,B<br>Com General            | 36 | Intermediate | English,Hind<br>i | 128 | 38  |
| UG | BA,B A<br>General                | 36 | Intermediate | English,Hind<br>i | 240 | 86  |
| UG | BSc,B Sc<br>General              | 36 | Intermediate | English,Hind<br>i | 64  | 0   |
| PG | MA,Pg Arts                       | 24 | Graduation   | English           | 8   | 0   |
| PG | MA,Pg Arts                       | 24 | Graduation   | English           | 64  | 62  |
| PG | MSc,Pg<br>Science                | 24 | Graduation   | English           | 64  | 64  |
| PG | MCom,Pg<br>Commerce              | 24 | Graduation   | English,Hind<br>i | 148 | 148 |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 5                          |        |        |       | 64                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 5                          | 0      | 0      | 5     | 30                         | 9      | 0      | 39    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 25                         |        |        |       |
| 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                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 113          |
| Recruited   | 44          | 2             | 0             | 46           |
| Yet to Recruit  |             |               |               | 67           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |



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

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt.                 | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 0                | 0             | 0             | 6                          | 0             | 0             | 6                          | 1             | 0             | 13           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| PG                           | 0                | 0             | 0             | 1                          | 0             | 0             | 10                         | 1             | 0             | 12           |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | 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      | 5                          | 2      | 0      | 0                          | 0      | 0      | 7            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 0      | 0      | 1            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 3                          | 5      | 0      | 8            |

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

| <b>Details of Visting/Guest Faculties</b>                         |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|   |             | 3             | 0             | 0            |

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

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 1782  | 0                             | 0            | 0                   | 1782  |
|           | Female | 868   | 0                             | 0            | 0                   | 868   |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG        | Male   | 122   | 0                             | 0            | 0                   | 122   |
|           | Female | 152   | 0                             | 0            | 0                   | 152   |
|           | 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   | 165    | 177    | 143    | 151    |
|           | Female | 72     | 46     | 36     | 30     |
|           | Others | 0      | 0      | 0      | 0      |
| ST        | Male   | 188    | 188    | 172    | 190    |
|           | Female | 139    | 127    | 78     | 85     |
|           | Others | 0      | 0      | 0      | 0      |
| OBC       | Male   | 866    | 928    | 515    | 724    |
|           | Female | 412    | 288    | 100    | 262    |
|           | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 462    | 546    | 789    | 593    |
|           | Female | 221    | 132    | 167    | 93     |
|           | Others | 0      | 0      | 0      | 0      |
| Others    | Male   | 0      | 0      | 0      | 0      |
|           | Female | 0      | 0      | 0      | 0      |
|           | Others | 0      | 0      | 0      | 0      |
| Total     |        | 2525   | 2432   | 2000   | 2128   |

## Extended Profile

### 1 Program

#### 1.1

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

| 2019-20                              | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 28                                   | 26      | 24                            | 25      | 23      |
| File Description                     |         | Document                      |         |         |
| Institutional data prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 07      | 07      | 07      | 06      | 04      |

### 2 Students

#### 2.1

Number of students year-wise during last five years

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 6343                                    | 5615    | 4983                          | 5023    | 5075    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1800    | 1628    | 1479    | 1306    | 1330    |

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

### 2.3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1827    | 1410    | 1084    | 1814    | 1145    |

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

## 3 Teachers

### 3.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 44      | 45      | 44      | 46      | 33      |

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

### 3.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 50      | 50      | 50      | 50      | 50      |

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 4****4.2****Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 50.56   | 28.95   | 84.94   | 11.16   | 11.56   |

**4.3****Number of Computers****Response: 40**

NAAC

## 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:

Our College follows CBCS curriculum with semester system since the academic session 2015-18. The proposed academic calendar is prepared according to the notice and circulars received from the affiliating university. Students are informed about the academic calendar of the college/ University through Notice Board notifying the probable teaching days, dates of internal examinations, curricular, extension related and co-curricular activities. Orientation programme cum Induction meeting is organized every year for newly admitted students to make them aware of the mechanism for curriculum delivery and implementation. Routine incharge of the college prepares the master routine and circulates it to different departments. Routine is prepared strictly in accordance to the number of credit points mentioned in the prescribed syllabus of each course offered by the departments. Routine is prepared by the routine committee for all generic courses, all programs and honours classes of arts departments (since arts departments use shared classrooms). Classes for honours courses of science departments are scheduled by the concerned departments after considering the allotted generic courses and programs of the master routine. Commerce classes are held in the morning session and hence the routine for commerce department is prepared by the department itself. Based on the departmental routine, departments conduct meetings for allotment of classes and syllabus distribution among the teachers. Students are given details of teaching assignment of each teacher at the beginning of a session by the department. Based on the teaching assignments allotted in the syllabus distribution, teachers prepare their "teaching plans" according to the number of lectures allotted in the university syllabus for each topic. Along with the traditional chalk and talk method, teachers often use Power-Point Presentation (PPP) during the lectures. Class tests/surprise test and student seminars are held after completion of a section of the syllabus and periodic review of performance of students is undertaken. Tutorial classes are held in some departments after class routine hours for which separate whatsapp group is prepared. Classes are also held during the summer and puja vacations every year to keep pace with the curriculum of CBCS. Field tours are organized by Departments of Geography, Anthropology, Geology, Botany and Zoology to ensure effective implementation of the prescribed curriculum. Academic Tour/ Academic Excursion is organised by some Deptts. Geography, B.Ed and PG English. Sports Calender begins from August / September and Ends in December in which many students participate and get a chance is be selected in the Zonal/ National Meet. Students also participate in Youth Festival every year. These participation broadens their path to get selected in the Zonal and Inter University Meet.

##### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

###### Response:

The institute is a constituent unit under Vinoba Bhave University, Hazaribag. Examinations are conducted

as per the schedule decided by the University. College informs students about the university notices and circulars issued by the University through notice boards and by the college website. Holiday lists are also provided by the University and our College strictly adheres to that list. Most of the activities of the academic calendar are decided by the University and our college is bound to adhere to this academic calendar.

As continuous Internal Evaluation (CIE), each semester of graduation programmes has mid-semester internal evaluation of 20% weightage and End-Semester Examination (ESE) has 80% weightage, whereas in PG programmes there are 30% weightage for CIE and 70% weightage for ESE in PG programme.

Frequent field visits to college campus and adjoining areas are done to evaluate the discipline of the students. Every year each department organizes induction meeting for the students of first semester and explain the designing and implementation of the CBCS syllabus. Departmental teachers collect all necessary information related to the students such as contact number, e-mail address, family income, category etc. Departments maintain the records of the internal tests, attendance of the students, records of the student seminars etc. Teachers discuss with parents during parent-teacher meetings and try to identify the problems faced by students. Time factor is a major constraint of the monitoring system after the implementation of the CBCS in 2015. To overcome this constraint, teachers sometimes ask the students to provide the list of difficult questions and problems faced by them while preparing for the semester end examinations. Solution to the problems are generally provided by the teachers in written form. The biggest challenge of the monitoring system is to decrease the dropout rates of the students due to their shifting to technical and medical courses. IQAC of our college planned to implement monthly surprise class tests in all subjects. This process will definitely help to find out the slow learners.

### **1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

**Response:** B. Any 3 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |

## **1.2 Academic Flexibility**

### **1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**



**Response: 100****1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 7

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

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

Response: 0

**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                     | Document                      |
|--------------------------------------|-------------------------------|
| List of Add on /Certificate programs | <a href="#">View Document</a> |

**1.2.3 Average percentage of students enrolled in Certificate/ 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 Add-on programs year wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

**1.3 Curriculum Enrichment**

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

**Response:**

#### **Environmental and Sustainability :**

- NSS and NCC promote environmental awareness through tree plantation, water conservation, blood donation, village cleanliness, plastic free drives etc.
- The college observes No Vehicle Day and also takes efforts for a plastic free campus.
- The college has taken initiatives in e-waste, liquid waste management (ETP)

#### **Gender sensitivity :**

- The college organizes various gender sensitivity programs such as Women's Health and hygiene, personality development, self protection and karate, pre-marriage counseling, yoga training etc.
- The college organizes various workshops, seminars, expert lectures on gender sensitivity.

#### **Human values and Professional Ethics :**

- The college organizes various extension activities through NSS and NCC for the inculcation of the Human Values like National Integrity, Patriotism, Equality, Peace, Brotherhood, etc.
- Blood donation, Blood Group, Hemoglobin, & Sugar checkup Camps are periodically organized.

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 3.99

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | <a href="#">View Document</a> |

**1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)****Response:** 0.09**1.3.3.1 Number of students undertaking project work/field work / internships****Response:** 6

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | <a href="#">View Document</a> |

**1.4 Feedback System****1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni****Response:** D. Any 1 of the above**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

**Response:** D. Feedback collected

| <b>File Description</b> | <b>Document</b>               |
|-------------------------|-------------------------------|
| URL for feedback report | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 79.93

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2924    | 2528    | 2420    | 1976    | 2216    |

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3600    | 3256    | 2958    | 2612    | 2660    |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 100

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1800    | 1628    | 1479    | 1306    | 1330    |

#### File Description

Average percentage of seats filled against seats reserved

#### Document

[View Document](#)

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

Initially, college used to distinguish between slow and advanced learner on the basis of the marks scored by the student at his entry level examination. However, in the post accreditation period college took innovative steps such as personal interaction with students about their area of interest, interviewing, question answer session, the quiz on general knowledge etc. The academic performance in the previous academic year is a good indicator to identify the slow and advanced learners. The Admission Committee maintains separate register for each class with details such as marks obtained in the previous examination and subjects opted for the course. The heads of the concerned department prepare list of the slow and advanced learners to bridge up the knowledge gap of the enrolled students. A new policy has been adopted to organize special programmes for the slow and advanced learners at undergraduate level.

#### Method of subject identification:

The programme is implemented in those subjects that are considered to be difficult for an average student. As per the strategy of IQAC, the following subjects have been recommended for the remedial teaching at the entry level of the degree course for slow and advanced learners. The subjects are English, Economics, Mathematics & Accountancy

#### Objectives:

- To raise the confidence level of the student regarding difficult subjects
- To improve the basic knowledge of the slow learners
- To improve the performance in the internal and university examinations
- To reduce the drop out ratio of the slow learners
- To motivate, more books are provided to them.

#### Execution of the programme:

As per the guidelines of IQAC, the concerned department has developed the following strategy for the conduction of the programme-

- To prepare the list of difficult units and concepts from the university syllabus
- To prepare duration and time-table of the teaching
- To arrange some guest lecturers for the students
- To conduct examination unit tests, class tests, tutorials, home assignments

#### Activities undertaken for slow learners:

- Extra coaching and individual guidance from the subject teacher
- By solving question papers of previous University Examination from the students.
- Performance of students is being communicated to their parents.
- Lectures of eminent personalities organized to create confidence among the students.

**Activities undertaken for advanced learners :**

- Open access facility for advanced learners in the library.
- More books are provided to these students.
- Motivation for them to participate in quiz competitions, seminars and group discussions.
- Organization of quiz competitions and group discussions.
- Motivation for them to write articles in the college wall paper 'SAROKAR'.

**2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)**

**Response:** 144:1

**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

The vision and mission statement clearly states that the entire process of the college is student oriented and focused on their overall development. All stakeholders of the college are well aware about the aspirations of the students because majority of our students are of rural background. Apart from 'Chalk and Talk' or 'Lecture Delivery' method, teachers are more focused on the 'conceptual clarity' of their subject. Entire teaching-learning and evaluation process undergoes through all the above mentioned methods. Teacher demonstrates to elaborate the difficult concepts in their local context as well as ICT tools are used to visualize them what they are studying. IQAC encourage teachers to organize and attend the FDP (Faculty Development Programme) related teaching methodologies.

**Methods of teaching:**

Experiential Learning - Apart from prescribed field projects for Geography, Anthropology and Education (B.Ed) depts., each department encourages students to get an experience of what they are exactly studying in the books. Dept of English, Hindi and Urdu shares the experience of their novels, drama and poetry. Department of Political Science arranges study tours to the local government and court.

**Participative Learning –**

This type of learning is clearly visible in the actual learning process of our college where students participate actively in each and every departmental event such as seminar, group discussion, wall papers, projects and chart. Department of Hindi conducts 'Hindi Diwas' .

**Problem-Solving Method –**

While teaching in the class, students participate in the learning process and experience those things in his/her practical and field work. Faculties encourage students to lead their learning towards solving of their

problem and satisfaction.. It also helps to provide them an opportunity for self-assessment and self-evaluation by improving the skills of listening, speaking, reading and writing. The overall output of different teaching methods is very positively seen in the result and behavior of the student. The guiding principle behind all these things is to ensure that students can link theory with practice, apply their knowledge, and participate in active learning.

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

Few classrooms are well-equipped with the LCD projector and screens. The college issued separate Laptop/PC to each department with the printer. The college has installed separate Wi-Fi unit for the students inside the campus. Further, it has computer lab with internal LAN. Broadband Leased Line Internet connection is highly useful to function all the above devices very speedily. Currently, few teachers are conducting online exams through google classroom.

To keep our student and teacher's pace with the changing scenario, library is being updated with online resources like Inflibnet membership. Social media is skillfully used by the college through its Whatsapp group, facebook, accounts and all these links are visible on the front page of the website. The institution encourages teachers to attend training programmes, workshops, seminars and conferences related to the ICT use or innovation in teaching-learning.

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

Response: 144:1

#### 2.3.3.1 Number of mentors

Response: 44

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

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

Response: 64.35

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

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

**Response:** 42.79

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23      | 24      | 17      | 16      | 15      |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 18.23

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

Response: 802

| File Description  | Document                      |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**



Evaluation is an integral part of teaching-learning process. With regular interactions of IQAC and Heads of the department, examination committee plan and work out for reforms in evaluation system. The college adjust academic calendar by including internal assessment and the university examination. The institutional internal evaluation system is decentralized in order to make it more transparent and objective. In CBCS curriculum 20% marks is assigned for UG and 30% for PG Examination in each subject in Internal or Mid-Semester examination.

Apart from university prescribed methods like assignments and tutorials, more relevant methods such as, multiple choice questions, mid-term examinations, project work etc. are in the internal assessment. As per the academic calendar, tentative schedule is prepared and displayed on the notice board, website and on the whatsapp group of the classes. The college takes extra efforts for slow and advanced learners where they are assessed by different methods. The examination committee monitors and conducts internal examinations in the college. All the teachers submit the question papers to the Controller of examinations. Departments of Commerce, Economics and English also assess the learning levels of the students by assigning them some projects. Primarily, students of department of Geography, Anthropology and B.Ed. are assessed by the external referees and their active participation in the study tour.

Unit tests/tutorials are conducted periodically. Semester examinations are arranged before university examinations. The internal assessment work is carried out by the concerned subject faculty in the institution. The evaluation reports are prepared within the stipulated time and communicated to the students in the classroom as well as displayed on the notice board. The answer books are shown on the demand of the students and guided them for their better performance in the forthcoming examination of the university. There is at least one internal test per semester though it is a requirement of the university CBCS system. The departments with small number of students conduct more tests. Question papers for all tests and assignment are linked with final results outcomes. Results are declared within a week from end of exam. Compiled marks are displayed and communicated to the University. Ledger of evaluation is prepared and kept for the students to know their progress. To encourage students in co-curricular activities five extra marks are assigned who successfully take part in NCC, NSS and his outstanding performance in cultural activities.

### **2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**

#### **Response:**

IQAC consistently work on the student centric activities. It interacts with exam committee and the students. The Academic Calendar is displayed on the college notice board and on college website for all stakeholders. In induction programme, principal briefs about the examination-evaluation system. The college conducts regular internal tests, to assess the performance of students. The college exam committee executes its internal exams in a prescribed manner. New terms and marking system of CGPA and CBCS pattern is elaborated to the students initially. All exam related grievances are addressed to the committee where Principal is the chairperson.

However, internal supervisors are deputed for smooth conduction of the exams. If any grievance occurs, he/she needs to apply to the Principal and the exam committee. At initial level, committee discusses with the concerned teacher and solves issue at this primary level. Internal exam marks of the student are

displayed on the notice board and queries are discussed with them till they satisfy. Generally there is a zero tolerance policy for the malpractices conducted by the students. Since it is an internal evaluation, students cooperate in a very positive manner and up to this stage; no such serious grievance is raised in the college. Each teacher prepares question paper by keeping in mind the **ethical values of the institute and academic integrity**. Internal assessment is carried out in actual examination in the class. The external examination is conducted by the University.

There is little space for mechanism to deal with examination related grievances for the institution. The institutional reforms in continuous evaluation system are related to create interest for the study and to make the students more familiar with the university examination pattern. The institutional measures used for the evaluation are to direct and lead the students confidently towards university examination. Hence there is very little scope for grievances regarding evaluation. The students have the freedom to use the suggestion box to put in the note of query/instruction which is considered for internal examination reform.

Open day practice is the best way to deal with the grievances and complaints related to internal evaluation system. It makes the evaluation process more transparent and robust. The unit tests and presemester answer books are shown to the student on a scheduled day after assessment. The students go through the answer books and know their performance regarding strength and lacunas of their studies and techniques in writing answer books. If there are any mistakes or complaints regarding assessment, they are clarified on the very day. All the mechanism to deal with examination related grievances is transparent, time bounded and efficient.

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

### Response:

The college is permanently affiliated to Vonoba Bhave University, Hazaribagh, and follow the CBCS curricula prescribed by the University. The university has prepared objectives and learning outcomes for all the programs and uploaded on the university Website. The college has clearly stated learning outcomes of all the programs and courses. Following method is used by the college to communicate the learning outcomes to the stakeholder.

- The university syllabi and learning outcomes of all the programs are available in the every concern department for the teachers and the students of the college.
- The university curricula and programs outcomes are also uploaded on the college website for the reference of the students and the teachers.
- The university syllabi and the learning outcomes are discussed in the departmental meetings.
- After successful completion of the three years degree programs a student should be able to Demonstrate, solve and the understand the major concepts in their disciplines.
- Solve the problem and also think methodically, independently and draw a logical conclusion.
- Employ critical thinking and the scientific knowledge to design, carry out, record and analyze the

result of concern subjects.

- Create an awareness of the impact on the environment, society and development outside the community.

### **2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**

#### **Response:**

College always emphasize on the output of student. It regularly directs to the IQAC to execute it properly. The mission of the college itself clearly states the approach of the college towards the total development of students.

The four programmes in the college viz. Arts, Science, Commerce and B.Ed are traditional in nature but college has been continuously working on the attainments of these outcomes. Very systematically, from the first year of their college, the purpose of their academic journey is elaborated through principal address, induction programme, expert lectures and classroom interactions. In order to focus on the outcomes, they are categorized in the slow, average and advanced learner on the basis of their entry level marks.

Close awareness of cross-cutting issues, basic conceptual clarity, life-skills, practical exposure and their behavioral change are few of the parameters to recognize or evaluate the attainment of their course outcomes.

Program specific outcomes are measured through both academic and non-academic performances of the students. The performance of the students in the internal and external examinations, in the practical and assignments, participation in class activities, role in departmental activities are some of the means by which program specific outcomes are measured. Students are also encouraged to take part in competitions, seminars and conferences, research competitions, etc. Their performance within and outside the college in the various academic events provides another index of their learning-levels.

Course outcomes are measured through the performance of the students in the class, practical, internal evaluations, and external evaluations. Students are measured continuously based on their regularity, their receptiveness, participation in class discussions, their answers to questions asked by the teacher and the overall quality of their conduct. Their performance in the internal examinations provides the initial indication of their learning outcome. Teachers provide critical inputs to the students on the basis of this performance. Thus, they are helped to improve their performance in the external examinations.

### **2.6.3 Average pass percentage of Students during last five years**

**Response:** 81.69

#### **2.6.3.1 Number of final year students who passed the university examination year-wise during the**

**last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1271    | 1071    | 874     | 1658    | 1041    |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1827    | 1410    | 1084    | 1814    | 1145    |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View Document</a> |
| Paste link for the annual report   | <a href="#">View Document</a> |

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

Response: 2.44

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 4.55

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 02

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 0

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**3.1.3.2 Number of departments offering academic programmes**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 24      | 24      | 24      | 24      | 24      |

| File Description                              | Document                      |
|---|-------------------------------|
| List of research projects and funding details | <a href="#">View Document</a> |

## 3.2 Innovation Ecosystem

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

#### Response:

- Our Institute has created a research advisory committee. The main objectives of the committee are to inculcate research culture and attitude amongst the students and the teachers.
- College organises seminars on regular basis in different Topics.
- Our College has an active placement cell.

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

Response: 0

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0       | 0       | 0       | 0       | 0       |

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

## 3.3 Research Publications and Awards

### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response: 0****3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years****3.3.1.2 Number of teachers recognized as guides during the last five years****File Description****Document**

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

[View Document](#)**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response: 0****3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)**3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response: 0.14****3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00      | 02      | 01      | 01      | 02      |

**File Description****Document**

List books and chapters edited volumes/ books published

[View Document](#)

### 3.4 Extension Activities

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

##### Response:

- The institution pays keen attention to institution-neighbourhood community network, and student engagement.
- It organizes activities at regular intervals to enlighten the students on social issues.
- The NSS unit has arranged frequent cleanliness drives to create litter free zone (Swachh Bharat Abhiyaan). Intuition has adopted two neighboring villages : (i) Sonbad and (ii) Sihodih for the Social work by NSS.
- Tree plantation activities have been organized periodically (Green and Clean campus).
- Health awareness issues have been discussed by organizing lectures by doctors on AIDS, female foeticide, women's health issues, upliftment of women and immunization.
- Street plays/Nukkar natak are performed in the college campus to sensitize the students towards the serious problems which beset the society. These have helped awaken a sense of social responsibility among students. Know your country programme has been organized

##### Outcomes of extension work :

- The extension activities / community experience enhances personal, civic and academic learning.
- The most important factor is that students learn to think beyond themselves. They have an urge to do something for the society.
- Outside the classroom courses, students get an opportunity for practical experience of things and conditions of our own people.
- Teamwork, leadership qualities, time management, effective communication skills, decision making are acquired by the students while organizing and participating in various projects and programmes.
- These programmes instill civic sense in the students.
- They learn the importance of empathy and learn about different cultures and traditions and value unity in diversity.
- Community service helps in social integration. Cross cultural mingling helps to broaden their outlook.
- By co-operating with one another, students learn to negotiate, communicate and exchange thoughts.
- The students gain confidence, develop their personalities, resolve conflicts and begin to do better themselves.
- These activities bring them face to face with human social values.

#### 3.4.2 Number of awards and recognitions received for extension activities from government/ 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/



**Government recognised bodies year-wise during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | <a href="#">View Document</a> |

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response:** 6**3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 04      | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years****Response:** 0.48**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 22      | 22      | 83      | 0       | 0       |

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

### 3.5 Collaboration

| <b>3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</b><br><br><b>Response: 0</b>     |                               |         |         |         |
|---|-------------------------------|---------|---------|---------|
| <b>3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years</b> |                               |         |         |         |
| 2019-20   | 2018-19                       | 2017-18 | 2016-17 | 2015-16 |
| 0   | 0                             | 0       | 0       | 0       |
| File Description  | Document                      |         |         |         |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship                       | <a href="#">View Document</a> |         |         |         |

| <b>3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</b><br><br><b>Response: 0</b>                         |                               |         |         |         |
|--|-------------------------------|---------|---------|---------|
| <b>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</b> |                               |         |         |         |
| 2019-20  | 2018-19                       | 2017-18 | 2016-17 | 2015-16 |
| 0  | 0                             | 0       | 0       | 0       |
| File Description   | Document                      |         |         |         |
| e-Copies of the MoUs with institution/ industry/corporate houses   | <a href="#">View Document</a> |         |         |         |

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

The College has provided adequate physical and updated academic facilities as per the requirement of university and the need of the students. The specific location of the college provides pollution free and natural environment. The total built up area is 10362.45 sq.mtrs. There are total 23 departments and 13 spacious class-rooms with proper infrastructure in the college. All departments have proper light and ventilation with benches. Main building of the college consists of Administrative Office, Principal's Cabin, Library, Common room for staff members, IQAC, Department of English, Hindi, Commerce, Geography and some other rooms at ground floor. The ARTS Block consists of some classrooms as well as Departments of Geography and the examination department with sufficient battery back-up. In front of the main building, there is separate common rooms for boys and Girls. Wi-Fi facility is available to the students and members of staff in the Campus. RO filtered water facility is made available for teaching, non-teaching and students. For security and safety the college has fixed up CCTV cameras. Geography and Anthropology departments have laboratory facility as learning resources. The college has well furnished library with 83717 text books, reference books, rare books, manuscripts and special reports and other facilities such as e-books. There are two G plus one Ladies Hostels with 3675 sq. ft. and 2496 sq.ft. built up area.

College has a separate Science Block which includes the department of Chemistry, Zoology, Botany, Physics, Geology & Giridih College Branch of Punjab National Bank.

**Detail of Building Infrastructure :**

1. Class Room - 29
2. Tutorial / Consultancy class room - 17
3. Laboratories - 08
4. Smart Class Rooms - 06
5. Seminar Halls - 04
6. Botanical Garden - 01
7. NCC office - 01
8. Departmental Libraries - 06
9. B. Ed. Library - 01
10. Computer Lab - 01
11. Garden in Campus - 03
12. Girls Common room - 01
13. Boys Common room - 01

**Details of ICT infrastructure :**

1. No. of Computers - 40
2. UPS - 40

3. Printor - 05
4. Colour Printor - 02
5. Xerox machine - 03
6. Laptop - 04
7. LCD Projector - 04
8. Internet Facility - Wifi Campus
9. Bar code Scanner -02
10. Bar code Printor - 02
11. Digital Camera - 03
12. TV - 03
13. CCTV - 16
14. Biometric system : 02

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

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

##### Response:

The college has an Indoor Stadium for Badminton, Table Tennis, Chess & Carrom. There are two court-yards for Volleyball. We also have two Football grounds and three Cricket grounds. The college has sports council under the leadership of a senior faculty member in the capacity of sports & cultural activities incharge. The college PTI regularly trains the students in various games such as Badminton, Kho-Kho, Cricket, Football, Volleyball, Table Tennis, Chess & Carrom etc. To motivate sports players, the college provides incentives like traveling allowance, dearness allowance, sports kits and tracksuits to the participants. The college also gives concession in tuition fee and hostel fee to the sports students.

**Table: 4.1.2. Sports Outdoor and Indoor Games:**

| Sl. No | Outdoor Game | Indoor Games |
|--------|--------------|--------------|
| 1      | Volleyball   | Table Tennis |
| 2      | Football     | Badminton    |
| 3      | Cricket      | Yoga         |
| 4      | Kho-Kho      | Volley Ball  |
| 5      | Archery      | Carrom Board |
| 6      | XXX          | Chess        |

**Infrastructure for Yoga:**

A separate hall is provided for Yoga. Sufficient infrastructure is provided for short term course in Self Defence and Yoga conducted by Women Empowerment Cell in collaboration with external agencies.

**Infrastructure for cultural activities:**

The college has a multipurpose hall and is available for cultural activities. Practice sessions of cultural activities such as plays, mimes, folk dance, one-act plays, street plays are performed in the multipurpose hall. A cultural committee led by a senior faculty looks after the needs for the cultural activities. Musical instruments like Harmonium, Tabla, Dholki, Dhol, Mandar, Tasha, Trumpets, Flutes, Lazim, etc are always made available for the students in the cultural hall. Events such as Youth festival, Inter-college cultural events/competition are organized to inculcate the cultural and traditional values amongst the students.

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response:** 0

**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View Document</a> |

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**Response:** 0

**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

**Response:**

IQAC has planned to use integrated Library Management System (ILMS) from the next academic session (2021-22) as our library is the prime learning resource of the college and is partially automated. Our Library has a collection of 38717 text books and 67 periodicals/ Journals Library which fulfils the need of Researchers, teachers, students and other staff members of the college community. Library also serves to the outside users. Our Library has sections like: books stacking, periodicals, references & manuscripts etc. The reading hall of our library has a capacity of 60 users. Our library is having the membership of INFLIBNET. Our faculty member and students take this facility on a regular basis.

**Library Services:**

|                            | Existing    |         | Newly added |       | Total |
|----------------------------|-------------|---------|-------------|-------|-------|
|                            | No.         | Value   | No.         | Value | No.   |
| Text Books                 | 38717       | 2610293 | 0           | 0     | 38717 |
| Reference Books            |             |         |             |       |       |
| e-Books                    |             |         |             |       |       |
| Journals                   |             |         | 67          |       |       |
| e-Journals                 |             |         |             |       |       |
| Digital Database           |             |         |             |       |       |
| CD & Video                 |             |         |             |       |       |
| Library automation         | In Progress |         |             |       |       |
| Weeding (Hard & soft)      |             |         |             |       |       |
| Others (specify) Magazines |             |         | 07          |       |       |

### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

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

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership, Remote access to library resources, Web interface etc (Data Template) | <a href="#">View Document</a> |

**4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****Response:** 1.49**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.059   | 00      | 6.50    | 0.55    | 0.358   |

| File Description   | Document                      |
|--|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year****Response:** 0**4.2.4.1 Number of teachers and students using library per day over last one year**

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The college has upgraded its IT facilities including Wi-Fi frequently as per the needs and requirements for the last five years. The college has recently upgraded the internet connection bandwidth from 4 Mbps to 100 Mbps with a campus Wi-Fi facility. The college has updated its IT facilities with increasing the number of computers, printers, scanners, smart boards, interactive LCD projectors, Xerox machines, online admission process, dynamic website, and various softwares.



**4.3.2 Student - Computer ratio (Data for the latest completed academic year)****Response:** 159:1**4.3.3 Bandwidth of internet connection in the Institution****Response:** A. 750 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 2.23**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.10    | 0.094   | 0.70    | 0.44    | 0.68    |

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

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

1. Construction, maintenance and repairing of academic buildings and infrastructure of Giridih College, Giridih is done by PWD ( Social Sector), Government of Jharkhand. Principal, Giridih College, Giridih, initiates the construction, maintenance and repairing related requirements, as and when required.

2. The College receives grant from the Higher Education & Education directorate, Government of Jharkhand under Plan Head and Non-Plan Head. Plan Head mentions the assigned budget for procurement

of different items which include chemicals and glassware, sports items, books & journals, equipment and contingency. For the year 2018-2019, the total amount received under plan head from the state Government was Nil. Under Non-Plan Head, maintenance of equipment such as computers, generators and security of physical infrastructure e.g., telephone services, travelling allowances, CCTV surveillance etc. are done.

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 0.12

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 22      | 1       | 3       | 3       | 7       |

#### File Description

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 21.89

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1997    | 1512    | 752     | 926     | 890     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template) | <a href="#">View Document</a> |

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

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View Document</a> |

### 5.1.4 Average percentage of students benefitted 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 benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

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

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance

- 3. Mechanisms for submission of online/offline students' grievances**  
**4. Timely redressal of the grievances through appropriate committees**

**Response:** D. 1 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

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

**Response:** 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 0

#### 5.2.2.1 Number of outgoing student progression to higher education during last five years

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

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 01      | 01      | 00      |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

### 5.3 Student Participation and Activities

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

### 5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

#### Response:

Under the provisions of Jharkhand Universities Act, the college constitutes Student Council in every academic year.

- After the commencement of every academic year, the college Student Council is constituted as per the rules and regulations laid down by V.B. University, Hazaribag. Representatives of student union (SU), President & Secretary are members of student council.
- The members of the student council actively participate in academic and administrative developmental activities of the college.
- The members of students council conduct various co-curricular and extra-curricular activities under the guidance of the respective committee chairman and staff in-charges.

#### Objectives and functions of Students Council:

- To promote all-round development (academic, professional and personal) of students by involving them in various co-curricular and extra-curricular activities.
- To promote an obliging culture amongst the students and to develop their leadership abilities.
- Conducting various activities/programmes at intra and inter-college level.
- To help in maintaining discipline and healthy ambiance on the college campus.
- To seek help as the task force in the special drives such as fundraising, disaster management, and event management etc.

#### Following is the Composition of the Student Council:

Sr. No. Representative Designation in Student Council

|   |             |
|---|-------------|
| 1. The Principal of the college                   | Chairperson |
| 2. A faculty, nominated by the Principal          | Member      |
| 3. NCC officer                                    | Member      |
| 4. NSS programme officer                          | Member      |
| 5. Elected President / Secretary of Student Union | Member      |

- |  |        |
|--|--------|
| 6. Physical Education Instructor   | Member |
| 7. A student from each of the following with the best performance are nominated by the Principal |        |
| a) Sports  | Member |
| b) NSS   | Member |
| c) NCC   | Member |
| d) Cultural activities   | Member |

Students council of the college is an elected body and always joins hand with faculty members and college administration to ensure overall development of the college. Students council organizes different cultural programmes to observe important days such as “Swami Vivekananda’s birth day “, “**Republic Day**”, “**Independence Day**”, “**NCC Day**”, “**Hindi Diwas**”, “**Samvidhan Diwas**” etc., in the college campus. “Welcome Functions” and “Farewell Functions” are also organized jointly by the Post Graduate students and the Student Council to welcome the freshers and to bid farewell to final year students. Members of the students’ council is the member of the various administrative committees of the college. Members put forward their suggestions on different issues related to the academic and administrative affairs of the college to the Head of the institution and to IQAC.

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

**Response:** 0

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)

[View Document](#)



## 5.4 Alumni Engagement

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

**Response:**

The college has Alumni Association but the association is not registered under the Society Registration Act of India. The association is constituted with 12 members in Executive Committee. The students who have completed UG or PG or B.Ed. from the college are eligible to register as a member of the alumni association.

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

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

**Response:** E. <1 Lakhs

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

Girdih College Giridih is governed by Vinoba Bhave University, Hazaribag. It is the apex body of the college that plans policies and executes developmental activities of the college by setting values and participative decision-making process, which is important not only to achieve the vision and mission of the college but also in building the organizational traditions.

The Principal, IQAC, and the faculty play a pivotal role in the designing and implementation of its quality policies in teaching, learning, research and extension activities. The formal and informal arrangements in the institution to coordinate the academic and administrative planning and implementation reflect the college efforts in achieving its vision. The involvement of the leadership is clear in ensuring the policy statements and action plans for the fulfillment of the stated mission.

##### The vision and mission of the institution:

##### Mission :

- A high-level preamble that encapsulates the gist of the institutional mission and a narrative portion that lists the particularities and elaborates on the implications of the mission statement in practical terms.

##### Vision :

- Academic freedom;
- Institutional autonomy;
- High quality;
- Equal access; and
- Non-discrimination (by race, ethnic affiliation, religion and gender)

##### Goals :

Institutional goals is to help and translate the institutional vision and mission into action. Goals should state clearly the conditions for institution effectiveness, and the norms and expectations of students and staff.

They should present a broad statement of the aims of the institution. The goals must consist of clear statements based on objective criteria and capture the main targets that the institution has set for itself.

Mission, Vision and Goals are uploaded on college web-site. Displaying boards have been displayed in the campus.

**Vision and mission of the institute are well in tune with the objectives of higher education. It reflects through the following programmes and activities:**

- Unity and discipline are inculcated through NCC, NSS and sports activities. Besides this special camp, blood donation camp, tree plantation, AIDS awareness rally etc. are organized.
- A special course in Environmental Awareness is prescribed for second Semester UG students by VUB, Hazaribag.
- The college motivates the faculty to take up research through seed money.
- The college provides financial assistance to the faculty to attend national and international seminars and conferences.
- Organization of health check-up camps at the entry level.
- Well functioning placement cell.

### **6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management**

**Response:**

#### **Decentralization**

The institute has the mechanism of providing operational autonomy to various functionaries in order to ensure a decentralized governance system.

#### *1. Principal Level*

Principal is the overall head of the Institution and Chairperson of the IQAC. Principal in consultation with the Teachers' council nominates different committees for planning and implementation of different academic, student administration and related policies. All academic and operational policies are based on the unanimous decision of the respective committees and guide lines decided by the University. Non-teaching staff are also involved while framing policies or taking important decision.

#### *2. Faculty Level*

Faculty members are given representation in various committees/cells. Every year, the composition of the committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members.

#### *3. Student Level*

General secretary of the students' union is the member of various committees of the college administration such as Building Committee, Purchase Committee, IQAC etc.

#### *4. Non-teaching staff level*

Non-teaching staff are also included among the members of some committees such as IQAC, Admission Committee, Building Committee, Purchase Committee etc.,

### **Participative management**

The institution promotes the culture of participative management at the strategic level, functional level and operational level.

- **Strategic Level:** The Principal, Teachers' council and the IQAC are involved in defining policies & procedures, framing guidelines and rules & regulations pertaining to admission, examination, discipline, grievances, support services, finance etc.
- **Functional Level:** Faculty members share knowledge among themselves, students and staff members while working for a committee. IQAC monitors the overall functionalities of the different committees.
- **Operational Level:** Principal interacts with government and university officials for the execution of different academic, administrative, extension related and extracurricular activities. Students and office staff join hands in support of execution of the plans for the development of the college.

## **6.2 Strategy Development and Deployment**

### **6.2.1 The institutional Strategic / Perspective plan is effectively deployed**

#### **Response:**

- **Curriculum Development**

Curriculum designing and development is decided by the University under which the college is a constituent Unit. Principal and Faculty members interact with the University Academic Council and provide their views related to the curriculum development.

- **Teaching and Learning**

1. Field tours are organized by the departments of Botany, Zoology, Geology, Geography, Anthropology and B.Ed.
2. Modernization of the library is in progress.
3. Organization of student seminars by departments to improve their presentation and communication skill

- **Examination and Evaluation**

Semester examinations are conducted by the affiliating University. College conduct internal assessment of students according to the university guidelines. Class tests/surprise tests, attendance, student seminar performances and other academic activities are taken into account during the internal assessment of students.

- **Research and Development**

- Research and publication works are always encouraged by the University.
- Initiatives to purchase journals in the library from RUSA fund.
- Organization of seminars.
- Library, ICT and Physical Infrastructure / Instrumentation

As a pre-NAAC initiative, the college has encouraged the use of ICT based techniques of study. Physical infrastructure has also received sincere attention from college authority. Renovation and upgradation of laboratories, purchase of new computers, printers etc. have been proposed to RUSA and is under process in the current academic year.

- **Human Resource Management**

- Students are encouraged to participate in seminars, field tours, quiz, debate etc. to increase their skill and experience.
- Faculty members are encouraged to participate in trainings, workshops and staff development programmes.
- Industry Interaction /Collaboration

Principal cum chairman of IQAC interact with the local industrialists/alumni for suggestions pertaining to the overall development of the college.

- **Admission of students**

The admission process since 2017-18 has been made online. Students were required to apply on the Chancellor's portal for admission. Some off line admissions have also been made at the final round of admission process with the permission of the University.

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

### **6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

#### **Response:**

The college is permanently affiliated to VBU, Hazaribag and is governed by the University. The college is having two-tier systems for its governance. At the college level, the Principal is the apex of the internal administration and is assisted by the Vice-principals, HoDs, staff, and IQAC. The apex body of the college is Interanal Quality Assurance Cell (IQAC).

#### **Administrative Setup:**

- The administrative setup consists of the Principal, the Vice-principal, faculty incharges, Head clerk, Junior Clerks, Assistants, and Attendants.
- The organization of departments includes Head of Departments, Associate Professors, Assistant Professor.
- The formal organizational structure of the library staff includes the Librarian, Library Clerk, and Library Assistant.
- Organization structure of the Department of Physical Education and Sports includes Prof. In-charge, sports and Physical Training Instructor (PTI).

#### **Service Rules:**

- For the service conditions and rules, the college follows the rules and regulation laid down by VBU, Hazaribag, UGC, New Delhi and Government of Jharkhand.

#### **Procedures for Recruitment:**

In the college the recruitment is carried out in two different ways:

- Permanent Posts (Grant-in-aid): These posts are recruited by the Jharkhand Public Service Commission according to the norms of the University and UGC.
- Contractual Posts (Govt. Grant): These posts are recruited by the VBU, Hazaribag according to the norms of the University and UGC.

#### **Procedures for Promotion:**

- The Procedures for Promotion is done by JPSC on recommendation by the University.

#### **Grievance Redressal Mechanism:**

- The college has an Anti Sexual Harassment Committee, Anti-ragging Committee, Internal Complaint Committee (ICC) and Disciplinary Committee for timely redressal of the student and the faculty grievances.

#### **Mechanisms for grievance redressal:**

a) Student's direct access to authorities –

b) Students can directly approach the Principal, the Vice-principals, and Head of the Departments to put up their grievances.

c) Student's suggestion Box – The student can put their complaints in written form in the suggestion boxes kept at different locations on the campus. The boxes are opened periodically and the authorities take cognizance of the grievances and suggest appropriate measures.

d) Students' Council - The grievances of students are received through the members of the student council, and the appropriate measures are taken care of.

e) Open Discussion with employees - Primarily, the Principal, the Vice-principals and the Registrar resolve

the grievances of employees through open discussions and interactions.

#### **Placement Cell:**

Placement Cell helps and guides the students to seek job opportunities through placement drives conducted on and off the campus.

#### **The Alumni Association:**

The college has Alumni Association which actively contributes to better functioning of the college with all its expertise and representation from different fields. :

#### **College Committees:**

Different committees play an important role in the execution of responsibilities and activities on the campus. It is through the committees, the college seeks decentralization of power structure.

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

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

**Response:** C. 2 of the above

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

## **6.3 Faculty Empowerment Strategies**

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

#### **Response:**

The college and University offer worthwhile welfare schemes to all the teaching and non-teaching staff to ensure and boost their financial help in case of medical emergency.

The following welfare schemes are available in the college for teaching and non-teaching staff:

College provides loan facilities such as;

- Ordinary Loan
- Emergency Loan

- Festival Advance
- Educational Loan is arranged from PNB Giridih College Branch
- Housing Loan is arranged from PNB Giridih College Branch
- Vehicle Loan is arranged from PNB Giridih College Branch
- Study Leave: For Research work/FIP/FDP of UGC (Presently discontinued).
- Duty Leave: For Participation in Seminars, Conferences, and Workshops
- Medical Leave
- Maternity Leave to Female Staff of Giridih College
- General Provident fund & Employee Provident Fund (EPF)
- Grants of research projects form UGC New Delhi
- Group Insurance Scheme LIC of India (GSLI)

### 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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

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

[View Document](#)

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |



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

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response:** 0

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

**Response:**

The self-appraisal methods of teachers are followed through specific format given by the University. The self-appraisal report reflects the teaching, research and other credentials of the teachers and is finally analyzed by the Principal for writing the confidential report. The college also appraises the performance of its non-teaching staff at the time of promotion recommended by the Principal.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

**Response:**

The college is very popular for its transparent audit system. M/s. V.G. Rawal and Company, a renowned CA firm was appointed in 2018-19 as an auditing agency by the institute for conducting its financial audit where one of the Partner is appointed as an Auditor and it is reappointed after every three years to bring transparency in the financial issues. The organogram of the parent institution clearly reflects the hierarchal post of Auditor. The college has internal, secondary and external (govt. audit) mechanism. The internal

audit is carried out every financial year. The last internal audit is carried out on 07/04/2019.

This system carries out the Internal Audit of the college after every six months i.e. in the month of October/November and April/May. The queries of the internal audit are satisfied within a month up to the satisfaction of the Govt. Auditor. After the internal audit, the college goes for External Audit by the Auditor general.

The government assessment is carried out by the Department of Higher Education, Govt. of Jharkhand, a Senior Auditor and audited by the Auditor General of the State. The Annual Audit Statement is regularly submitted to Government of Jharkhand. The last external audit done from 09/01/2017 to 19/01/2017 for the financial year 2006-07 to 2014-15.

The funds received from the UGC was also audited by the local CA firm Jalan Binod and Associates on 27/06/2016. The college has successfully submitted all the UGC schemes utilization certificates. The NCC and NSS unit's audit was also carried out yearly by the auditor of VBU, Hazaribag. Interestingly enough, the Account Section of the college calculates arrears, pay fixation and the income tax and deposit in a stipulated time. The College contributes its squirrel's share to the appeals made by the government on the national calamities.

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

**Response:** 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### **File Description**

#### **Document**

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

[View Document](#)

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

**Response:**

The college is fully financed by the Govt. of Jharkhand and included under section 2(f) section 12B of the UGC Act, 1956. It is fully eligible to receive the grants under various schemes of UGC. The college mobilizes funds for its regular activities from various agencies.

**The college strives to acquire resources for the welfare of the students by –**

- The college seeks contributions from the local MLAs and MPs.
- The institution arranges seminars and workshops funded by the UGC.
- The college encourages its faculty to undertake research projects which are carried out by UGC grants.

**Following system is adopted by the college for the optimal utilization of resources;**

- The College invites requirements from all departments and accordingly prepares the budgetary plan.
- Purchase Committee works on the details of the budgetary plan.

**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:**

As soon as the IQAC was established in the college in 2012, the process of quality enhancement and sustenance was began through different strategies. The IQAC is consistently working on to magnify the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Such two initiatives are as follow –

**Practice – 1 - Developing Quality Culture among Teachers**

After the first cycle of the NAAC, IQAC has been promoting the quality culture in overall activities of the college. It was very clear fact that if we want the outcome based education the quality of teachers should be upgraded. Therefore, every year, in the initial meetings, IQAC takes review of the status of the teachers' work and performance such as research publication, Seminar participation and organization etc. IQAC encouraged majority of the teachers to register for the Ph.D. and submit more and more research proposals to the various funding agencies. two teachers became the recognized Ph.D. supervisor.

**Practice – 2 - Quality Enhancement and Sustenance through AAA**

The mission statement of the college states that rural youth empowerment through quality education. Therefore IQAC has always been trying to enhance and update its academics and administration. It is always expected that they should keep up their pace with the recent happenings in their field and learn the new things from the best resources. After the first cycle of NAAC, it was the duty of IQAC to sustain the quality culture in the Institution. Then as per the feedback received from various stakeholders, and IQAC resolved that every year the academic and administrative audit would be conducted to create the quality

culture in the college. IQAC was highly useful for the college to learn the things like how to maintain the record, innovation in teaching learning and evaluation, future dynamics of the higher education, skill of presentation, documentation and office administration.

**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 and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

The approach of IQAC has always been focused on learner-centric teaching learning process and has designed the policy to assess and evaluate it from time to time. Accordingly, IQAC complements the Teaching, Learning activities and modify after taking the review, suggestions. In order to perceive learning outcomes, the IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, upgradation and addition of the requisite material, equipment, infrastructure etc.

**Transforming Traditional Classrooms to Digitized Classrooms**

In the last phase of NAAC first cycle, college sloughed away its tradition TLE methods. IQAC, acutely chalked out the transformation of the traditional classrooms into the digitized one. Gradually, the chalk, duster and blackboard teaching amalgamated with the LCD projectors, pointers, PPTs, Video Conferencing and so on. The online feedback method is helping students to communicate their queries with the teacher and principal, directly. For this, the teachers have been well-trained through UGC HRDCs, Teachers are now using LMS like Zoom class, Google class and Webex meet for online teaching to different semester students .

***Some Quality Assurance initiatives of the institution are:***

- *Regular meeting of Internal Quality Assurance Cell (IQAC) and submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback from all stakeholders collected, analysed and used for Improvements.*
- *Academic Administrative Audit (AAA) conducted by NAAC in 2016.*
- *Participation in NIRF*
- *Data uploaded in AISHE portal every year.*
- *Approval for the construction of a multipurpose examination building has been received from MHRD, Government of Jharkhand.*

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

**6.5.3 Quality assurance initiatives of the institution include:**

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

**Response:** D. 1 of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The college is very keen regarding safety and security of the girl students and women faculties the following practices are done in this regard. The college offers admission to downtrodden, needy and economically weaker students. The college has discipline committee for continuous monitoring the security on the campus. The complaints related to the violation of disciplines are reported to the concerned staff and placed before the Principal and the members of the discipline committee. The confidence building is done by organizing workshops and programs on use of sophisticated gadgets for girl students. The college campus is fully covered with sufficient light.

The college has Anti-Sexual Harassment committee to take necessary action on sensitive issues of the girl students which helps to ensure their vibrant presence. The entire campus is covered under CCTV cameras. The footage of the recording is often seen and necessary actions are taken, if any suspicious activity is observed, by the Principal. The college has provided separate staircase for the girl students. The internal complaint committee is set up as per the Vishakha guideline. The college staff has assigned campus supervision to maintain discipline in the campus. The staff members strive to solve all kinds of problems of the students. College organizes lectures of eminent personalities to create legal awareness, health and hygiene among the students. College has a separate ladies room for girl students.

The patrolling van of local police periodically visits the campus for the prevention of offensive activities. The help line number of SP and DSP, Inspector of Police, SDO and DC are widely displayed in the campus.

##### b) Counseling:

College organizes all important activities associated with the counseling of the female students. Formal and informal counseling is done in the college. Staff members motivate the female students to improve their overall personality by participating in various activities organized by the college. Staff members inspire the students of downtrodden and weaker section to come to the main stream of the society. The college has mentor mentee scheme, which recommends majority of the mentors to select a mentee especially from the disadvantaged and vulnerable category of the girl students. In the scheme the mentor follows the development of the mentee by providing personal counseling at the different stages. The personal problems of the girl students discussed with the committee members are kept confidential.

##### c) Common room:

The institution has provided separate common room for all girls. College has girls hostel for the accommodation of rural students. The common rooms have essential amenities like RO water, well clean toilets, first-aid box etc.

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** D. 1 of the above

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The college has a sprawling green campus and gives top priority to keep the campus clean and ecofriendly. The faculties and students are regularly advised to reduce waste at lower extent. Sincere students put waste in separate bins kept at different places on the college campus. The solid waste is regularly collected by the garbage van.

It is processed as per the nature of the waste. To minimize the problem of waste disposal separate dust bins are kept. Blue colored dust bin is kept for dry waste and Green colored dust bins are used for wet waste. Also a dust bin is kept in every room to collect the dust waste is collected twice in a day. Garden waste from the college campus and other wet waste are collected from different areas of the campus.

Dry waste mainly leaf litter is allowed to decompose systematically over a period. The wet waste from garden and other areas are collected and after that vermincomposting is ready in due course it is harvested and used for the plants on the campus.

There is a written communication with our Sonbad Gram Panchayat for collection and waste management. The boards with meaningful slogans are displayed to bring environmental consciousness among the students as well as stakeholders. Old newspapers, old answer papers and raw paper material (Raddi) is sold out.

**E-waste Management:** For E-waste management our institution has a committee. The committee members come to see the condition of E-waste. They suggest us to sell the non-working laboratory equipment, computers, monitors, printers and batteries etc. as scrap materials. Those are sold on the systematic basis following the rules of purchase committee. All the sold materials are then ruled out from dead stock register for future records for safe recycling. The college is planning to create an 'EMuseum',

where the damaged parts of computers shall be displayed from inside and outside. It will help the students to realize the internal structure of computer and other devices.

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: E. None of the above

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: E. None of the above

#### 7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: E. None of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of



**reading material, screen reading**

**Response:** D.1 of the above

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

This is the only co-educational Post Graduate College including B.Ed. in Giridih District. Most of the students taking admissions in the college are local and belong to the nearby villages, mostly belong to ST, SC & OBC communities. As per government rules on reservation policy, the admission process is carried out. Enough care is taken for specific earmarked seats of each category of the applicants.

The college is playing an effective role of catalyst in the town to maintain the peace and national integration through our NCC and NSS cadets. Our NCC cadets help in maintaining Law and Order with local Police during election period and in Disaster Management. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. Our college belongs to the rural background. Its activities have a very positive impact on the society's cultural & communal thoughts directly. The socio-economic conditions are somehow different than the other developed regions of Jharkhand.

The students are inculcated with the tolerance and harmony about cultural regional, linguistic communal socio-economic and other diversities by arranging experts lectures on the topics such as 'Opinion and Mahatma Gandhi and Modern Youth', 'Gandhian Thoughts and social reforms', 'To form a scientific society' etc. To maintain the linguistic importance Department of Hindi celebrates various activities such as 'Hindi Diwas' in collaboration, Birth Anniversaries of all Important Poets, Novelist and Adiwashi Diwas are celebrated with the local community. Thus, the college has created very positive image for all the communities.

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

The college is a role model of best governance and democracy. Not only the students and employees but every citizen of the town respects our institution for its contribution to social development. The college is recognized in the vicinity as a 'Center of Social Transformation'. The motto of our college is '**Sarswati Mahati Mahiyatam**' .

Preamble of the constitution is displayed at the entrance of the college and it is clearly visible to all the entrants. The fundamental duties and rights, Citizen's Charter, National Anthem, and Pledge etc. are clearly displayed in the campus. Our institution had arranged number of programmes covering freedom of expression through which the students can get courage to express them. Many of our teachers deliver lectures on the constitutional obligations, national unity and social harmony in the college, town and in nearby villages.

26th November is celebrated as 'Constitution Day' in our institution. Various types of activities had been arranged to make this day meaningful. Every year, lectures of eminent speaker are organized on that day to reiterate the significance of the constitution of India. Every year, on 2nd October, the birth anniversary of Mahatma Gandhi is celebrated as 'Social Justice Day' in the college. The college organize massive rally throughout the town to spread the message of 'Social Equality'. The National Unity Day is also celebrated every year in the college on the occasion of Birth anniversary of "Swami Vivekananda . On this day 'Pledge of Unity', 'Ekta Ralley' is organized in the city. The Voter's Day, International Yoga Day, Legal Literacy, Freedom of expression pogramms had been conducted by the institution from time to time.

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

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

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

Our Institution celebrates / organizes national and international commemorative days, events and festivals as deatill below :-

| Title of the Activities                              | Organising unit/agency/collaborating agency | Number of teachers coordinated | activities |
|--|---|--------------------------------|------------|
| Voters' Awareness campaign                           | NSS units                                   | 02                             |            |
| Voter Awareness Rally                                | NSS units                                   | 02                             |            |
| Youth Parliament                                     | NSS units                                   | 02                             |            |
| No Tobacco Day                                       | NCC   | 01                             |            |
| Road Safety Day                                      | NCC   | 01                             |            |
| Awareness Rally on Swachh Bharat                     | NCC & NSS                                   | 02                             |            |
| Kargil Victory Day                                   | NCC   | 01                             |            |
| Voters' Awareness Day                                | NCC   | 01                             |            |
| Homage to Pulwama Martyr                             | NCC   | 01                             |            |
| Training in CATC camp at Kendriya Vidyalaya, Dhanbad | NCC   | 0                              |            |

## 7.2 Best Practices

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

**Response:**

Two Best Practices of Giridih College, Giridih are

- **“Not Me But You” : A Social Activities of NSS I.**
- **"Jhoomar : Annual Youth Festival"**

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | <a href="#">View Document</a> |

## 7.3 Institutional Distinctiveness

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

**Response:**

- To keep pace with the competitive world and to challenge the global scenario every institution has to strive hard to achieve its excellence in different fields. Keeping this view on its board the college is taking high strides towards excellence in various fields over the years. From the date of establishment, to till the date, the college has successfully achieved its excellence in infrastructure and student support facilities. This conspicuously shows that our college has reached certain distinctiveness from other higher educational institutions. Vision and mission of the college are to provide a better education for youth advancing towards the world leader nation-India and to produce the dignity of labour and make arrangements of providing the education against the labour. In view of this, our college is offering 26 undergraduate, 04 postgraduate courses. The PG centers of the college constitute a vital part of the academic structure.
- The college campus is spread over in 29.95 acres. As per the requirements, college creates necessary infrastructure systematically and continuously with the needs of future vision. The college provides excellent physical infrastructure facilities such as adequate number of classrooms, staff rooms, restrooms, seminar halls, conference hall, library building, reading room, B.Ed. section administrative building, Girls hostels, boys hostel. Multipurpose Examinationan Hall with 1200 seating capacity.
- To cater excellent academic needs for the budding scholars and researchers, the college gives priority in providing better infrastructural facilities. The college has various laboratories for different subjects like 02 Physics, 02 Chemistry, 01 Botany, 02 Zoology, 01 Geography, 01 Psychology, and 01 Anthropology.
- The college has ICT enabled classrooms, computers, and printers to facilitate the teaching-learning process.

- The central library of the college is partially automated. The Barcode facility for books and Membership is also provided.
- The major bulk of the students including girl students come from neighboring villages, hence college has well structured 02 girl's hostels and 04 boy's hostel with required amenities.
- The college provides assistance in getting Government fellowships and scholarships to the needy students who belong to weaker social backgrounds. In the last four years, the college has helped 5962 number of students in getting scholarships. Besides, the Govt. Scholarships college takes initiatives in helping economically backward students by providing them a concession in the college fees. In the last four years, the Govt. welfare department has provided Rs. 36730814/- for students belonging to SC, ST and OBC communities.

NAAC

## 5. CONCLUSION

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### Additional Information :

- The college established in the year 1955 under Bihar University, Muzzafarpur. It came under Ranchi University, Ranchi in the year 1962 and presently it is a constituent unit under Viniba Bhave University, Hazaribag since 1990.
- The college is recognized under 2 (f) and 12 (B) by University Grants Commission (UGC).
- NAAC accredited our college with 'C ++' grade (Institutional score =65.50) in the year 2006.
- Our college follows CBCS curriculum in UG since the academic session 2015-18, in B.Ed since 2015-2017 and in PG since 2016-18.

### Concluding Remarks :

- We feel privileged to submit this SSR prepared with extreme care and strong inspection. The college is striving hard to provide quality education to the deprived masses and needy/economically weaker sections of the society namely SC, ST, OBC & Minorities. The college stands on the high pedestal in its quality and quantity parameters.
- The college has tried its best to lay emphasis on the education for the downtrodden, the poor and the ignorant that really form the major bulk of the society. The college has shown positive changes since its establishment in academics and administration. It has achieved various milestones over the years. Students are always at the center and we strive hard for their overall development. With the able support of the devoted management, hardworking staff, and the stakeholders, college is trying to achieve its holistic development.
- Taking into consideration, the academic excellence and academic skills on the top priorities, the college has introduced various programmes/courses to make its pupils competent enough to face global challenges. We are not only taking care of physical facilities of the college, but also, on the other hand, the college has given much prominence to the priorities in sustaining and developing environmental awareness through various endeavors, and hence to mention that college keeps environmental issues on the top priority.
- The college conspicuously takes efforts by empowering and educating students to face global challenges of the future and making them competent in challenging the global tasks. As an outcome of this, our students have left indelible marks in various aspects which are reflected in college vision and mission.
- The college is situated in the tribal background of Jharkhand and still we are providing quality and advanced education to rural masses through ICT enabled teaching-learning methods and hence it shows our strength in the quest for excellence.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |
|-----------|--|
| 1.1.3     | <p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>           Answer After DVV Verification: B. Any 3 of the above<br/>           Remark : DVV has select B. Any 3 of the above as per nomination of letters of teachers in BOS, Paper Setter and Assessment /evaluation process provided by HEI.</p> |
| 1.3.3     | <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</b></p> <p>1.3.3.1. <b>Number of students undertaking project work/field work / internships</b><br/>           Answer before DVV Verification : 99<br/>           Answer after DVV Verification: 6</p> <p>Remark : DVV has made the changes as per pro-rata basis of provided certificates of students by HEI.</p>  |
| 1.4.1     | <p><b><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></b></p> <ol style="list-style-type: none"> <li>1) <i>Students</i></li> <li>2) <i>Teachers</i></li> <li>3) <i>Employers</i></li> <li>4) <i>Alumni</i></li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above<br/>           Answer After DVV Verification: D. Any 1 of the above<br/>           Remark : DVV has select D. Any 1 of the above as per provided student feedback for the year 2019-20 by HEI. Provided teacher's feedback report has not reflect any year.</p>   |
| 1.4.2     | <p><b>Feedback process of the Institution may be classified as follows:</b></p> <p><b>Options:</b></p>   |

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: D. Feedback collected

Remark : Provided graphs has not considered. DVV has select D. Feedback collected as per provided feedback report in 1.4.1.

### 2.6.3 **Average pass percentage of Students during last five years**

#### 2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1271    | 1071    | 874     | 1658    | 1041    |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1271    | 1071    | 874     | 1658    | 1041    |

#### 2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1728    | 1410    | 1090    | 1814    | 1145    |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1827    | 1410    | 1084    | 1814    | 1145    |

Remark : DVV has made the changes as per annual report of appeared and passed students provided by HEI.

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

#### 3.3.3.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00      | 03      | 01      | 01      | 02      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00      | 02      | 01      | 01      | 02      |

Remark : DVV has not considered ISSN numbers(Journals and conference ) on this metric.

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 02      | 10      | 04      | 04      | 04      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 04      | 0       | 0       |

Remark : DVV has made the changes as per shared document by HEI. DVV has not considered National Unity Day.

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 177     | 928     | 254     | 469     | 410     |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 22      | 22      | 83      | 0       | 0       |



Remark : DVV has made the changes as per shared document by HEI in 3.4.3 DVV has not considered National Unity Day.

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 4

Answer after DVV Verification: 0

Remark : Provided photos has not reflect classrooms and seminar halls with ICT facilities.

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23.04   | 37.88   | 23.04   | 49.21   | 59.95   |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : Schedules not provide by HEI.

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year**

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 80

Answer after DVV Verification: 0

Remark : Supporting document not provide by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|    |        |         |        |    |
|----|--------|---------|--------|----|
| 00 | 294766 | 3211780 | 711360 | 00 |
|----|--------|---------|--------|----|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0.10    | 0.094   | 0.70    | 0.44    | 0.68    |

Remark : DVV has made the changes as per expenditure of repairing & Maintenance of machine duly signed by principal and accountant.

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

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1307    | 1127    | 1310    | 974     | 1453    |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 22      | 1       | 3       | 3       | 7       |

Remark : Supporting sanction letters has not provide by HEI. DVV has given the input as per pro-rata basis.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 39      | 38      | 30      | 35      | 7       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0       | 0       | 0       | 0       | 0       |

Remark : Without the appointment orders or Offer letters the claims will not be considered.

#### 5.2.2 Average percentage of students progressing to higher education during the last five years

**5.2.2.1. Number of outgoing student progression to higher education during last five years**

Answer before DVV Verification : 391

Answer after DVV Verification: 0

Remark : Supporting document not provide by HEI.

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10      | 11      | 11      | 8       | 4       |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : E-copies of award letter has not provide by HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per screenshots of Student Admission and Support and Examination by HEI.

**6.5.3 Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : C. 2 of the above

|        |  |
|--------|--|
|        | <p>Answer After DVV Verification: D. 1 of the above<br/>Remark : DVV has select D. 1 of the above as per provided report of IQAC meeting by HEI.</p>   |
| 7.1.4  | <p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li>1. <b>Rain water harvesting</b></li> <li>2. <b>Borewell /Open well recharge</b></li> <li>3. <b>Construction of tanks and bunds</b></li> <li>4. <b>Waste water recycling</b></li> <li>5. <b>Maintenance of water bodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : C. 2 of the above<br/>Answer After DVV Verification: E. None of the above<br/>Remark : Supporting document not provide by HEI.</p>  |
| 7.1.5  | <p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : Any 4 or All of the above<br/>Answer After DVV Verification: E. None of the above<br/>Remark : DVV has select E. None of the above because provided notice/Circular has not reflect current year.</p>   |
| 7.1.7  | <p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Divyangjan friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above<br/>Answer After DVV Verification: D.1 of the above<br/>Remark : DVV has select D.1 of the above as per provided Geo tagged photo of Ramps by HEI.</p> |
| 7.1.10 | <p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers,</b></li> </ol>   |

**administrators and other staff****4. Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : D. 1 of the above

Answer After DVV Verification: E. None of the above

Remark : Supporting documents not provide by HEI. Also Code of conduct not shown in website.

**2.Extended Profile Deviations**

| ID      | Extended Questions  |         |         |         |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
|---------|---|---------|---------|---------|---------|---------|------|------|-----|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.3     | <p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1167</td> <td>1076</td> <td>874</td> <td>1577</td> <td>1052</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1827</td> <td>1410</td> <td>1084</td> <td>1814</td> <td>1145</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1167 | 1076 | 874 | 1577 | 1052 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1827 | 1410 | 1084 | 1814 | 1145 |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 1167    | 1076  | 874     | 1577    | 1052    |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 1827    | 1410  | 1084    | 1814    | 1145    |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.1     | <p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>45</td> <td>46</td> <td>46</td> <td>41</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>45</td> <td>44</td> <td>46</td> <td>33</td> </tr> </tbody> </table>                            | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 44   | 45   | 46  | 46   | 41   | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 44   | 45   | 44   | 46   | 33   |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 44      | 45  | 46      | 46      | 41      |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 44      | 45  | 44      | 46      | 33      |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.2     | <p><b>Number of sanctioned posts year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>69</td> <td>69</td> <td>69</td> <td>69</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>                                  | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 69   | 69   | 69  | 69   | 69   | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 50   | 50   | 50   | 50   | 50   |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 69      | 69  | 69      | 69      | 69      |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 50      | 50  | 50      | 50      | 50      |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |
| 3.1     | <p><b>Total number of classrooms and seminar halls</b></p> <p>Answer before DVV Verification : 48</p> <p>Answer after DVV Verification : 4</p>  |         |         |         |         |         |      |      |     |      |      |         |         |         |         |         |      |      |      |      |      |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23.04   | 37.88   | 23.04   | 49.21   | 59.95   |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 50.56   | 28.95   | 84.94   | 11.16   | 11.56   |

NAAC