



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAMESH JHA MAHILA COLLEGE

NEAR VEER KUNWAR SINGH CHOWK, SAHARSA
852201

www.rjmcsaharsa.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ramesh Jha Mahila Mahavidyalaya is a constituent college under Bhupendra Narayan Mandal University, Madhepura (Bihar), was founded by Late Mr. Ramesh Jha in 1972. The college is situated in the heart of Saharsa town which is located in Koshi Division and well known for its holistic approach to women's education. Ramesh Jha Mahila College is the only constituent women's college in Koshi Division which is well connected by the all means of transport. In 1972, the college has been open for women thereby initiating women's access to higher education in Saharsa and its nearby locality and history stands to testify how this contributed to the social and educational upliftment of women in our society.

The college was started with two branches of undergraduate's programmes such as Bachelor of Arts and Bachelor of Science and now has grown as a multi disciplinary institution with two new courses -Bachelor of Education and Bachelor in Computer Application in 2013. One unit of NCC and two units of NSS are running in this college.

Vision

The college intends to provide ample opportunity to gain latest Knowledge and wisdom to the students, true representative of society, for their holistic development, inbuilt social, human, cultural values in students to develop them as ideal and responsible citizens of the nation, uplift academic standard of the regional youths, make students self- reliant through employment oriented education and foster and endure a sense of discipline and commitment to national values. Thus the vision of the college clearly focuses on the needs of the students, society and industry.

Mission

College believes in delivering values of ethics, sensitivity, and entrepreneurial outlook. This college provides value based quality education in humanities and science to the students of the institution. The college intends to serve the regional youth by providing them easy access to higher education and enabling them for emerging job markets. The institution strives to develop integrated personality of students with special attention. It has state-of-the-art infrastructure and well defined processes to support teaching learning, leadership and quality. Students from different socio-economic backgrounds including students with special challenges are given ample opportunity to pursue their higher education. The governance of the college is conducted with the spirit of mission and vision of the institute already mentioned. The head of college, the principal works with staff council and heads of departments. In policy and programmes formulations, teaching staff of the college take part in different meetings convened by the college administration.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The oldest and the only constituent college for women in educationally backward area of Koshi division catering to a large numbers of students
- The college is centrally located and has easy accessibility. Post office, bank, hospitals, railway station, bus stand are within ½ km radius.
- Catering to the higher education of students of rural backward areas.
- Hostel accommodation within the college campus.
- Most of the students come from SC, ST, OBC and Minorities.
- Scope of extending infrastructure for introducing new classes.
- Consistently good university results and negligible dropouts.
- We have a mechanism for seeking regular feedback from teaching staff, non-teaching staff and students/parents.
- Admission on merit basis and in a transparent manner.
- Sensitization of students on social issues and gender issues through seminars/workshops and various extension services.
- Low fee structure.
- Totally razing free and free from any activity detrimental to academic pursuit.
- Professional courses like B.C.A. and B.Ed. are being offered.
- Two units of NSS and one unit of NCC for various extension activities.
- Lush Green campus with eco friendly environment.
- Career guidance, skill development, Rojgar Mela, AIDS, voter's awareness, gender sensitization etc. programmes are regularly organized in the college.
- Hygienic drinking water supply with water coolers and ROs.
- Generators and invertors for uninterrupted power supply.

Institutional Weakness

- Being an old college the buildings needs repair and renovation.
- As the number of students increasing every year, the college does not offers teaching facilities to the correct proportion to accommodate current class sizes of different departments like Home Science, History, Political Science etc.
- Shortage of regular teaching and non teaching staff. Approx 50% post are lying vacant.
- Lack of required numbers of reference books, e-books and research journals in library.
- Absence of PG courses negatively affecting to student's progression

Institutional Opportunity

- The college is committed to empowering women who economically and sociologically stands at the lowest level of society.
- Being a constituent unit, the college has an opportunity to provide higher education to economically weaker meritorious students at nominal fee.
- The college has vacant land to develop infrastructure to introduce new programmes.
- Some professional courses like BBA, Aquaculture, Environmental Science and Disaster Management may be introduced.

The college provides better opportunities to the students through professional courses like B.C.A. and B.Ed. Thus providing opportunity to the students for better placements.

Institutional Challenge

- To provide latest teaching –learning facilities and modern infrastructure to the students.
- To overcome the shortage of teaching and non-teaching staff.
- The present curriculum is very old and this should be updated and modernized by the affiliating university to keep pace with the changing social, economical and cultural development.
- About 60% students are from rural areas who commute daily and face the hassle of public transport. The provision of transportation and one more girl’s hostel can be great convenience to the students.
- The college requires sufficient fund for the academic as well as infrastructural development.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution adopts the curriculum designed by the affiliating university. To operationalise the curriculum, an effective and well tested mechanism has been devised. Meetings of different departments are held with Principal. After the meetings (of the different departments) the copy of the syllabus is distributed to the respective teachers. Every teacher draws his/her teaching plan broadly talking into consideration the ability of his/her students. Teachers of the College put in remarkable contribution in designing courses, organizing orientation workshops and setting up patterns of evaluation and documentation.

Two new courses have been started recently in the self-financing stream: B. Ed. and B.C.A.

College addresses cross cutting issues through various courses of science, social sciences and humanities stream like Botany, Zoology, Physics, Chemistry, Sociology, Economics, History, Political Science, and Philosophy etc. These courses deals with the current burning issues like Sociology deals with the social aspect of gender issues, Economics deals with economic dimension of gender issues. Beside this Home Science include in its syllabus important topic like women’s health and care, nutrition and domestic chores etc. The main aim of the college are the advancement and dissemination of knowledge the development of critical intelligence and the education and for achieving this aim, it is necessary that ethical and professional standards be adopted to guide faculty members in their conduct and effective mechanism be established to monitor.

The College has a formal mechanism of obtaining feedback from students at the starting of the session.

Teaching-learning and Evaluation

Ramesh Jha Mahila College takes efforts to serve students of different back grounds and abilities, through effective teaching-learning experiences. This college adopts absolute transparency and systematic mechanism in admission process and follows all the government and university norms in admission procedures and protects rights regarding different categories.

Special classes are arranged every year for weak students. The college prepares an academic schedule every year based on the University academic calendar. The College caters to student centered learning through projects, seminars and assignments. The college campus is Wi-Fi enabled.

At present 27 faculty members are serving to the college 21 of them are Ph.D.

This college follows student-centric method in teaching and learning process that ensures interactive, participative and experiential learning in academic, co-curricular and extracurricular activities.

Personal attention and psychological guidance are given to the students by the faculty to overcome the academic and personal problems.

There is a little scope for the college to introduce its own evaluation system. However, the college has its own internal evaluative process. The college maintains complete transparency in the internal assessment process as per the directions of the university. The college has a unit to deal with the examination related grievance as well as to conduct the exam with transparency. The College focuses on its learning outcome. The teaching – learning – evaluation strategies are designed in such a way so as to achieve the learning outcome to the maximum possible. Student performance and learning outcome are assessed through feedback from stakeholders.

Research, Innovations and Extension

As research motivates the learners to explore the world of knowledge with an urge to seek excellence therefore to achieve the excellence some faculty of the college were engaged in some research projects funded by University Grant Commission.

This college has created herbal garden to create an eco-system in the college campus. Students, teaching staff and non-teaching staff have planted some herbal plants such as Tulsi (holy basil), Neem, Lyptus, Sadabahar, Sankhapushi, Sarpghandha, Anwala, Aloe Vera, Ashoka, Kachanar and Bryophyllum in selected areas of the college campus.

Within the last five years, faculty members of the college have published 37 research papers and 8 chapters in edited books and published 2 books also.

The college has one NCC unit of "4 Bihar Girls battalion of Bhagalpur/Saharsa" with strength of 100 and two NSS units with total strength of 100 students.

The institution promotes college-neighborhood network community development by conducting regular activities related to social responsibilities of the institute. Societal responsibility among student is promoted by encouraging them for participating in clubs like NSS and NCC.

As part of its mission of empowering women through education and self reliance, the college has established the women empowerment centre which is continuously involved in providing counselling and job skills to women from lesser privileged section of society. For this purpose, college has made a collaboration with "Dishayen Foundation" mission compound, Saharsa , Bihar on August 10, 2015.

Infrastructure and Learning Resources

The College has land area of 191274.69 sq.ft. It has almost all kind of adequate facilities for teaching and learning. It has adequate infrastructure and two buildings are under construction. This institution has separate building which being used for official works related to student's academic activities. The college has one hostel

as well. A canteen is also available within the campus.

This institute has an indoor stadium for games like, chess, carom, table tennis etc. Institute facilitate with sports ground for outdoor games like volleyball, basketball, kabaddi, kho-kho and badminton. Institution has an auditorium for cultural activities such as annual day function, seminar/conferences, refreshers and farewell and public speaking, debates, etc.

The college library has all study materials such as books, journals and other related materials. Considerable amount of the annual budget is utilized for purchase of books, Journals and periodicals.

College has different maintenance team like housekeeping, electrician, gardener to maintain the entire campus. Sufficient water is available throughout the year and 24 hours power supply is maintained in the campus with sufficient generators to provide uninterrupted power supply throughout the academic sessions.

The Institute always tried to develop and update the IT facilities to meet with academic advancements and growth. Up gradation of computer systems, servers and software to support research work and business analytics. Internet connectivity enhanced to 10 Mbps leased line. Campus and Hostels are Wi-Fi enabled. A system administrator looks after the IT facilities.

Student Support and Progression

The student centric cultures of the institute ensure all possible supports for student's overall development. College aspires for providing excellent mechanism in support and progression of students in holistic manner. Institution provides financial support through government schemes to meritorious students, economically weaker sections like SC/ST and economically challenged students. Students of these categories obtain financial support through various scholarship programmes of state government and central government. The college has instituted various honours for academic performances.

63.75 of the UG students go for higher studies and around 1.53% of the students got placement. On an average the students pass percentage is above 90% across all the programmes. The dropout percentage of the college is nil.

Students are encouraged to appear for NET, GATE, TANCET, TOFEL, Central, State government and Defense services like UPSC, BPSC, IBPS and AFCAT to enhance their employment prospects and higher studies. Committees like academic counselling, personal counselling, career counselling, student grievance redressal cell, women's anti-sexual harassment cell and anti ragging are formed to support and monitor students.

The college team has been achieved first three rankings for five years in badminton, chess, kabaddi and athletics at university level. Inter and intra-departmental competitions are arranged where students participate in good number with great enthusiasm.

Governance, Leadership and Management

The college was established with the objective of providing value based education aiming women empowerment. A culture of participative management is developed in the institution. Various committees are formed to address demands and needs, and are constituted with representation from various quarters.

The Institute always tries to use decentralization and participative mechanism for the management. Every stake holder of the institution such as teachers, non teaching staff and representatives of students give their own opinion and suggestion and also take part in decision making. On the other hand the Institute has a perspective plan focusing on the current position and desired goals to achieve growth and development of the Institution.

The college conducts various programmes time to time for empowerment of teaching and non-teaching staffs. Encouragement is given for research and advance technological skills. Further, faculty members are encouraged to attend Refresher courses and Orientation programmes. The college motivates the faculty members to attend seminars, conferences and workshops.

The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. Received grant from all the sources are spent for the purpose they are meant. The college has a well formulated financial policy which ensures effective and optimal utilization of finances for academic, administrative and development purposes which help ultimately in realizing the college's vision and mission.

The IQAC of the college undertakes several quality improving activities. It organizes the academic workshop and the academic review. It designs, implements, monitors and evaluates quality improving initiatives.

Institutional Values and Best Practices

The college has been established aiming to enhance the women empowerment through quality education. To achieve the purpose college organizes different programmes related to gender equity, tries to provide safety and security to students, staff and infrastructure by obtaining different measures related to security.

The college is committed to its responsibilities towards the environment and consciously monitors the greenery in the campus by planting good numbers of various types of trees and other plants. The college is very much concerned about the green practices in the campus.

The college has adopted several energy saving measures. The college has initiated many things to address local advantages and disadvantages.

To conduct the institution in systematic and disciplined manner, college has made code of conducts for students and teachers. Since its establishment, the college every year celebrates the national festivals and birth/date anniversaries of the great Indian personalities. The institution always tries to maintain transparency in its financial, academic, administrative and auxiliary functions.

College follows several practices such as morning prayer by the Principal, a good teacher-student relationship, student-centered learning, student counselling, Mentoring programme, Academic Review and Workshop, provision of free internet access to students, optimal use of ICT facilities, maintaining a learner friendly campus ambience and network.

"Eco Friendly campus with greenery" and "Women's Empowerment through Skill Development and Counselling" are the two best practices successfully implemented by the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMESH JHA MAHILA COLLEGE
Address	NEAR VEER KUNWAR SINGH CHOWK, SAHARSA
City	Saharsa
State	Bihar
Pin	852201
Website	www.rjmcsaharsa.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Renu Singh	06478-223115	9431864032	91-64782231 15	rjmcoll@gmail.com
IQAC / CIQA coordinator	Surya Mani Kumar	-	9431627351	-	smanikrp@gmail.com

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-02-1972

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

State	University name	Document
Bihar	Bhupendra Narayan Mandal University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	11-04-1983	View Document
12B of UGC	11-04-1983	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	17-12-2012	36	Recognition has been given from the date of NCTE order onward

Details of autonomy

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

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NEAR VEER KUNWAR SINGH CHOWK, SAHARSA	Urban	5.5	7000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics	36	Intermediate	English,Hindi	65	14
UG	BSc,Chemistry	36	Intermediate	English,Hindi	65	44
UG	BSc,Mathematics	36	Intermediate	English,Hindi	65	25
UG	BSc,Botany	36	Intermediate	English,Hindi	65	39
UG	BSc,Zoology	36	Intermediate	English,Hindi	150	115
UG	BA,Psychology	36	Intermediate	English,Hindi	100	89
UG	BA,History	36	Intermediate	English,Hindi	200	190
UG	BA,Political Science	36	Intermediate	English,Hindi	100	87
UG	BA,Sociology	36	Intermediate	English,Hindi	150	143
UG	BA,Home Science	36	Intermediate	English,Hindi	207	198
UG	BA,Economics	36	Intermediate	English,Hindi	50	46
UG	BA,Music	36	Intermediate	Hindi	60	54

UG	BA,Philosophy	36	Intermediate	English,Hindi	20	2
UG	BA,English	36	Intermediate	English	50	42
UG	BA,Hindi	36	Intermediate	Hindi	75	62
UG	BA,Sanskrit	36	Intermediate	Hindi	20	4
UG	BA,Urdu	36	Intermediate	Urdu	50	27
UG	BA,Maithili	36	Intermediate	Maithili	20	2
UG	BCA,Computer Application	36	Intermediate	English	60	44
UG	BEd,Education	24	Graduate	Hindi	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				13				28			
Recruited	0	1	0	1	10	3	0	13	9	4	0	13
Yet to Recruit	0				0				15			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				25
Recruited	14	3	0	17
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	0	1	0	1
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	10	3	0	5	2	0	21
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	2	0	6

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		10	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1393	2	0	0	1395
	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	0	0	0	0	
	Female	106	122	113	67	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	15	11	18	32	
	Others	0	0	0	0	
OBC	Male	0	0	0	0	
	Female	323	403	317	208	
	Others	0	0	0	0	
General	Male	0	0	0	0	
	Female	947	1103	928	1026	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	4	4	2	3	
	Others	0	0	0	0	
Total		1395	1643	1378	1336	

Extended Profile

1 Program

1.1

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

Response: 387

1.2

Number of self-financed Programs offered by college

Response: 02

1.3

Number of new programmes introduced in the college during the last five years

Response: 02

2 Students

2.1

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3734	4358	3687	3502	2929

2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
853	853	710	710	593

2.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
858	802	1059	903	718

2.4

Total number of outgoing / final year students

Response: 4340

3 Teachers**3.1**

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
24	25	27	30	29

3.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
27	28	27	28	28

3.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
41	41	41	41	41

3.4

Total experience of full-time teachers

Response: 670

3.5

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

Response: 33

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 17

4.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
104.98598	149.81342	47.93982	82.30974	31.96498

4.3

Number of computers

Response: 25

4.4

Unit cost of education including the salary component(INR in Lakhs)

Response: 0.181036

4.5

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 0.046846

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:

Ramesh Jha Mahila Mahavidyalay is a constituent college under B.N.Mandal University, Madhepura (Bihar). The institution adopts the curriculum designed by the university. To operationalize the curriculum, an effective and well tested mechanism has been devised. Meetings of different departments are held with Principal. After the meetings (of the different departments) the copy of the syllabus is distributed to the respective teachers. Every teacher draws his/her teaching plan broadly talking into consideration the ability of his/her students. It is ensured that teachers move from easy to difficult, familiar to unfamiliar and from simple to complex at a pace that is easy for learners to maintain. The copy of the syllabus is also pasted by the teachers in their respective registers for their ready reference. Relevant books are also recommended by the teachers to the students along with the prescribed syllabus. The institution receives regular circulars letters from the university regarding the changes of modifications. The faculty members receive all sorts of support from the university and institution to understand the curriculum properly. Whenever a new pattern of syllabus is introduced, the university informs the colleges well in time and organizes workshop for effective implementation of the curriculum for the teachers. The institution encourages it's faculty to participate in such workshops. Moreover most of our faculty members participate in workshops, seminars and conferences at State, National and International levels. Thereby including the ability for curriculum development and its effective operationalisation. The college collaborates with NGO's, other institution and the university in organizing seminars and workshops which address the curriculum directly or indirectly. The institution monitors the student involvement.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description

Document

Details of the certificate/Diploma programs

[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 14.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	01	00	01	00

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 13.7

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

Response: 53

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 0

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

Response: 00

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

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

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

1.3 Curriculum Enrichment

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

Response:

This college integrates the cross- cutting issues like Gender, Environmental Sustainability, Human Values and Professional Ethics etc. The curriculum is designed by the university itself does include many of mentioned aspects in the B.A., B.Ed. and B. Sc. Courses.

A Description of Courses which Address the Cross-Cutting Issues

Ramesh Jha Mahila College offers various courses of science, social sciences and humanities stream like, Zoology, Botany, Physics, Chemistry, Sociology, Economics, History, Political Science, and Philosophy etc.

Courses such as Sociology, Economics and Home Science include gender issues in their syllabus. Sociology deals with the social aspect of gender issues like social discrimination on the basis of gender e.g. female foeticide, preference for male child, domestic violence, evil of dowry system, discrimination in the field of education.

Economics deals with economic dimension of gender issues like different wages for same work for male and female workers in industries as well as at call centers etc. Discrimination related with poor working condition and atmosphere at working places. Discrimination related to working hours and wages/income between male and female workers. Inequality in economic structures and policies in all forms of productive activities and in access to resources between male and female are also a part of economics subject.

Subjects like Home Science include in its syllabus important topic like women's health and care, nutrition and domestic chores etc.

Subjects like Economics and Philosophy of this college teaches topic like professional ethics. The basic functions of the university/college are the advancement and dissemination of knowledge the development of critical intelligence and the education of citizens and professionals workers for the society of which the college is a part. For achieving this aim, it is necessary that ethical and professional standards be adopted to guide faculty members in their conduct and effective mechanism be established to monitor.

Apart from these courses there is a compulsory subject i.e. GES in which students learn all the relevant issues related to general awareness.

In this college as a teacher faculty member has the responsibility for creating in his or her classroom climate that encourages the student to learn.

List of Core Courses

- Ø Sociology
- Ø Economics
- Ø Home Science
- Ø Philosophy
- Ø Botany
- Ø Zoology
- Ø GES

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

Response: 0

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

Response: 00	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 2.65	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 99	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise	
Response: C. Any 2 of the above	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:	
Response: C. Feedback collected and analysed	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.11

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	00	01	07	05

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 93.61

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

2016-17	2015-16	2014-15	2013-14	2012-13
1395	1643	1377	1336	1202

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

2016-17	2015-16	2014-15	2013-14	2012-13
1673	1673	1420	1420	1260

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 54.22

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

2016-17	2015-16	2014-15	2013-14	2012-13
448	540	450	310	286

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The institution assesses the learning levels of the students after admission and organizes special programs to identify advanced learners and slow learners. The college identifies the special educational needs of advanced learners through classroom interactions, assignments, group discussions, and area of interest shown in and outside the class.

Ø Departments arrange some introductory classes at the beginning of session to bridge the knowledge gap of the enrolled students to enable them to cope with the subject of their choices.

Ø Appropriate reading is suggested for basic concepts of the subjects.

Ø Doubt classes are arranged. Faculty members are always ready to solve the problems of students outside the class.

Ø We conduct some classes for computer literacy for the students.

Ø We encourage slow learners to participate in classroom interactions.

Ø Faculties personally interact with the students and repetition and revision of the topics are arranged.

Ø To check the drop-out risk, the faculty members give students personal guidance regarding their trouble and anxiety.

Ø Simple summary of lectures are given to the slow learners.

Ø The academic performances of the slow learners who do not cope-up with the pace of learning and sometimes seem at risk of drop out are identified by the faculties during the classroom interaction and by

the personal counselling.

The college responds to special learning needs of advanced learners through:

- Ø Providing guidance for appropriate reference books, relevant websites and arranging interactive sessions.
- Ø Apart from general assignments, advance assignments are given to the advanced group of learners.
- Ø Seminars, debates and group discussions are arranged on relevant topics.

2.2.2 Student - Full time teacher ratio

Response: 1361:8

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

Response: 00

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Ramesh Jha Mahila College is a constituted unit of B. N. Mandal University, Madhepura. It is located in the heart of Saharsa town. It provides education facilities to all girls and women learners from Koshi region of Bihar. This college caters to the educational needs of such students who are unable to continue

their study outside of Koshi region due to financial crunch.

Ramesh Jha Mahila College does practice the student's centric method of learning and teaching which broadly encompasses method as teaching that shifts the focuses of instruction from the teacher to the students.

Student centric method of learning or teaching is practiced by our college in various ways:-

1. Through Group Discussion

For the purpose of group discussion a particular topic is selected e.g. "Dowry System is A Social Evil" than the whole classes is divided into two groups i.e. for and against the topic selected for the discussion in the classroom. This whole exercise comes under this 'Practice of Participative Learning'.

2. Through Interactive Session

Through interactive session question-answer session is held between teacher and students after the completion of formal lecture on a particular topic. This practice is adopted by each and every teacher who conducts and takes classes on various topics for different courses.

3. Through Seminars

Seminars on different issues are also organized by the different departments of the college occasionally. Seminars also give us an opportunity for presenting papers on the selected issues and after the presentation of the paper, lots of question are asked and answer are given by the participants who present the paper. This is the one of the effective ways of participative mode of learning by the students in our college.

4. Through Internal Evaluation System

Ramesh Jha Mahila College provides time schedule for conducting class tests particularly for each and every departments. Accordingly each and every department conducts class tests. Answer book of class test is internally evaluated by the teachers. After the evaluation of the answer books, these are given to the students for their comments. In this way we get feedback from the students- what we have taught them and what they have learnt. Thus internal class test is a good example for practicing Student-Centric Teaching.

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

Response: 0

2.3.2.1 Number of teachers using ICT

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

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

Response: 918.6

2.3.3.1 Number of mentors

Response: 5

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Faculty members are encouraged to use innovative methods to teach the students by making them inquisitive instead of one way communication. Class room teaching is more participatory. Open class room session, tutorials, debates, power point presentation and panel discussion etc. are the usual methods we use. The use of charts, models and specimens make leaning more interesting and interactive. Group discussion improves the confidence of the students and they are free to express themselves in the company of their classmates. Project based learning is followed by BCA, B.Ed. and History Department. Students

are encouraged to present papers in seminars organized by other institutions. Feedback from students is collected. Both self appraisal and student appraisal of teachers are used to evaluate the performance of the teachers. The college's IQAC at its meetings takes stock of general aspects of teaching learning process. On the basis of these meetings the Principle advices and directs the concerned teacher for the required improvements.

2.4 Teacher Profile and Quality

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

Response: 67.32

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

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

Response: 61.61

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	17	16	17	17

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 24.81

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

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

Response: 1.46

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	00	00	01

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

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

Response: 0.98

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	00	00	00	00

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

2.5 Evaluation Process and Reforms

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

Response:

As the college is a constituent unit of B.N. Mandal University, Madhepura, there is a little scope for the college to introduce its own evaluation system. However, the college has its own internal evaluative process which is essentially based on continuous assessment incorporating alternative mechanism of evaluation such as presentations, field trips, class test, class assignments etc. Students are made aware about the continuous evaluative process during orientation session of the newly admitted students. The periodic instructions issued by the B.N. Mandal University, Madhepura regarding examinations are communicated to the students by displaying them on the notice boards and also via circulars and announcements in the class rooms.

Incremental reforms have been made in the continuous evaluation process both by the university and by the college from time to time and have resulted in improved efficiency, clear flow of information and time bound delivery of results. It must be noted that the college views the evaluation process as a medium for students to assess their progress take corrective measures it needed. It also signals to the college how well the students are grasping the knowledge imparted to them in the class. Internal evaluations are made especially to advise students about the academic journey already traversed and their future courses of actions. On the other hand, external (University level), evaluation bring in a sense of uniformity and standardization among a vast array of colleges, allowing our students to compete with a much larger talented pool.

The college has adopted the following reforms formulated by the B.N. Mandal University, Madhepura :

- Ø Internal assessment is done for the students as per the university criteria.

- Ø Same pattern of question paper as that of the university is used in the internal examinations.

- Ø Class tests and unit tests are conducted to evaluate the performance of the students.

- Ø Student centric learning through assignments, projects, seminars and practical sessions are evaluated under the university guidelines.

The university guidelines for the evaluation process are available to faculties and departmental discussions

take place to see that the process carried out correctly in each term. The institution initiates internal assessment on the basis of behavior, disciplines, participation in extra circular activities, classroom interaction, attendance etc. Assignments and project work are evaluated under the specification given by the university and quality and timelines of submission are important criteria for judging them. Based on the result of evaluation process, the students are given suggestions for better future performance or are recognized for good performance in the current session. In doing all this, the college proactively follows the improved examination system, prescribed by the B.N. Mandal University, Madhepura. The external examinations are completely managed by the university and teachers of the college actively participate in the process as invigilators, examiners, and tabulators.

The college is working on bringing in an IT enabled process of displaying the performance of internal examinations and marks scored in assignments and quizzes on the college website.

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

Response:

The college maintains complete transparency in the internal assessment process as per the directions of the university. The faculties evaluate the students on different factors pertaining to communication skills, critical thinking and team work which they display during class participation, project work and assignments. The evaluation metrics are divided into many smaller segments such that different fact of the student's progress and personality can be judged. This segmentation based approach makes the process more robust and requires due diligence on the part of the teachers. The score of different segments is added and then make it available to all concerned including students. For complete transparency the college takes following measures:

Ø Students are made aware of the internal assessment system and marking pattern after their admission.

Ø Answer script of the internal tests is shown to the students.

Ø The students can check their marks and approach the concerned teacher in case of any clarification or discrepancy.

Ø The examination department has to resolve any issues of the students relating to internal assessment.

Ø Attendance is an integral part of the internal assessment. The teachers compensate attendance as per the university guidelines for those students who participate in various college programmes.

Ø No hard and fast rules are there regarding the weightage given to aspects like behavior and communication skill. However, the class attended, communication skill during group discussion, debate and presentation are taken care of.

Specifically, internal assessment is made by the faculty members with following percentage of weightages.

Criteria	Weightage %
Internal test	20
Participation in class discussion	20
Class quizzes/debates	20
Project/Assignment	20
Attendance	20
Total	100

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

Response:

Like any other Universities, Bhupendra Narayan Mandal University and its affiliated/constituent colleges also have a unit to deal with the examination related grievance as well as to conduct the exam with transparency. This committee also tries to sort out other examination related problems of the students.

To follow the above mentioned process, this college has a committee to deal with the examination related activities within time frame. The college is having its own grievance redressal system in an informal manner, i.e. through direct supervision of the principal.

To complete the examination schedule successfully this college act as follows:

Ø Students and faculty of the colleges can complain their grievances against delay in examination, its results and re-evaluation.

Ø It has also directed to the committee to indicate the details of grievance redressal mechanism names, contact numbers and e-mail IDs of members of the grievance committee on the college notice board to assure students that help is at hand.

Ø For effective monitoring and evolution, the college has directed the committee to submit a status report regarding the number of grievances received and disposed of, before the examination.

Ø At the time of the examination committee tries to conduct an examination with proper security as invigilator using the appropriate proportion of students and teachers.

Thus, this college always makes its efforts to sort of all kinds of grievance related to examination and its related fields.

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

Response:

Academic activities of the college are regulated by an academic calendar approved by the university on the recommendation of the Academic Council from time to time and made available to the students/faculty and

all other concerned in printed and /or electronic form. It is mandatory for students/faculty to strictly adhere to the academic calendar for completion of academic activities.

This college follows the yearly examination pattern at the end of one academic year, including examination, evaluation and result declaration.

In this college, the following steps have been used to adhere the academic calendar.

Admissions

After the summer vacation, from July, this college starts its admission process for various courses. Admission starts at the beginning of the academic year on the prescribed dates announced in the Academic Calendar.

Without admitting, any academic activity (course / seminar / practical / term project /etc.) undergone by a student will not be counted towards the requirements of her degree.

Classes and Other Activities

As per the course distribution, the departmental timetable is prepared. It includes a class timetable, lab timetable, classroom timetable, individual faculty timetable.

Individual faculty prepares and uploads the Lesson Plan / Practical Plan and subject notes of his/her respective allotted subject by referring the Institute academic calendar.

The faculty fully equipped, effectively deliver the content in the classroom, by using ICT facilities and other teaching aids as per the schedule.

Simultaneously, the faculty also provides hands-on experiments during the practical sessions correlating, with the theory.

Internal unit test and preliminary examinations scheduled in the academic calendar which helps the faculty to decide the corrective actions that they can take for better results of the subject.

Before appearing for the university practical or oral examinations, students appear for internal mock practical/ oral examination to get an idea of possible assignment and questions that can be asked by the external examiner.

Examination Schedule

Examination Schedule, as per dates indicated in the Academic Calendar prepared by the Controller of the examination of University, has been submitted to the Examination Section at least three weeks before. The Controller of the examination notifies the consolidated Examination Schedule for all the students at least two weeks before the commencement of Examinations.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

As the main mission of Ramesh Jha Mahila College is women's empowerment, the college aims to orient the girls towards academic excellence, personality development and social commitment. We could summarize the programme outcomes of the college as follows:

Ø The focus is on all-round balanced development of our students so that they become persons of competence compassion and conscience who contribute towards society & nation building.

Ø The college makes all efforts to provide the students opportunities to deliberate on various alternatives and make informed choices, so that they become independent strong and sensitive individuals with analytical abilities and innovative thinking.

Ø The focus is also on motivating the undergraduates to equip themselves with skills so that after graduating not only should they be able to face any challenge they meet, but they should also become agents of positive change in the contemporary scenario.

The college has clearly stated its programme outcome. The college's website and prospectus very clearly state the vision, mission and objectives of the college. The teachers and students are made aware of the programme outcomes of the college through orientation programmes, assemblies, class discussion, talks, etc. Time to time the college also arrange lectures to apprise the girls of the various opportunities available to students after having education from Ramesh Jha Mahila College and how they should make all efforts to make best use of all the faculties that the college provides. Moreover scope of each specific programme has been explained in detail by the faculty members on various occasions like college foundation day, fresher's day etc.

File Description	Document
Link for Additional Information	View Document

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

Response:

The college monitors and measures the attainments of Pos and PSOs under the frame of mission and vision of Ramesh Jha Mahila College.

Ø Monitoring the attainments, college strictly adhering to the rules and regulations of the university regarding attendance, academic schedule, internal assessment norms and conduct of examination.

Ø Ramesh Jha Mahila College is committed towards monitoring the attainments of its programmes and setting progressively higher standards for the college in this regards. It plays a productive role in enhancing

the quality of academic and co-curricular endeavors of the college.

Ø Faculties make constant effort to monitor and measure the attainment of various programme.

Ø The results of university examinations are properly monitored and analyzed through which it ensures the attainments of different programmes.

Ø Feedback and suggestion from teacher as well as students also helps in improving the quality of education which ensures the attainments of the programmes.

Ø Department promote discussions and suggestions to monitor and measures the attainments of programmes concerned.

Ø Departments assess students' progress through class tests, assignments and project works.

Ø Assignment and project work are evaluated by the concerned teacher and necessary suggestions are given to the students to improve the attainment.

Ø By measuring the attainment of programmes, the college identify slow learners and provide them special attention and necessary counselling with special classes.

Ø Teachers also measures the attainment by class introduction, group discussion, quiz contest, seminars etc.

Ø Practical classes are continuously assessed and the students who lag in these classes are given additional help and guidance. They are also given additional lab practices.

Ø On this way college measures the attainments on the basis of reports submitted by the teachers. Then

the college reports the performances of students to their respective parents for their perusal and action.

Ø The college maintains the records of the students attending jobs or pursuing for higher study after completion of their degree programme.

Ø Besides, all the teachers, by their best to inculcate good habits and values in students for their all around development.

2.6.3 Average pass percentage of Students

Response: 94.76

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

Response: 813

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

Response: 858

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.78

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 3.99

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	3.20	0	0	0.788

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

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

Response: 0.06

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

Response: 02

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

Although college has no any such incubation centre but there is an active Research Committee to monitor and address the issues related to research work.

Ø The main objective of the Research committee is to encourage and strengthen the research culture among the faculty members.

Ø The Committee disseminates information regarding details about the various funding agencies at the state and national levels and the availability of research grant with different funding agencies. It also provides research guidance on the procedures involved in applying for different projects.

Ø The Committee motivates the faculties to publish articles and research papers in various research journals of national and international repute.

Ø The Committee encourages interdisciplinary research.

Ø The Committee ensures timely release of funds for the research projects by the College authority.

Ø It encourages the use of laboratories for research mobilisation.

Ø The Committee also encourages building up of a strong institution-neighborhoods relation.

Apart from these activities of Research Committee, the college under its programme of skill enhancement of faculty members, non-teaching staffs and students organizes short training programme for handling Computer/Internet/Camera/LCD etc. They are also trained in giving power point presentation.

The college regularly organizes seminars to enhance the knowledge of students and faculty members.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: No	
File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years				
Response: 0.14				
3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
01	02	07	07	03
File Description	Document			
List of research papers by title, author, department, name and year of publication	View Document			

3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years	
Response: 0.29	
3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years	

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	0	1	2

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

3.4 Extension Activities

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

Response:

The college organizes a number of activities to promote institute – neighborhood community network to sensitize the students towards societal needs and bring about social change in the surrounding urban and rural communities. These activities have sensitized students to social issues and help in the total development of personalities of the students and indirectly society as a whole.

The NSS and NCC conduct various activities related to leadership and personality development. NSS related activities such as parades and stage programmes help to develop student's personalities. The NSS conducted various programmes and shows to promote Central as well as the state government campaign to make students and citizens aware of their voting and other human rights. The college always conducts different stage programmes in nearby 5 to 8 villages/cities to aware the students and people regarding burning social issues. For the skill development, various programme like legal literacy, computer literacy, English spoken classes have been conducted.

In last five years NSS has conducted programmes on baking, cooking, malnutrition, health and hygiene in the campus and nearby localities. Cleanliness, environment awareness, cashless movement, the blood donation programmes also have been conducted which were beneficial to students and local villagers. Various training programmes related to eradicate malnutrition; unemployment, cleanliness etc. have been organized through NCC and NSS. These all activities strengthen the sense of civic responsibility and actively involve students in community service activities leading to their holistic development.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

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

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

Response: 30

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	11	8	0	0

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 8.32

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
623	569	438	0	0

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

3.5 Collaboration

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has almost all kinds of adequate facilities for teaching and learning. It has adequate infrastructure and two buildings are under construction. This institution has separate building which being used for official works which relates to student's academic activities.

Innovative teaching methods are followed-

Ø Academic freedom enjoyed by the teachers enables them to plan and implement new methods of teaching.

Ø The college has a computer lab that provides the necessary infrastructure like ICT facilities, Internet access, interactive section etc.

This Institute has policies for the creation and enhancement of infrastructure to facilitate effective teaching and learning which are as follows:

Ø Institution always tries to upgrade and maintain the infrastructure as per the requirements of the courses and other related activities.

Ø It also provides state-of-the-art IT infrastructure for educational, administrative and operational efficiency, up to some extent.

Ø It also made efforts to equipping and modernization of the laboratories.

Ø To enhance the knowledge, the institute is always trying to update its library with latest books, journals, documents, reports and other learning resources.

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

Response:

This institution has adequate facilities for sports, games, yoga etc. which are as follows-

Ø This institute has an indoor stadium for games like, Chess, Carom, Badminton, Table tennis etc.

Ø Institute facilitates with sports ground for outdoor games like Volleyball, Basketball, Kabaddi, Kho-kho and Badminton.

Ø Institution has a multipurpose auditorium for cultural activities such as annual day function, seminar/conferences, refreshers and farewell and public speaking, debates, etc.

Ø Institution also arranges Yoga and meditation sessions in the Auditorium.

Facilities	Year of establishment	Area/ size	User Rate
Indoor stadium	2016	60×30	32 Students per day
Outdoor Ground	Sports1972	270×140	57 Students per day

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

Response: 17.65

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 53.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
67.20609	59.35040	7.39747	49.53620	28.75731

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

4.2 Library as a Learning Resource

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

Response:

At present library is not automated but to make it more user friendly and easily accessible, the college has decided to automate the library with a advance Integrated Library Management System . The automation work is about to start. New E-resources will be installed and applications will be enhanced in a phased manner on the recommendations from IQAC as per the requisitions and students' demand. Now the college is a registered member of INLIST (INFLIBNET) where the users can find a number of e-Books and e-journals of their area of interest. The users can access these e-resources from anywhere.

The library gets oral feedback from the user. The Library Advisory Committee analyses these complaints & suggestions and forwards them to the principal for appropriate action. The library staff always make query from the students to improve the services to them. The teachers also enquire from the students for the improvements of the library. The students are suggested by their teachers to devote time in reading books in the library to acquaint them with the latest books published

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

Response:

There is no any rare book, Manuscript, special report or any other knowledge resources in the libraery but some books, which are now out of print, are available.

4.2.3 Does the institution have the following:

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

Response: D. Any 1 of the above

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

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

Response: 2.01

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.11486	1.60525	1.57184	0.31206	4.44168

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

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

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 0.58

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

Response: 22

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institute always tried to develop and update the IT facilities to meet with academic advancements and growth. To fulfill any additional unforeseen requirements, the college evolves a plan for utilizing existing infrastructure to the optimum. Up-gradation of computer systems, servers and software has been made regularly to support research work and teaching learning. Internet connectivity has enhanced to 10 Mbps. Entire campus including hostels is Wi-Fi enabled.

Date of Updation (Wi-Fi)	Nature of Updation (Wi-Fi)
2-10-2017	Software and Policy

4.3.2 Student - Computer ratio

Response: 183.72

File Description	Document
Student - Computer ratio	View Document

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

Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 9.88

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

2016-17	2015-16	2014-15	2013-14	2012-13
7.23514	6.05838	2.08204	23.25218	1.87068

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Optimum utilization of finance and mobilizing of resources are the key aspect of the college. For student facilities including Laboratories, Classrooms and Computers, etc. are made available for the students as well as for other faculty members. The criteria wise facilities are as follows:-

Ø The classrooms, boards and furniture facilities are utilized regularly by teachers and students for teaching learning processes. Sometimes it is also made available for the other governmental examination. The maintenance and the cleaning of the classrooms and the laboratories are done by non-teaching staff.

Ø College has a beautiful Eco friendly campus with a herbal garden. Campus and garden are maintained by the appointed gardeners.

Ø The college has adequate number of computers with high speed of internet and updated software. These

computers are used in classes, office, laboratories, library, departments, etc. All the stakeholders have equal rights to use these facilities.

Ø College is providing free Wi-Fi facilities to students, teaching and non-teaching staff.

Ø The college has a diesel generator of 25 KV for the uninterrupted power supply due to power cut.

Ø Electrical and the Plumbing related maintenance is done with the help local skilled persons.

Ø The academic and other support facilities like library, indoor and outdoor stadium are not only open for the college students, but also for other stakeholders with prior permission of the authority.

Ø The activities like arranging books and keeping the library clean is done frequently by library staff.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0.77

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	37	69	13	22

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7. Yoga and meditation**8. Personal Counselling****Response:** E. 3 or less of the above

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

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 1.08

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

2016-17	2015-16	2014-15	2013-14	2012-13
69	73	73	0	0

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	000	00	00	0

File Description	Document
Details of the students benefited by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases**Response:** No

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	07	21	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 0

5.2.2.1 Number of outgoing students progressing to higher education

Response: 00

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations

during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	0	00	00	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
99	10	97	65	1

File Description

Document

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

[View Document](#)

5.3 Student Participation and Activities

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

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

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

Response:

Bhupendra Narayan Mandal University has a student council, which sends their representative to look after the situation of affiliated and constituted colleges. But due to some unavoidable reasons this council is not active since last ten years.

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

This college has three committees with active participation of students which are as follows:-

1. IQAC
2. Sports Committee
3. Hostel Committee

Now B. N. Mandal University is seriously considering about election of the students union and has given the programme for the same. Thus the college will have a student body very soon and we will see the students activities through the student council.

Activities of Student Council

Ø As a representative of whole admitted students of the college, various committees bring forward the views and suggestions of the entire class.

Ø These committees help students to share their ideas, interests, feedback and concerns with lecturers, syllabus, and atmosphere of the classrooms, faculty members and principal.

Ø Representative of the committees often also helps raise funds for wide activities, including social events, community projects, helping people in need.

Ø Various programs like paper presentations, workshops and seminars are organized by the student representatives.

Funding

There is no special funding from government bodies. The college bears the responsibility of all expenses.

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

Response: 0.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	01	01	00	00

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

5.4 Alumni Engagement

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

Response:

There is no any registered Alumni Association in this college. The college keeps related data gathered from students and other relevant sources.

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

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision and mission of the college are in tune with the objectives of higher education envisaged in the policy of the college, university and the Government. The college intends to provide ample opportunity to gain latest knowledge and wisdom to the girls students, a true representative of society, for their holistic development, inbuilt social, human, cultural values in students to develop them as ideal and responsible citizens of the nation, uplift academic standard of the regional youths, make students self-reliant through employment oriented education and foster and endure a sense of discipline and commitment to national values. Thus the vision of the college clearly focuses on the needs of the students, society and industry. The mission of the college believes in delivering values of ethics, sensitivity, and entrepreneurial outlook. This college provides value based quality education in humanities and science to the students of the institution. The college intends to serve the regional youth by providing them easy access to higher education and enabling them for emerging job markets. The institution strives to develop the integrated personality of students with special attention. It has state-of-the-art infrastructure and well defined processes to support teaching, learning, leadership and quality. Students from different socio-economic backgrounds including students with special challenges are given ample opportunity to pursue their higher education. The governance of the college is conducted by the spirit of the mission and vision of the institute already mentioned. The head of college, the principal works with staff council and heads of departments. In policy and programmes formulations, teaching staff of the college take part in different meetings convened by the college administration.

6.1.2 The institution practices decentralization and participative management

Response:

The Institute always tries to use decentralization and participative mechanism for the management. Every stakeholder of the institution such as teachers, non teaching staff and representatives of students give their own opinion and suggestions, take part in decision making. In meetings of IQAC or any other staff council meetings, every participating staff is free to express his opinion. The authority of the college always tries to take every opinion and suggestion consideration while taking decision.

A case study related to decentralization and participative management

This year at the time of examination this college was made as an examination center and large number of

examinees had been allotted by the university to this college for their examination. Due to the huge number of examinees, some examinees were placed in the open corridor to take the examination. Therefore, in a meeting of teaching and non-teaching staff, a decision was taken to cover the corridor area through grill to give it a shape of an examination hall (Copy has been uploaded).

6.2 Strategy Development and Deployment

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

Response:

Yes, the Institute has a perspective plan focusing on the current position and desired goals to achieve growth and development of the institution. From the perspective of development, the institute has certain plans which include:-

- Ø Development of excellent infrastructure for education, research and entrepreneurship
- Ø Training of employees to improve quality
- Ø To equip teaching class rooms with ICT facilities
- Ø Digilitization of library
- Ø To develop smart classes in the college

The college had earlier planned to start the BCA and B.Ed. programmes which have been started from the session 2012-13.

Example of activity successfully implemented based on the strategic plan

This institution considers sport as an important tool that teaches students to maintain the discipline and push them to work hard for better performance. The college had an outdoor sports ground since its establishment but the college was in dire need of an indoor stadium to promote and conduct the indoor games. So the college made a plan to construct an indoor stadium which was agreed by the various committees of college and University.

In the year 2016 an indoor stadium was constructed by the college and made it functional. Since its establishment various sports competitions have been organized by the college. (Required documents related to this plan have been attached).

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

This college is a constituent unit of B. N. Mandal University, Madhepura. The Principal is the head of the institution, who is working under the rules and regulations of the University and

the UGC. The University makes the policy and the college implements it through the Principal, as the head of the institution.

The Principal as the institutional head plays a pivotal role in the administration of the college and he is responsible for executing all the policy decisions made by the university. The Principal constitutes various committees who work on behalf of the Principal. The Principal maintains harmonious relationship between the teachers and the staff for the congenial atmosphere for smooth functioning of the college. The Principal takes the help of the Staff Council consisting of all the teaching members of the college.

Bursar has been appointed by the University for assisting financial matters, while for examination section controller of examination has been appointed by the principal to assist the

her for smooth conduction of examination. Apart from that, the senior most faculty member has been appointed as Coordinator/Convener/Nodal officer for assisting the college authority for smooth functioning of the institution.

The teaching as well as non-teaching staff of the college abide with the service rules of B.N.Mandal University, Madhepura. The college follows the procedures of recruitment and promotional policies of Bihar State Government through B. N. Mandal University, Madhepura.

This college has an emphatical Grievance Redressal committee which takes proper care of grievances made by the students.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. Any 1 of the above

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

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

Response:

For the smooth functioning and need based assessment of academic and development process, the principal forms various committees. The committees are both academic and administrative in nature. The conveners of committees hold meetings with the members and draw out their action plans and carry out their activities subsequently. The resolution and recommendation of the committees are conveyed to the principal. The committees are also encouraged to develop new ideas and plans for greater benefit of the college.

Apart from the committees IQAC plays a significant role in evaluating and monitoring various policies and

plans of the institution. It has developed a well defined mechanism for self evaluation. IQAC gives suggestions to principal about the academic and development process of the college. The recommendation and suggestion made by the various committees are discussed in development committee meeting or in other relevant committee's meetings and after getting approval the same are executed.

Here is an example showing the activities of different committees and action taken by the college on the suggestion given by the committees:

Some students complained to Grievances Redressal Committee for not having a student's common room in the college. The Grievances Redressal Committee took serious notice about the complain and after the discussion among the members, committee sent it to the principal with the suggestion to provide common room facility to the students.

The IQAC of the college also got similar feedback from students and faculties took decision in its meeting and suggested the principal that the college should have a student's common room, with basic amenities. When these suggestions reached at Principal's office she told that, after resolving in development committee meeting the proposal for student's common room has already sent to the university by her for the administrative approval of the same with a demand for grant of some money for the purpose.

This resulted in sanction of a sum of Rs. 1,000,000/- (Ten lac only) by the university for the purpose. And now we have a well furnished student's common room with all amenities.

6.3 Faculty Empowerment Strategies

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

Response:

The welfare schemes available in the college are as per the University rules. The following welfare schemes are available in the college for the benefit of the teaching and non-teaching staff.

Ø General Provident Fund (G.P.F.)

Ø Group Insurance Scheme (GIS)

Ø Medical Allowance

Ø Gratuity at the time of retirement

Ø Earn Leave Encashment

Ø Medical Leave

Ø Half Pay Leave

Ø Maternity Leave

Ø P.F. Loan Facility

Ø Salary Advance Facility

Ø Appointment of wards of deceased employee on compassionate ground

Ø Subsidized Canteen on Campus

Ø Transfer of salary to the respective (employee's) Bank Account

Ø Permission for Higher Studies

Ø Pension to employees joined before 2005

Ø Casual Leave

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: 1.46

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	01	01	00

File Description

Document

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

[View Document](#)

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	0	0	0

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

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

Response: 8.7

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	1	3	2

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

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

Response:

Performance appraisal of teaching staff

Institution has a system that measures the performance of the teaching staff. Each teaching faculty has to submit a self appraisal report to the principle in which they have to mention about their performance in academic and other related activities such as participation in various conferences/seminars, workshops, paper publications etc. This report first submitted to principle for their remarks regarding punctuality, commitment, readiness to assume responsibility etc. of each faculty. Students also evaluate the performance of their teachers. The outcome is analyzed by the top principle and discussed with the concerned teacher.

Performance appraisal of non-teaching staff

Like the teaching staff, non-teaching staffs also have to give a self assessment report to the principle about the work done by them. Institute's annual performance report also helps in evaluating staff members.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Due to some unavoidable circumstances the college could not carried out internal and external audits of its accounts for last six years. Now it has been completed on 17.01.2018. College hires an Auditor for internal audit of its accounts where as for external audit of accounts an auditor is sent by the affiliating university or by the State government.

Although no audit objection regarding the accounts has been raised so far in this college but the usual mechanism for settling audit objections is to provide the requisite documents as per the nature of objections and to adopt the system suggested by the auditors. Principal, Bursar and accountant are concerned with the financial matter and they settle the audit objections raised, if any.

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

Response: 8

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	8	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:**Resource Mobilization Policy of College**

There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution.

The Principle Sources of Funds for the College

College is getting funds/grants from, University Grant Commission (UGC) and directly from State Governments or via University. On the other hand, the college has always been made efforts to get the funds from the local administration, important personalities and other local institutional bodies for better utilization of available resources. Development fees and other fees collected from the students are also major sources of funds of the college.

Optimal Utilization of the Funds and Resources

Stepping ahead with new technologies and development of infrastructure to meet with all basic necessities is the main criteria of expenditure. Received grant from all the sources are spent for the purpose they are meant. The college has a well formulated financial policy which ensures effective and optimal utilization of finances for academic, administrative and development purposes which help ultimately in realizing the college's vision and mission. Towards this end, every year, the budget is prepared well in advance after taking into consideration the requirements of every department. Each department prepares the budget based on the requirements such as equipment, computers as well as consumables required for the next academic session. The college always utilized the received grant totally for the purpose it asked for. Received grant never been returned to the concerned authority due to partial use or any other reasons.

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:**

By Assimilating the **John Raskin's** statement “ *Quality is never an accident, it is always the result of intelligent effort*”, the Internal Quality Assurance Cell (IQAC) of Ramesh Jha Mahila College has made continuous effort to generate good practices, ideas, planning, implementations and measurement of outcomes of academic and administrative performances of the college. With the launch of ‘Swachh Bharat Abhiyan’ by the Prime Minister, Narendra Modi on October 2, 2014, the concept and practice of clean India have rejuvenated, touching every nook and corner of the country. Taking inspiration from the programme Internal Quality Assurance Cell (IQAC) has made effort to clean the college campus and generated the idea of following two best practices which are implemented successfully by the college:

- **Polythene-free Campus:**

Ramesh Jha Mahila College administration has taken steps towards making the campus polythene-free by learning the use of polythene carry bags as well as other items made from it inside the campus. Students, Non-teaching staffs and teachers use the alternatives like paper, jute bags, cloth bags etc for their various needs. Awareness programmes are organized regarding hazardous effects of polythene on animal, human beings, lands, waterways and oceans.

- **Tobacco-free Campus**

The use of tobacco products in all forms is strictly banned in the college premises. The sale of tobacco products is not allowed near the college gate. Any student or staff members found in possession or found using tobacco products on the campus are seriously dealt with by the college administration. Various programmes are organized to spread awareness about the ill effects of tobacco and its products among the all stakeholders of the college.

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

The activities and performance of the teachers are monitored regularly by the principal. The principal regularly visits the departments to take stocks of the progress of the courses and offers her suggestions. The college monitors the quality of teaching-learning process through-

- Ø Result Analysis
- Ø Class interaction reported by the teachers
- Ø Class test by teachers
- Ø Feedback of teachers & students
- Ø Regular meetings of the departments
- Ø Internal Quality Assurance Cell (IQAC)

The Internal Quality Assurance Cell at the college contributes towards the enhancement of teaching-learning process. Following two contribution of IQAC to improve the effectiveness of the teaching-learning process:

1- Organization of Seminars:

The Internal Quality Assurance Cell suggested to organize seminars/workshops and talks it on regular basis. Following the suggestion these two National seminars have been organized:

Ø National Seminar on “*Interaction between School and Society- Today and Tomorrow: Challenges Ahead*” organized by the Department of Education.

Ø National Seminar on “*Environmental Pollution: Causes and Remedies*” organized by the college through the Department of Botany, Department of Physics and Department of Sociology.

These National Seminars contributed a lot in generating interest in faculties and students towards teaching-learning.

2- Special Classes for Slow Learners

It is noticed that slow learners who does not able to compete with pace of other students in the classes, become disinterested in learning and they have lesser interest to attend classes. It results in poor marks in examination and more often resulting in dropouts. To overcome the problem all departments identify the slow learners in the beginning of the session and arrange special classes for them. These special classes have been found successful in developing learning interest in the slow learners. Their attendance in general classes increased remarkably and threat of dropouts becomes mitigated. In examination result of these slow learners improved significantly.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 1.4**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
06	01	00	00	00

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

6.5.4 Quality assurance initiatives of the institution include:

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

Response: E. None of the above

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

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

The Internal Quality Assurance Cell of the college was established in the year 2015 with the objective of ushering in quality culture in the college and providing the necessary environment to sustain the same. The IQAC has been acting as a model centre to set quality benchmarks in academic and administrative activities of the college.

There are several improvements made due to efforts of IQAC. Some of the incremental improvements are:

Organization of Seminars/Symposia/Workshop

By organizing different levels of Seminars the college gives opportunity of quality exposure to the students as well as faculty members on advance level of knowledge and skill. Through these seminars the students and teachers of the college, gather wealth of knowledge presented by the speakers and by sharing experiences, develop new ideas about teaching-learning and researches.

Encouragement for Extension Activities/ Community Services

The college always encourages students, teaching and non teaching staffs to participate in the community engagement through the NSS units which conduct various extension activities through different programmes. The college organizes awareness programme on different contemporary issues like sexual harassment, female foeticide, sustainable development etc.

Student's Participation in Sports and Games

Keeping in mind the words of **Pierre De Coubertin** "*Citius, Altius, Fortius*" the college promotes greater participation of students in various level of sports activities. The college has provided an indoor and an outdoor stadium inside the campus for the purpose. Students of the college participate in various sports competition and championship regularly and often provides glory to the college by standing on victory podium. In inter college competition the college teams of Badminton, Kabaddi, Kho-kho, Chess and Athletics have been coming under top three positions.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	0	0	0

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

Institution shows gender sensitivity in providing facilities such as:

Ø **Safety and Security**

Ø **Counselling**

Ø **Common Room**

Safety and Security

The institution always tries to provide safety and security to students, staff and infrastructure of the college. The following steps have been taken by the college to look after the safety and security of the college.

Ø For the safety and proper regulation, the institution has installed CC (Close Circuit) cameras at inside and outside of the campus to supervise and check unwanted activities inside the campus.

Ø A committee has been made by the college to keep an eye on every activity and regularly looks after and supervises safety and security measures of the college.

Ø In staff council meetings, opinions are sought by members of staff council regarding safety and security of the college. Their feedback about safety of the college is considered and action is taken in this connection.

Ø There is a night guard and a peon appointed for safety of college as well as hostels.

Ø The institution always remains in contact with the police administration and civil administration of the district, regarding safety measures of our students.

Counselling

There is a functional counselling committee of the college, which functions properly. This committee occasionally sits with students and gives them information about personality development, different issues of gender sensitivity and present job opportunities in the present scenario. On occasions, motivational lectures are also conducted for the benefit and well-being of students.

Common Room Facilities

There is a students' common room available in the college with basic facilities where students can study and utilize their time lag between two classes.

7.1.3 Alternate Energy initiatives such as:

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

Response: 5.26

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

Response: 131.4

7.1.3.2 Total annual power requirement (in KWH)

Response: 2500

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 96

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

Response: 1920

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 2000

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

7.1.5 Waste Management steps including:

- Solid waste management

- **Liquid waste management**
- **E-waste management**

Response:

The major solid wastes which are generated in the campus are paper, leaf litter and biological wastes. The following measures are being adopted to manage these wastes:

Ø Both sides of papers are used to print.

Ø Papers printed on one side are to be used as envelopes. The envelopes are being made by slum children as a part of social improvement programme.

Ø The leaf litters and other organic wastes are being recycled by adopting natural microbial composting.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

At present the college has no organized provision of water harvesting. As the water level is very high in the area, it is easily available throughout the year. However a pond is situated inside the college campus, in which rain water is stored. This water is used for irrigation of plants during summer season.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The college is much concerned about the green practices in the campus. The staff members are serious about the green practices. Following initiatives has been taken by the college for the purpose:

Ø Conservation of Energy: Following measures have been taken to save energy:

- a. Fluorescent tubes are being used instead of bulbs.
- b. LED bulbs have been plugged at maximum places.
- c. In non reading room and non working or less working areas, reduced lights are being used.
- d. Lights and fans are switched off when not required.
- e. All computers and accessories, which are not in use, are shut down.
- f. A limited use of Air conditioners.
- g. Students and staffs have been deputed to check the wastage of electricity.
- h. Students oriented about last students coming out of the class to see that all fans and lights are put off.

Ø At present the college is not using any alternative source of energy. But the college has written to the district administration to provide solar lights for the campus.

Ø College has sprawling campus full of trees, shrubs and herbs. Plantation of trees has been increased regularly. NSS unit of the college has undertaken tree plantation programme time to time.

Ø Waste Disposal: The College has an eco friendly waste disposal system as described above.

Ø The campus has been declared as Polythene free & no smoking zone.

Ø The college organizes seminars and lectures on contemporary environmental issues.

Ø Debates, Talks and quizzes on different environmental issues have organized.

Ø There is no combustion of coal in the campus as the canteen and hostel use much lesser harmful LPG.

Ø The college promotes the use of non motorized means of transport and most of the students and even some of the teaching and non teaching staff use bicycles.

Ø A number of faculty member arrange car pools for their transportation, thereby saving oil and reducing pollution.

Ø Some of the staffs use public transport especially E-Rickshaw for their transportation.

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

Response: 0.71

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.0565	0.8075	0.5025	0.2560	0.2045

File Description

Document

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

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

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

Response: D. At least 2 of the above

File Description

Document

Resources available in the institution for Divyangjan

[View Document](#)

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	0	0

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

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

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

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

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

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

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

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: No	
7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 02	
File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities	
Response:	
<p>Since its establishment, this college celebrates the national festivals like <i>Independence Day</i> (15 August), <i>Republic Day</i> (26 January), <i>Basant Panchmi</i> (Saraswati Pooja) etc. every year.</p> <p>The college also celebrates other national festivals and birth/death anniversaries of the great Indian personalities which are as follows:-</p>	

Ø “Swami Vivekananda’s Bithday” as “National Youth Day” on 12th January

Ø “Martyr Day of Mahatma Gandhi” on 30th January and “Martyr Day of Bhagat Singh, Rajguru, and Sukhdev” on 23rd March as “Martyrs Day (Shaheed Diwas)”.

Ø “Dr. Sarvapalli Radha Krishanan’s Birthday” as “Teacher’s Day” on 5th September.

Ø “Mahatma Gandhi and Lal Bahadur Shastri’s Birthday” on 2nd October.

Ø “Sardar Ballabh Bhai Patel’s Birthday” as “National Unity Day” on 30th October.

Ø “Pt. Jawahar Lal Nehru’s Birthday” as “Children’s Day” on 14th November.

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

Response:

The institution always tries to maintain transparency in its financial, academic, administrative and auxiliary functions. There is a systematic audit system related to income distribution, expenditure on development of infrastructures, etc. Every expenditure is audited by recognized and registered CA. During the audit total transparency is maintained. This college has an academic audit as well that monitors every academic activity of the college. Auxiliary functions are conducted in a transparent way. For this purpose, decisions are taken in staff meetings.

7.2 Best Practices

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

Response:**Best Practice I**

Title of the Practice: - Eco Friendly campus with greenery

Goal:

- a. To keep the campus green and clean.
- b. Implement and manage green and sustainable initiatives in the campus.
- c. Monitor and reduce waste of campus operation and activities.
- d. Practice what we teach and learn in classroom.
- e. Sustainable awareness and action in the campus and local community.

The Context:

The faculty members, IQAC members and students have realized that the campus of Ramesh Jha Mahila College should be green and eco-friendly. Then we started to work upon it after forming a good team called “Green Team” of staff and students along with the Botany department and NSS volunteers. Campus with greenery provides an environment which improves energy efficiency, conserving resources and enhancing environmental quality. Green campus also demonstrates its commitment to ecological sustainability through its various programs and projects. Still more trees to be planted. The “Green Team” is planning to plant more number of trees in the campus.

The Practice:

The Green team is working towards this issue in the campus. The members of the team involved NSS students for tree plantation. In addition other students are also involved on a particular day so that everyone participates in the campaign. A number of trees were planted with the help of Forest Department, Government of Bihar etc. More plants including various types of herbs and shrubs as well as medicinal plants were planted besides these.

We started different initiatives like seminars and debates on environmental issues to enhance the knowledge of all stakeholders. Now “bye bye to polythene” inside the campus. No uses of polythene materials are being implemented by replacing the plastic cups, bags, plates, disposals etc. We also started waste management in the campus.

For feeling the involvement we ask the students to bring some seedlings or seeds at least one from their home or from nearby places and try to grow them in the college campus. Management also helps the team to buy plants.

Constraints:

The challenging issue in maintaining the planted trees and avoid polythene 100% because climate & environmental effects and due to the habits. The water lodging during rainy season is the main constraints in this.

Evidence of success:

Besides the existing trees we have already planted 65 trees and more than 100 other plants. Numbers of dustbins were kept outside the buildings. By planting more than 30 plants as well as some eminent personalities of the Saharsa, Department of Forest and Environment and Dainik Hindustan have also took part in our practices. Students are advised to keep their classrooms clean and they following it so that the campus is dust and dirt free. The campus has an amicable environment with lush green look.

Problems encountered and resources required:

Students are not following the advice sometimes due to which there exist some unclean situations in some places but they are duly monitored and rectified.

One may contact for adopting the practice contact details:

Name of the Principal: Dr. Renu Singh

Name of the college: Ramesh Jha Mahila College, Saharsa(Bihar)

Pin: 852201

Phone: 6478-223115

E-mail – rjmcoll@gmail.com

Best Practice II

Title of the Practice

“Women’s Empowerment through Skill Development and Counselling”

Goal

Ø To give vocational career oriented and technical education

- Ø To counsel and motivate women to lead a dignified life

- Ø To empower women for changing fundamental aspects

- Ø To sensitize women in general and society in particular about gender issues

- Ø To create a mental climate for ensuring gender equity

- Ø To contribute in national development

The Context

The challenge is rooted firmly in the belief that no society can thrive if it includes half the population of the globe, namely women, from the onward march of progress. Ever since its inception in 1972, the college has been rendering valuable services for the emancipation and empowerment of women. Fully aware of the countless psycho-social pressures which are deeply embedded in attitudes, practices and behavior patterns across the world and adversely impact the well being of women, Ramesh Jha Mahila College seeks novel and practical ways to create more opportunities for empowering women. Issues like gender discrimination within family, lack of decision making powers and pressures of social attitudes causes acute depression and lead to unhappiness among women. The economic status of women which is in a pathetic condition further limits the growth and development of women.

Enhancing women's economic status is an important strategy for improving the welfare of women living below poverty level. An effort is made to ameliorate the stress and limiting factors among women by helping women who could not complete their education due to familial, economic or social reasons. Vocational and career oriented courses are designed to equip lesser privileged women with skills to enable them to become economically independent and gain confidence.

Skill development and vocational training in areas like computer's basic and its application, teacher's education (B.Ed.), tailoring, vermi-composting, communication skills etc are provided to the women which focus on entrepreneurial skills to ensure employability.

The Practice

As part of its mission of empowering women through education and self reliance, the college has established the women empowerment centre which is continuously involved in providing counselling and job skills to women from lesser privileged section of society. For job skill development the college has signed MoU with an organization "Dihsayen Foundation" mission compound, Saharsa (Bihar) on August

10, 2015.

The centre is dedicated to improving the lives of young women through counselling and advocacy of a range of services that promote personal growth and economic independence. The centre very enthusiastically engages in advocacy work to achieve greater quality and social justice for women.

Evidence of Success

The women empowerment centre is running free vocational training courses for the girls and women from deprived class of the neighboring locality since August 2015. Variety of job skill oriented training programmes such as tailoring, candle making, potato chips making, vermi composting, basic computers etc have been organized by the centre with the help of 'Dishayen Foundation'. Since its inception centre has provided free training to around 105 females from the economically weaker section of the local society.

Problems Encountered and Resources Required

The main problem was encountered in bringing women out from their conservatives and non- supportive families governed by a patriarchal mind set.

Resources Required

Ø Professional to impart training.

Ø Time to training suitable for the trainees.

Contact Details:

Name of the Principle: Dr. Renu Singh

Name of the Institution: Ramesh Jha Mahila College

City: Saharsa

Pin: 800006

State: Bihar

7.3 Institutional Distinctiveness

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

Response:

Ramesh Jha Mahila College is continuously imparting female education since its inception in 1972. To provide quality higher education and prepare the women for post graduate studies is one of the priority thrust area of the institution reflected in mission and vision of the college. Students studying in this college belong to socially, economically and educationally backward categories like SC, ST, Minority, & OBC. Education of women in this backward area seemed like a dream. But the college done this daunting task very well and we have successfully accepted the challenge of preparing the girls from weaker section for higher education and entry in jobs. Starting with only 43 students in 1972, at present this college is providing higher education to nearly 4600 girls every year. Here students get higher education in various disciplines of Arts & Science up to bachelor Honours level. Considering the need of girls the college has also started Bachelor of Education and Bachelor of Computer Application in 2013.

Ramesh Jha Mahila College has been preparing and motivating girl students for the post-graduate education through its quality education. The college conducts following measures for success in its objectives-

- (a) Career Counselling
- (b) Personal counselling for stress related issues
- (c) Guidance for admission test and interview for post graduates admission.
- (d) Special classes for slow learners

(e) Departmental heads and faculty members provide information regarding admission to higher classes.

About 90% of students succeed in the graduate examination. In B.Ed. program this number goes 100%. The number of students passing first class has always been more than 50%. Again more than 40% of students who passed the graduate examination have been receiving post- graduate education. 10 to 20% of students joined different jobs after completing graduation. After getting graduation degree, 40% of students of B.Ed. programme join jobs as assistant teacher and 50% of students proceed for post-graduate degree.

It is clear from the above figure, that Ramesh Jha Mahila College, has been achieving successfully its objective to provide and motivate the girls for higher education. Due to this reason, now the Ramesh Jha Mahila College becomes a necessity for this socio-economically backward area.

5. CONCLUSION

Additional Information :

Ramesh Jha Mahila College is continuously imparting female education since its inception in 1972. To provide quality higher education and prepare the women for post graduate studies is one of the priority thrust area reflected in mission and vision of the college. Majority of the students studying in this college belongs to socially, economically and educationally backward categories like SC, ST, Minority, & OBC. Education of women in this backward area seemed like a dream but the college has performed this daunting task very well. About 90% of students succeed in the graduate examination. In B.Ed. program this number goes 100%. The number of students passing first class has always been more than 50%. Again more than 50% of students who passed the graduate examination have been receiving post-graduate education. 10 to 20% of students joined different jobs after completing graduation. After getting graduation degree, 40% of students of B.Ed. programme join jobs as assistant teacher and 50% of students proceed for post-graduate degree.

It is clear from the above figure, that Ramesh Jha Mahila College, has been achieving successfully its objective to provide and motivate the girls for higher education. Due to this reason, now the Ramesh Jha Mahila College becomes a necessity for this socio-economically backward area.

Concluding Remarks :

Being the maiden women's institutions for higher education of this flood affected Koshi division and catering to the increasing demand for higher education from the large number of feeder schools, the college is finding it difficult to meet the demand of increasing number of students. Keeping in view of its Nobel object the college is trying its utmost to accommodate them, even with great hardship and consequently it become difficult to provide quality education to all students due to the lack of modern infrastructure. But the teaching and non-teaching staff members of the college have all came forward voluntarily to take additional effort to cope up with this situation.

However, in spite of having some difficulties, the college wants to rate itself with other educational institutions so that the college understand where it stands, evaluate its strength and weakness, finds ways to improve its functioning and it is believed that NAAC evaluation will advice the college in right direction. Hence sincere initiative has been taken to undergo the process of assessment and accreditation by NAAC.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>03</td> <td>02</td> <td>02</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>01</td> <td>00</td> <td>01</td> <td>00</td> </tr> </tbody> </table> <p>Remark : The HEI was required to provide list of the full time teachers on various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council along with a copy of the authority appointing the teacher (eg University) by name of the individual duly attested by the principal. One Full-time teacher to be counted once irrespective of number of participation. Period of one tenure of membership on any Body to be considered as one count. However the same has not been done. As per the initial fragmented data appointment of Dr Mishra and Prof Ahmed have been considered</p>	2016-17	2015-16	2014-15	2013-14	2012-13	04	03	02	02	00	2016-17	2015-16	2014-15	2013-14	2012-13	02	01	00	01	00
2016-17	2015-16	2014-15	2013-14	2012-13																	
04	03	02	02	00																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
02	01	00	01	00																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 02</p> <p>Answer after DVV Verification: 53</p> <p>Remark : The HEI was advised that Likewise how many courses (subjects/papers) have been introduced across all the programs during the last FIVE years. What the HEI has input are the programs inducted. however as per the HEI "Due to some confusion we uploaded number of program in place of number of courses. B.Ed. and BCA are the two courses which are introduced within the last five years. " the are programs and the number of courses would be about 53</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 311</p> <p>Answer after DVV Verification: 99</p> <p>Remark : All the students of 2015-17 batch have been considered to have under taken field</p>																				

	projects / internships in 2016-17.																														
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : B.Any 3 of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : As per the HEI data attached with the Metric in response.</p>																														
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : As per the HEI data attached with the Metric in response.</p>																														
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1395</td> <td>1643</td> <td>1377</td> <td>1336</td> <td>1202</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1395</td> <td>1643</td> <td>1377</td> <td>1336</td> <td>1202</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	1395	1643	1377	1336	1202	2016-17	2015-16	2014-15	2013-14	2012-13	1395	1643	1377	1336	1202	2016-17	2015-16	2014-15	2013-14	2012-13					
2016-17	2015-16	2014-15	2013-14	2012-13																											
1395	1643	1377	1336	1202																											
2016-17	2015-16	2014-15	2013-14	2012-13																											
1395	1643	1377	1336	1202																											
2016-17	2015-16	2014-15	2013-14	2012-13																											
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 08</p> <p>Answer after DVV Verification: 00</p> <p>Remark : As per the HEI data attached with the Metric in response.</p>																														
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution.</p> <p>Answer before DVV Verification : 3762</p> <p>Answer after DVV Verification: 813</p>																														

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

Answer before DVV Verification : 3964

Answer after DVV Verification: 858

Remark : The HEI did not provide complete data in attachment with the Metric in response. Only number appeared has been given from 2011-12 onwards and not passed. The passed number for AY is extrapolated from the Excel sheet data.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	4.60	0	0	0.75

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	3.20	0	0	0.788

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

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

Answer before DVV Verification : 3

Answer after DVV Verification: 02

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
07	07	09	11	03

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13

01	02	07	07	03
----	----	----	----	----

3.3.4	<p>Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years</p> <p>3.3.4.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 495 1046 629"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>0</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 707 1046 842"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	3	4	0	2	2	2016-17	2015-16	2014-15	2013-14	2012-13	1	4	0	1	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	4	0	2	2																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	4	0	1	2																	
3.4.3	<p>Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1200 1046 1335"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>8</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1413 1046 1547"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>8</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	11	11	8	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	11	11	8	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
11	11	8	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
11	11	8	0	0																	
3.4.4	<p>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</p> <p>3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1906 1046 2040"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>11</td> <td>8</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	10	11	8	0	0										
2016-17	2015-16	2014-15	2013-14	2012-13																	
10	11	8	0	0																	

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
623	569	438	0	0

Remark : The HEI did not attach any data or document with the Metric in response. The photographs on the HEI website and attachments for 7.1.10, 7.1.11, 7.1.17 and 3.4.3 have been interpreted.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	3	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	0

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : C. Any 5 of the above

Answer After DVV Verification: E. 3 or less of the above

Remark : As per the HEI data attached with the Metric in response.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
132	151	114	97	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	000	00	00	0

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 642

Answer after DVV Verification: 00

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
51	0	6	20	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	0	00	00	0

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

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

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level

year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
04	04	01	01	01

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
02	01	01	00	00

Remark : As per the HEI data attached with the Metric in response. The HEI has attached photographs of one prize distribution on Annual/ Founder's/ Sports Day and one badminton. Chess pic has been picked up from the HEI website.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	4	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	0	0	0

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
09	05	00	00	00

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
06	01	00	00	00

Remark : Installing CCTV system Organising Cleanliness Organising Inter College Competition, Initiation of Automation of Library Providing Common-room and Providing effective Waste Disposal System are seen as quality initiatives by IQAC for promoting quality.

6.5.4 Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
02	02	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	0	0	0

Remark : The HEI has attached stage functions of two International women's day events assumed to be from 2016-17 and 2015-16.

7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 1920 Answer after DVV Verification: 1920</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 2000</p>																				
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: D. At least 2 of the above</p> <p>Remark : As per the attached data the college seems to have a ramp, even though the name of the college does not show in the pic. Scribe under the provisions of the university is also assumed to be in place.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1424 1046 1559"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1637 1046 1771"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	2	4	1	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	00	00	00	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	4	1	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
00	00	00	0	0																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

Answer before DVV Verification : 35

Answer After DVV Verification :02

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 20 Answer after DVV Verification : 387																				
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3867</td> <td>4511</td> <td>3701</td> <td>3599</td> <td>2929</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3734</td> <td>4358</td> <td>3687</td> <td>3502</td> <td>2929</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	3867	4511	3701	3599	2929	2016-17	2015-16	2014-15	2013-14	2012-13	3734	4358	3687	3502	2929
2016-17	2015-16	2014-15	2013-14	2012-13																	
3867	4511	3701	3599	2929																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
3734	4358	3687	3502	2929																	
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>853</td> <td>853</td> <td>710</td> <td>710</td> <td>593</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>853</td> <td>853</td> <td>710</td> <td>710</td> <td>593</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	853	853	710	710	593	2016-17	2015-16	2014-15	2013-14	2012-13	853	853	710	710	593
2016-17	2015-16	2014-15	2013-14	2012-13																	
853	853	710	710	593																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
853	853	710	710	593																	
2.3	Number of outgoing / final year students year-wise during the last five years																				

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1229	1402	1201	1007	807

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
858	802	1059	903	718

2.4 Total number of outgoing / final year students

Answer before DVV Verification : 5646

Answer after DVV Verification : 4340

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
46	41	37	42	32

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
24	25	27	30	29

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
41	41	41	41	41

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
41	41	41	41	41

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

Answer before DVV Verification : 138

Answer after DVV Verification : 33

4.4 Unit cost of education including the salary component(INR in Lakhs)

Answer before DVV Verification : 0.15690451771

Answer after DVV Verification : 0.181036

4.5 Unit cost of education excluding the salary component(INR in Lakhs)

Answer before DVV Verification : 0.27149206

Answer after DVV Verification : 0.046846

NAAC