SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BAGHMARA COLLEGE, BAGHMARA

BAGHMARA COLLEGE, BAGHMARA
828306
www.baghmaracollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Profile of Baghmara College

Baghmara College Baghmara was established in the year 1979 by the education loving people of this remote area. There was no institution in this area providing higher education. Some social workers felt the need of college in this economically backward area and with full determination came out to established a college in Baghmara. Late Somnath Pandey and Late Nageshwar Pandey were generous enough in donating 11 acres (eleven acres) of their land for this pious cause. They transfered the land to the governor of Bihar by way of gift-deed and got the land mutated in the name of college.

Now it was the tern of building construction. Eighty two hutments were donated by mines exploration company limited (MECL) Company Nagpur in 1984 and a cash donation of 84000/- (eighty four thousand) was provided by Bharat Coaking Coal Limited for the procurement of affiliation and also constructed two rooms.

The contribution of Raja Satyendra Narayan Singh of Dumra RajBadi Baghmara cannot be denied who by his powerful stature inspired the local philonthropist and other govt. agencies to donate for the development of the college.

Today Baghmara College is running in a double storeyed building consisting of twenty classrooms, laboraties, principal chamber IQAC hall and a spacios office. It is a permanently affiliated unit of Binod Bihari Mahato Koylanchal University, Dhanbad with 2F and 12B UGC Act 1956. Imparitng education upto UG level in all the three streams Arts, Science and Commerce. The college is co-educational institution.

Location- The college is situated at a distance of nearly 35KM from district HQ and 22KM from the Steel City Bokaro. It is just infront of Khanudih Railway station(SER) and about 10KM from Netaji Subhas Chandra Bose junction, Gomoh under ECR.

The college is govered by governing body constituted by the University. We are getting grant- in- aid annually from the govt. of Jharkhand since 2004-2005. We fill proud to announce that about 8000 thousand students and mostly of unprivilleged class are enrolled in our college taking education till now under CBCS system.

It would be injustice to some if their contribution for the development of this college is not acknowledged by us. Late Digvijay Singh member of Rajya Sabha donated fund for the construction of the administrative building of the college. Sri Ravindra Pandey Member of Parliament from Giridih Constituancy allocated MP fund for one deep boring as well as construction of about 300ft long internal walking streat another 500ft long walking streat was completed from state goverment fund of Mukhiya of Lutipahari Sri Naresh pd gupta. Local MLA Sri Dhulu Mahato provided us several toilets constructed from his MLA fund.

Lastly I would like to express my gratitude to the founder teachers who gave their selfless service to give a srong foundation to this college.

Vision

To be a learning institution which is dynamic and seeking excellence in physical, intellectual, ethical and technical empowerment of human resourece to meet the challanges of the future.

Mission

To create a democratic academic atomosphere open up outcome based learning sources for the young and energetic minds and promote value and quality based education for overall development of human resource.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 42 Years of existence, providing education to the students from vernacular background

- UGC 2(f) and 12 (B) certified institution

- Experience and qualified teachers

- Conducive teaching-learning mechanism

- Ragging free campus

- Registered alumni who are at very good positions in state and central government

- ICT enabled classrooms, and other modern teaching resources

- Active participation from students for curricular and extra-curriculur activities

- Green and healthy surrounding

Institutional Weakness

- Minimal funds or grants from governemnt agencies for research activities or other infrastructural developments

- On or off campus placements are poor

- Location is very remote

- Contribution/ funding from alumni is not satisfactory

- Lack of opportunities for both teachers and students

- Teacher-student ratio is not satisfactory

Institutional Opportunity

- Providing learning opprtunity to the localities of tribal and mainly backwaard classes

- Exposure to the modern teaching-learning techniques

Institutional Challenge

- Motivating students for attending the regular classes, as many of them are engaged in some type of part time job to fulfill the basic needs at home

- Poor Communication skills of students

- Lack of exposure to the technology/ ICT tools

- The college is located in a very remote area

- Job Opportunities

- Maintaining Teacher-student ratio

- Unable to get any private firms for recruitment drive

- Lack of research activities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution strictly follows the curriculum of the affiliating University. The institution ensures that the curriculum designed by the University is effectively delivered to our students. The continuous monitoring of the same is done by the IQAC of our institute. Though we do not have any direct involvement in the preparation of the curriculum, we do communicate our views during interaction with the University officials as a member of the academic council.

The CBCS system is implemented in 2015. Our curriculum is rich and addresses the cross-cutting issues relevant to gender, human values, culture-heritage, environment and sustainability along with core papers to make the student globally competent.

Teaching-learning and Evaluation

The admission/ enrolment of students is done through the Chancellor portal following all the reservation criteria and other norms as per government order. The students from neighbouring states also participates in this admission process. The basic criteria for admission of a candidate is the marks secured by them in 10+2., and on this basis the merit list is drawn.

Our institute has very experienced and qualified teachers with average teaching experience of approx. 25 years, and that helps in providing better learning and guidance for the students.

The use of ICTs is encouraged to help students understand the importance of modern education tools.

The continuous internal evaluation (CIE) of the students is done by conducting internal assessments as per the prescribed curriculum. The certificate programmes are also conducted for the advanced learners and other candidates interested in to make them competent.

Apart from CIE the semester end examination (SEE) is the final evaluation done by the affiliating University. At the beginning/ end of the semester the feedback of the students are taken with respect to the teaching, curriculum, resources etc.

Research, Innovations and Extension

The various extension activities are carried out through NSS team of the institute such as National Yoga Day, celebration of Republic Day and Independence Day, Swachh Bharat Abhiyan etc. The seminar on Women Empowerment, Gender and cross-cutting issues etc. are also conducted.

The institute receives state government aid. The institute also has UGC 2(f) and 12 (b).

Infrastructure and Learning Resources

To deliver the curriculum effectively good infrastructure and learning resources are very much important. Library facilities with good volume and title of books/ journals helps the students and teachers a better learning.

The use of modern tools is of great help in boosting the teaching-learning and evaluation process.

We have a big playground and good sports facility for both the students and teachers.

Student Support and Progression

The students are mainly from poor background, and to support those the tuition fees are kept very low which is compensated in terms of the aid to the institute from the state government.

A very good number of students are promoted to higher semesters and there are very few drop outs. The grievances of the students are addressed by the teachers/ Heads related to promotion rules, examination system and evaluation.

The certificate programmes and extension activities are conducted for the holistic development of the students.

We have a registered alumnus. Many of our alumni works at various state/ central government at various positions. They are invited to conduct seminars to encourage the students of our institute.

Teacher takes enough care to maintain discipline and regularity of students.

Governance, Leadership and Management

The institutional vision and mission is made in line with the state/ University and Central (UGC) education policies. The vision and mission of the institute is known to all the stakeholders through our website and the display on the notice boards.

Any institution could run well if the three major elements i.e., Governance, Leadership and Management is working together. The governing body of the college establishes the system and Principal/ Heads and coordinators of various committees/ cell takes care its functionality. The IQAC plays an important role in the academic and administrative functioning.

The recruitment of teachers is done against the sanctioned/ vacant seats as per the state government/ affiliating University norms.

The finances of the college are managed by the treasure appointed by the affiliating University. The income generated is through students' fees and aid from the state government aid. Most of the financial transaction are majorly done through online system. The financial audit is also done annually.

Institutional Values and Best Practices

The institution gives utmost priority to the discipline of students, teachers and administrative staffs by bringing code of conduct. The institute promotes gender equality, human values and other cross-cutting issues by conducting curricular and co-curricular activities. The safety of the girl students is our priority, and we also have separate girls lounge at our campus.

Since the institute lies in a backward region promoting education for all is our motto. We provide access to the modern teaching-learning tools, good library facility with book bank system for the needy and a big playground for healthy body for both the teachers and students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BAGHMARA COLLEGE, BAGHMARA
Address	Baghmara College, Baghmara
City	DHANBAD
State	Jharkhand
Pin	828306
Website	www.baghmaracollege.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Dr Ranjan Kumar	0326-7960225	7909010342	-	principalbcb79@gmail.com
IQAC / CIQA coordinator	Rajeev Pandey	-	9939160108	-	rajeev9939160108@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Jharkhand	Binod Bihari Mahto Koyalanchal University Dhanbad	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	13-02-2007	View Document
12B of UGC	27-07-2011	View Document

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

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

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	Baghmara College, Baghmara	Rural	11	2734

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Hindi	36	Intermediate	English,Hindi	200	5
UG	BA,Hindi	36	Intermediate	English,Hindi	200	1
UG	BA,Hindi	36	Intermediate	English,Hindi	200	0
UG	BA,Hindi	36	Intermediate	English,Hindi	200	73
UG	BA,Hindi	36	Intermediate	English,Hindi	200	23
UG	BA,Hindi	36	Intermediate	English,Hindi	200	0
UG	BA,Hindi	36	Intermediate	English,Hindi	200	0
UG	BA,Hindi	36	Intermediate	English,Hindi	200	15
UG	BA,Hindi	36	Intermediate	English,Hindi	200	0
UG	BA,Hindi	36	Intermediate	English,Hindi	200	10
UG	BA,Hindi	36	Intermediate	English,Hindi	200	5
UG	BA,Hindi	36	Intermediate	English,Hindi	200	2
UG	BA,Sociology	36	Intermediate	English,Hindi	300	0
UG	BA,Sociology	36	Intermediate	English,Hindi	300	0
UG	BA,Sociology	36	Intermediate	English,Hindi	300	0
UG	BA,Sociology	36	Intermediate	English,Hindi	300	8

UG	BA,Sociology	36	Intermediate	English,Hindi	300	9
UG	BA,Sociology	36	Intermediate	English,Hindi	300	0
UG	BA,Sociology	36	Intermediate	English,Hindi	300	0
UG	BA,Sociology	36	Intermediate	English,Hindi	300	0
UG	BA,Sociology	36	Intermediate	English,Hindi	300	0
UG	BA,Sociology	36	Intermediate	English,Hindi	300	3
UG	BA,Sociology	36	Intermediate	English,Hindi	300	0
UG	BA,Sociology	36	Intermediate	English,Hindi	300	1
UG	BA,History	36	Intermediate	English,Hindi	700	1
UG	BA,History	36	Intermediate	English,Hindi	700	587
UG	BA,History	36	Intermediate	English,Hindi	700	1
UG	BA,History	36	Intermediate	English,Hindi	700	0
UG	BA,History	36	Intermediate	English,Hindi	700	1
UG	BA,History	36	Intermediate	English,Hindi	700	6
UG	BA,History	36	Intermediate	English,Hindi	700	0
UG	BA,History	36	Intermediate	English,Hindi	700	0
UG	BA,History	36	Intermediate	English,Hindi	700	74
UG	BA,History	36	Intermediate	English,Hindi	700	8

UG	BA,History	36	Intermediate	English,Hindi	700	2
UG	BA,History	36	Intermediate	English,Hindi	700	25
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	5
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	2
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	0
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	0
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	0
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	7
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	0
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	1
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	1
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	112
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	14
UG	BA,Poltical Science	36	Intermediate	English,Hindi	200	11
UG	BA,Economics	36	Intermediate	English,Hindi	200	0
UG	BA,Economics	36	Intermediate	English,Hindi	200	0
UG	BA,Economics	36	Intermediate	English,Hindi	200	0
UG	BA,Economics	36	Intermediate	English,Hindi	200	0

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UG	BA,Economics	36	Intermediate	English,Hindi	200	1
UG	BA,Economics	36	Intermediate	English,Hindi	200	1
UG	BA,Economics	36	Intermediate	English,Hindi	200	3
UG	BA,Economics	36	Intermediate	English,Hindi	200	4
UG	BA,Economics	36	Intermediate	English,Hindi	200	0
UG	BA,Economics	36	Intermediate	English,Hindi	200	0
UG	BA,Economics	36	Intermediate	English,Hindi	200	0
UG	BA,Economics	36	Intermediate	English,Hindi	200	10
UG	BSc,Math	36	Intermediate	English,Hindi	200	45
UG	BSc,Math	36	Intermediate	English,Hindi	200	7
UG	BSc,Physics	36	Intermediate	English,Hindi	64	7
UG	BSc,Physics	36	Intermediate	English,Hindi	64	22
UG	BSc,Chemistry	36	Intermediate	English,Hindi	64	2
UG	BSc,Chemistry	36	Intermediate	English,Hindi	64	4
UG	BSc,Chemistry	36	Intermediate	English,Hindi	64	6
UG	BSc,Chemistry	36	Intermediate	English,Hindi	64	3
UG	BSc,Botany	36	Intermediate	English,Hindi	64	6
UG	BSc,Botany	36	Intermediate	English,Hindi	64	7

UG	BCom,Accounts	36	Intermediate	English,Hindi	200	157
UG	BCom,Accounts	36	Intermediate	English,Hindi	200	0
UG	BA,General	36	Intermediate	Hindi	100	0
UG	BA,General	36	Intermediate	Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
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UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	2
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BCom,General	36	Intermediate	English,Hindi	100	3
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	Hindi	100	0
UG	BA,General	36	Intermediate	Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0

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UG	BA,General	36	Intermediate	English,Hindi	100	0

UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BSc,General	36	Intermediate	English,Hindi	100	2
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	1
UG	BA,General	36	Intermediate	English,Hindi	100	1
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
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UG	BA,General	36	Intermediate	Hindi	100	0
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UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	English,Hindi	100	0
UG	BA,General	36	Intermediate	Hindi	100	0

Position Details of Faculty & Staff in the College

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Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				42
Recruited	0	0	0	0	0	0	0	0	30	0	0	30
Yet to Recruit				0				0				12
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				17
Recruited	15	2	0	17
Yet to Recruit				0
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	2	2	0	4
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	6	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	24	0	0	24
UG	0	0	0	0	0	0	0	0	0	0

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Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	5	6	0	11

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	745	1	0	0	746
	Female	668	2	0	0	670
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	80	76	88	152
	Female	88	63	87	109
	Others	0	0	0	0
ST	Male	27	13	11	24
	Female	15	17	16	21
	Others	0	0	0	0
OBC	Male	444	326	481	641
	Female	429	363	524	623
	Others	0	0	0	0
General	Male	166	100	62	68
	Female	136	71	54	83
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1385	1029	1323	1721

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The affiliating University has implemented the NEP-2020 from 2022-23 academic year for all its affiliating college. The curriculum is designed by the Board of Studies (BoS) in line with the NEP-2020 guidelines and the same is available in the University website. The curriculum contains multi and inter-disciplinary subjects/ courses with multiple entry and exits at the end of 1st, 2nd and 3rd years of four-year undergraduate programme. The vocational courses are also included such as Translation, Beauty and wellness, Maison, blacksmith, carpentry, electrician, Tally software, foreign language, data analysis etc.
2. Academic bank of credits (ABC):	As mentioned above the NEP-2020 is been implemented from 2022-23 academic year. The work related to academic bank of credits (ABC), as proposed in NEP-2020, is to be notified by the affiliating University. Once the process is completed our institute will register under the ABC which will allow our students to avail the benefits of multiple entries and exits in the chosen programme. The certificate programmes, prepared by the subject experts, are been conducted in the institute since last academic year. The teachers in the institute are encouraged to register for online courses for enhancement of knowledge and exposure to new developments around that can be shared to the students. In the preparation of vocational courses, the teachers help are sought. The affiliating University is conducting workshops on NEP-2020 for the colleges for its effective implementation. The college has also planned to have workshop for their stakeholders to spread awareness about NEP-2020.
3. Skill development:	The vocational courses are part of the curriculum designed under NEP-2020. The vocational courses are of a duration of 6-12 months in the area of computer hardware and software, foreign languages, Tally and GST, data analysis, academics and business writing, soft skills etc. The institute is conducting seminars/ workshops for both students and teachers to provide value-based education on humanistic, ethical, environment and sustainability, gender equality, constitutional rights, stress management etc. The experts are called from academia, ashrams, industry etc. to deliver the same.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	The institute being in a remote area the students do come from vernacular background where they mostly

online course):	understand things in Hindi language, and therefore our curriculum is designed to offer teaching-learning in bilingual i.e., English and Hindi. Even the University examination system allows the students to answer in bilingual especially in the subjects of Social Science and Humanities Departments. The University and the institute work together to promote the local languages such as Khortha, Santhali and Kurmali. There are certificate programmes is been conducted to promote these languages by the University. These languages are also a part of the curriculum where interested students can opt as a major or an elective subject.
5. Focus on Outcome based education (OBE):	The CBCS system works since 2019 in this institute, and therefore the outcome-based teaching-learning. NEP-2020 allows a broader area for the implementation of outcome-based education where the students will also have in hand/ practical experience through vocational courses. The students will get necessary skill as per their interest which in-turn will be helpful to get a job. The institute has ICT enabled teaching-learning mechanism wherein the teachers and students use LCD projectors for class room teaching, seminars etc.
6. Distance education/online education:	There are vocational courses where the use of technological tools is mandatory and without which the course cannot be carried out such as computer hardware and software, data analysis, web designing, tally and GST etc. But there are other vocational courses which also require the use of technological tools such as soft skills, translation, academia and business writing etc.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1419	1029	1318	1718	1547

File Description	Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 37

File Description	Document
Institutional data in the prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	36	36	37

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
9.8	8.8	9.35	2.1	3.9

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Effective emplementation of the curriculum is one of the top most priority of our college and the action taken to ensure this includs- The college runs for conventional faculties social science, humanities, science and commerce.

A master rutine and academic clander are prepared will before the onset of the acdemic session and is approved by the competent body and subsequently it is implemented.

Master rutine is further microplanned by each department and the classes are run acordingly after approval of the college administration.

The examination department of the college manages the internal and extranal examination.

To evalute the progress of the curriculum and performance of the students at list one internal test in each semester has been emplemented.

The evaluted answer sheets of internal examination are shown to students. Its helps the students to asses their progress.

Department wise special classes are organized during the holidays and vacations to compensate the losses of classes due to different examination and other situations.

For weaker and slow learner students the departments organize special classes.

How does the institution develop and deploy action plan for effective emplementation of the curriculum. The curriculum design and development action plans are prepared by the BBMKU Dhanbad of which the college is a permanently affiliated unit. For effective emplementation department wise senior teachers of its constituent and affiliated colleges are invited by BBMKU in meeting, workshop of curriculum development and the faculty members of the college paly a effective roll.

The HODS conduct their departmental meetings with faculty members and develop academic plans for the comming academic session. For effective emplementation of the curriculumn the sylabus and the members of classes are devided among the faculty members at the begining of the academic session keeping in mind the sylsbus to be tested in various unit test. Teachers also take extra classes to complete the assigned syllabus within the stipulated time. Tutorial classes are taken for the honours courses. Remedial coaching classes for SC, ST, OBC and minrity students are also taken for general and honours courses during the month of December onwards.

How does institution analyse/ensure the stated objectives of curriculum are achieved in the course of emplementation?

- Discussion among the faculty members of the department time to time for the successfull emplementation of the curriculum.
- Assignments, projects and unit tests are taken in the class to understand how the students are copying with the syllabus.
- Openions expressed by the external examination at the time of final examinations towards improvement are considered.
- Provides infrastructure for teaching learning.

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 0

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

As a affiliated college, the institute does not have any liberty in formulating its on curriculum. During the curriculum preparation and revision HOD at least one senior faculty member of each department to put their valuable sugestions and openion on the basis of the feedback from the different stake holders. Teachers participate activity.

The efforts made by the college to modify enrich an organized the curriculum to explicitly reflect the experinces of the students are as follows-

Feedback through classroom interaction obtained from students are analysed by the faculty. Inembers in the concerned department. When faculty members are invited during curriculum modification, the communicate their recomendation on the basis of their analysis and discussion of the feedback received.

The does not offer any value added courses. However, the college organises enrichment programmes time to time to develop skill of students. The efforts encude for ensuring-

1. Moral and ethical values- Through the active participation in NSS activities.

2. Employable and life skills- being a affiliated degree college, the college cannot ensure amployabality directly. The college arranges classes for preparing students for competative examinations.

3. Better carier option- there is no formal system in the college.

4. Community orientation- the college has NSS unit to organised and to incourrage the students to participate in community services/oriented programmes. The NSS units regularly organise, participate in different social activities to impart students community orientation and to develop sensitivity towards social changes of the society.

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 0

1.3.2.1 **Number of students undertaking project work/field work / internships**

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 82.09

2.1.1.1 **Number of students admitted year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1419	1029	1318	1718	1547

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

2021-22	2020-21	2019-20	2018-19	2017-18
1713	1713	1713	1713	1713

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
1250	1250	1250	1250	1250

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 40.54

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 using ICT tools

Response:

The college follows an academic calander and departmental teaching learning plan in planning and organising the teaching, learning, evalution schedules. Measure vacations, admission schedule, date of beging of classes, date of issuing of library card and evaluation schedules are notified on the notice board during the month of Jun, the teaching learning for the current academic session lession plan, departmental syllabus distribusion to faculty members departmental class rutine etc. is prepared departmentaly.

The IQAC is recently formed is playing a significant role in improving the teaching-learning process in the college.

- Improvement needed in computer skills
- Improvement needed in comnicative English
- Regularise alumni meet
- Regular parent-teachers meeting
- Organising guest lectures, departmental seminars, debate, quiz etc regularly.

Steps for making learning skills students - centric are interactive learning, group learning, tutorials, education tour to nearby places.

Participatary learning activities such as participation in intra class quiz competition, departmental wall magazine and intradepartmental seminars, project work, assignment, science are also incourrage. The teaching-learning technologies and facilities available and used by the faculty for effective teaching are-

- Modern teaching aids like LCD projector.
- Internet access for emproving the teaching learning system from MMEICT.

The students and faculty are exposed to advanced level of knowledge and skills through-

- Blanded learning - The colege provides internet facilities to the students and teachers or acquiring advanced knowledge and skills.

The college organises a five days computer literacy program for all the final year students for skill development. The college also organised computer skill development program for teachers.

The college organised expert lectures, seminars, workshops.

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 85.24

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
42	42	42	42	42

File Description	Document
Upload supporting document	[View Document](#)

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

Response: 15.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	06	05	05	05

File Description	Document
Institutional data in the prescribed format	**View Document**

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

With the passage of time the college developed an internal evaluation system for students. Its prepares students not only for university examination but help into consideration the overall development the personality of students.

All departments heads and respective faculty members develop mentor - mentee relationsheep with the students.

The department organises program for freshers and farewel of incoming and outgoing students.

Structured students feedback and students statisfaction survey out come has help in departmental and institutional over all functioning to oriented towards its vision and mission.

Finally the succes story of the college reflects in its popularty among the students first choice for admission Baghmara college. Baghmara College Baghmara has been identyfied to be elevated to the status of one of the PRIMER college of BBMKU Dhanbad is permanentaly affiliated college.

The college prepares its academic calander by the IQAC at the onset of every academic session and is shared among all departmental heads and faculty members in staff council meeting. The academic calander is put on the notice board, website of the college and its shared with the local print and ectronic media. The college adheres to the academic calander prepared accordingly to the calander provided by the BBMKU Dhanbad.

File Description	Document
Upload Additional information	**View Document**

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Response:

Program outcomes specific outcomes and course outcomes for all programmes offered by the institution

are started and displayed in website of the institution.

The teaching learning process is the back bone of our institution. Hence, college gives allmost care on the teaching learning process so as the communication reaches all the students of different grassroot levels. The faculty members concentrate on teaching.

The learning outcomes are clearly difined as per courses of the university. They are influently in achieving the mission and objectives of the university. While defining the learning outcomes following care are taken- they are articulated as completed declarative sentences that clearly decribe the knowledge, skills and competencies that students are expected to acquire as a result of compliting their of study.

The resoureces of faculty, library, labs, technology and pedagogy to be adopted for effective course delivery and student learning are determind in consonance with the learning outcomes to be achieved.

The assesment of students learning outcomes is bone by using direct and indirect measurment tools like viva, internal exam scheme.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2 Pass percentage of Students during last five years

Response: 73.48

2.6.2.1 **Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
885	1024	586	650	546

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

2021-22	2020-21	2019-20	2018-19	2017-18
1024	1196	1026	993	784

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.55

File Description	Document
Upload database of all students on roll	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Every year at least any one department take initiative to organised seminars, workshops.

The faculty members may involve more in minor or major research projects-

The faculty members may increase their participation in national/ international level research oriented programmes, like refresher/trainee program on research methodology statical packages etc., confrences, seminars and workshops.

The faculty members may published their Phd thesis national, international publisher.

Many faculty members presented research papers in state/natinal/international seminar/confrences.

Major taken by the institution to facilited smooth progress and implementation of research schemes/projects are as follows-

1. Autonomy to the principal investigator- the principal investigator has full freedom in desiding the research area, research methodology, choice of books and instruments/equipment etc. for conducting the research projects.

2. Timely availablity for release of resources.

3. Adeequate infrastructure and human resource.

4. For time of, reduced teaching load, special leave etc. to teachers.

5. Support in terms of technology and information needs.

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1 *Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*

Response: 0

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.4 Extension Activities

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

Response:

The efforts made by the college in devloping scientific temper research culture and aptitude among students are :-

1. Every year national science day is observed on 20th Feb with various programmes.

2. Students are incourraged to attend seminars invited lectures organised by the department and other colleges of the state which will motivate the students to join higher education for research.

3. The various departments of the college conducted organised seminars/workshops sensitization programmes build research culture among the staff and students.

4. As the college does not offer any research oriented program, any percentage of the total budget has not been earmarked for research.

5. There is no provision to provide seed money to the faculties for research.

6. The college has not received any grants for finance from the industry and other organisation.

7. The college incourrages the students to involve in various social movements/ activities through participating in numrous activities organised by NSS.

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

1. Quaretine center for outgoing/incoming covid-19 affective patients in the college campus.

2. Organized vaccination camp twice in the year 2021 for the prevention of covid-19 pandemic.

3. Blood donation camp

4. National day celebration, Binod Bihari Mahato Jayanti celebration and other activitiea related to dignitories of local concern

5. Medical camps held in our college and nearby localities by NSS unit I and II

6. Swachh Bharat Abhiyan organized by NSS team

7. Celebrated Ajadi ka Amrit mahotsaw

8. Seminars and awareness programs for the prevantion of covid-19 pandemic

9. A motivational awareness program to enhance the active participation of women/girls in Central Armed Police Force organized by the joint efforts of CISF and Baghmara College NAAC team.

10 Blood group determination camp organized for freshers with the help of Govt. and Non-Govt. agencies.

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document]()

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 0

File Description	Document
Institutional data in the prescribed format	[View Document]()

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Baghmara College, Baghmara, Dhanbad. Established in 1979 ia permanently affiliated unit of Binod Bihari Mahato Koylanchal Univeristy, Dhanbad, Jharkhand registered under section 2F & 12B under UGC Act 1956, The college is running in its own double storied building. The College has eleven (11) acres land in Mouja – Domchalkaro, Police Station (Thana) No. 75, Khatan No-01 consisting of eight (08) acres in plot No. 52 & three (03) acres in plot no -01, these both plots are adjacent to each other. The land was donated to the college vide registered gift deed no . 6847 executed in favour of Governor of Bihar on August 02, 1979. The land was mutated in the name of the college in the year 1986.

Baghmara college, Baghmara, Dhanbad is a co-educational institution imparting education in all three streams i.e. Science, Arts & Commerce upto degree level with qualified & experience teachers & dedicated sincere non-teaching staff. We have teaching facilities upto Honours level in arts subjects i.e. Hindi, History, Sociology, Political Science, Economics and in Science subject- Physics, Chemistry, Maths, Botany and Commerce – all compulsory groups & in pass course level Arts - English, Urdu, Sanskrit, Bangla, Philosophy, Psychology, Geography, Home Science & in Science – Zoology.

Baghmara College, Baghmara, Dhanbad is situated just near Khanudih Railway station   under S.E. Railway connects N.S.C Bose Junction Gomoh under East Central Railway & near by Baghmara Block-Cum Circle office & C.I.S.F Camp, Baghmara. B.C.C.L Office and Hospitals. It has also road facility which connects this college to Dhanbad Dist H/Q. Where all facilities of a developed town that is Medical College, Dhanbad Railway Junction, Malty Specialties Hospitals Etc are available mainly the Dhanbad city is known as the Coal Capital of India.

Baghmara College, Baghmara, Dhanbad has administrative building, Principle Chamber, IQAC Hall, Computer Lab, Prof. In-charge room, E-Kalyan office, Laboratories for physics, Chemistry, Zoology and Botany, Psychology & Geography attached with its class rooms. It has a spacious library having 5000 books in different subjects. It has examination control rooms also and separate sitting rooms for English & Philosophy.

It has also staff room, Girls common room, Boys common room, playground for Football- 01, Volleyball – 01, Badminton-01, functional canteen etc, for water supply – four (04) tube wells, one bore well with overhead tank, One R.O facility in staff room, for electricity - power supply through JVNL, One silent generator of 45 K.V. & one general generator of 15 K.V.

It has one GYM, one Yoga Center & 6 Smart Class rooms with ICT facility. It has a cultural wing which also organizes cultural program etc. On its Annual Establishment Day & other occasions. It also arranges seminars, workshops, awareness programs, sports events etc & it has also N.S.S wing.

It has a large number to trees in the vacant greenly areas of campus both sides of the road from main gate to the academic building which provides fresh air. It has been accreted as oxygen tank by the auditing

company for green environment audit.

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 77.79

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
9.84	5.35	1.50	4.86	4.86

File Description	Document
Institutional data in the prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The library has an advisery committee the library advisery committe is composed of -

1 Convener- Dr Ranjan Kumar

2. Member- Five senior faculty members

- Prof Neeraj Kumar Singh
- Prof Shashi bhushan Prasad
- Prof Sujit Kumar
- Prof A.K.Srivastav
- Prof Sunil Das

3. Librarian - Madan Kumar Singh(IC)

4. Assistant - Vikash Kumar Mondal

Initiatives taken

Working to make the library as user friendly. Installation of library automation software(egranthalaya).

Celebration of library in the college campus was organised with various programs like discussion by guest on various issues, "open quiz competition", Essay competition among students on importance of library in higher education. Library acces is open for all on every normal working days. During examination day and summer vacation for six hours 10.30 to 4.30 library always open.

The library provides the open acces system to the staff. Books are racked according to subjects. Books are kept in the glass door almirah in the reading room and library.

Library cards are issued to the students and the staff. Library clearance is checked out by the college administration before issuing admit card of final examination to the students and also to teaching and non-teaching before giving release orders from the college. The library has just started the automation process wifi internet connection is available both for students and teachers during college hours.

The braille book survices system is not availabe in our library for vissually challenged persons. Our library building in the first floor. Beside there is a ramp at the college. The library staff assists the physically challanged personed as and when require.

Library books are purchaed either publisher for book fair or local suppliers by purchase committee in consultation with the librarian and departmental faculty members. Books and journals are also received by donars.

All local newspaper (to english edition and competitive magzines are available in reading hall of the library for the students.

Every day a different group of students are taken to the library under the guidance of a teacher to spend a least one hour in the library to go through the books. Students get books from the library for a certain period to take help from the books at home. We also have a book bank where we collect books by way of donation and these books are distributed to the students who are economically weak and not in a position to buy books. Books worth Rs. 1,35,548/- was purchased from SBPD publication Agra in the year 2018.

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

We have complete wifi connectivity in the campus and facility has been provided by Railwire 4G and 5G. We have our own website, www.baghmaracollege.com dispalying all important events and notifications regarding admission, examination and results. We are link with the website of the university getting all

important days and dates and also the progress going on in the university. We are on the chancellor portal of the university and all admissions are done through the marit list issued by the university on the chancellor portal of the university. We have digital classrooms and students get lessons in digital mode. We have also form certain whatsapp groups of college giving detailed information regarding exams(external/internal) through messages printed in whatsapp groups.

4.3.2 Student – Computer ratio (Data for the latest completed academic year)

Response: 283.8

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 5

4.4 Maintenance of Campus Infrastructure

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

Response: 21.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.8	1.0	1.1	1.3	1.2

File Description	Document
Institutional data in the prescribed format	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 59.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
1317	1100	798	596	383

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.1.2 *Capacity building and skills enhancement initiatives taken by the institution include the following*

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

Response: C. 2 of the above

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

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

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: E. None of the above

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 2.94

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	70	30	37	25

5.2.1.2 **Number of outgoing students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
995	1166	1256	1239	851

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) 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*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

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

Response: 0

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

We have recently formed an alumini accosiation for our college and taken down the name of some aluminies who have excelled well in the society. They have assure to give there physical, moral and economical support to our college. We are in the process of geting them registered in our college record. We have received some needful suggestions from some of our alumnies. We have decided a minimum amount for the registration of alumnies of our college. One of our alumni has given a written assurance that he will bear the cost of studies of atleast five unprivilleget girls to pursue their education. Like wise we are geting good response from other alumnies and they are overwhelmed to see the progress going on in the college campus.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

- The vision of Baghmara college Baghmara is to improve, provide inclusive education form inculcating human values, professionalism and scientific instillation to all sections of students including Scheduled Tribes, Scheduled Castes, other backward communities and religious minorities with special focus of girl students.
- The Vision of the institution is to render our college into a centre of quality learning and our mission is to shape our students into smart, responsible and sincere citizens by importing both moral and material education.
- Considering the changing scenario and the growing needs of the day we are very keep to introduce different types of Traditional and non-traditional courses to ensure their future and make them free from poverty and social justice.
- We have also our dream to save our students from any type (kind) of material and moral degradation through both moral and ethical education.

- More over it is also aim of our institution:-

1. To improve traditional and modern education for the students
2. To improve higher education among the students of the Locality.
3. To create smart sincere and responsible citizen of India.
4. To serve the locality by general awareness
5. To make aware of the health and hygiene consciousness to students head onwards
6. Every department prepares a roadmap for the upcoming semester in terms of infrastructural and academic growth.
7. Departmental budget is prepared by taking suggestions from Head of the department and facility members.

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

- The College office is partial computerized and admission, registration are online Notice and other relevant information are disseminated through college website, social media and email.

- Library of the college is being managed by the library management software-Soul Procured from INFLIB NET, Books are RFID for tracking

- The college implements the curricular set by the university, as it is affiliated to Binod Bihari Mahto Koylanchal Univeristy Dhanbad,.

- It has structured its internal evaluation system in a vital, need based manner with reference to the broad guidelines of the University. It organize class tests regularly examining the receptivity of the students in terms of setting unit based questions.

- Teaching and Learning as a trust area have been focused for this academic session field studies, project work etc, are frequently organized to make the learning more participatory for our students.

- Different departments organized class seminars and debates to enhance the teaching learning process.

- Systematic monitoring planning and regular evaluation of student are given special attention.

- Workshops, participative learning conference and departmental seminars are organized.

- Tutorial classes and re-medical coaching are provided to week students in the respective subjects

- Learning through field work, industrial visit etc.

Examination and Evolution

Practical and final examinations are conducted as per B.B.M.K. University guidelines and Academic Calendar, Internal assessment test held on regular basis with clarity transparency and authority we organize

examination and evolution.

6.2.2 Implementation of e-governance in areas of operation

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

Response: E. None of the above

6.3 Faculty Empowerment Strategies

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

Response:

- The institution has effective welfare measures and performance Appraisal system for teaching and non-teaching staff.
- Baghmara College administration is commonly motivating and facilitating to the faculty members to participate in Refresher and Orientation Courses. They provides them financial assistance as well as leave for the same.
- Arrangement of computer training programs related to MS- Office for teaching and non-teaching staffs and provides them needed fundaments.
- The Colleges organizes various programs for teaching and non-teaching staff for upgrading their skills in the latest technology.
- Salary, Pay-Scale along with increments are given to staffs - teaching and non-teaching as per University and Government norms.
- The management contributes an amount equal to the employee share for EPF along with pension scheme EDLI and P.F Scheme.
- College grants medical leave, casual leave, duty leave and special leave to its faculty members.
- Non- teaching staffs gets medical leave, casual leave and earn leave as peer the norms. It also provides Maternity leave according to the norms to its female members.
- College provides special leave for pursuing higher study, attending enrichment courses/ seminars/ conference/ workshops and examination duties.
- College has biometric, CCTV facilities which are used for human resources management.
- The faculty and staff members are avail summer and winter vacations as per guidelines of the University.

Admission of Students

- College use online admission including online payment facility.
- Online admission is made strictly on the basis of University Chancellor Portal.
- In admission of students strictly observance of Government rules for reserved categories.

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0.56

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 1.14

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	2	1

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

File Description	Document
Institutional data in the prescribed format	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

- The institutional mechanisms to monitor available financial resources are major polity decisions regarding financial planning are made by the college governing body.
- All financial accounts are audited.
- The college has mechanisms for internal and external audit. The external audit regarding all the government grants and internal resource of the college and expenditure of the college. Besides this, the internal audit regarding the minor and major accounting mistakes. All audit program done by a private C.A.

The major sources of receipts/funding of the college are:-

1. The component of staff salary is fully disbursed by the college fee collection.
2. State government gives the college yearly grant for staff and college development.
3. Students scholarship are received from various schemes under state and central government.
4. Donation by individuals or by other agencies.

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Establishment of Internal quality assurance cell a major step in pursuing long term quality standards. IQAC in any institution is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan & Supervise various activities that are necessary to increase the quality of education imparted in an institution or college. The role of IQAC is maintaining quality standard in teaching, learning & evaluation becomes crucial.

Indian higher education system on the brink of great transformation to cope with global competence. The establishment of IQAC is done with an aim to promote and determine the quality related activities and issues through various programs and activities such as Seminars, workshop, Conferences, Demonstration, Symposia, Academic meetings and any such kind of event of programe for all the stakeholder of the institution. Feeling the necessity of Internal Quality Assurance Cell for our institution to establish IQAC in our college in the year 2018 but it could not move ahead on its way of goal due to the Corona Pandemic in the year 2019 to 2020, 2020 to 2021. But after returning to normalcy the IQAC of our college has

organized 15 seminars and workshops, motivational awareness programs. It is regularly monitoring the teaching activities and other developmental activities going on in the college.

6.5.2 Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender Equity is the process of being fair to women and men. To insure fairness, Strategies and major must be available to comeliest to women historical and social disadvantages that prevent women and men from otherwise operating on a level playing field to guiding principal are at the core of gender equity "Fairness and impartiality". Fairness has to do with just treatment without favoritism or prejudice, while impartiality is defined as treating all equally. Gender equity is important because, Historically, Societies around the world have been females, Transgender peoples as weaker or less important than male.

Home is where people spend most of their time and in remote area like ours girls are typically thought that women are responsible for cooking, cleaning, washing cloths and other household chores. We being the responsible citizen of the society move from door to door motivating the parents to send their girl child to the school and colleges and the results is quite positive. Today we have about 70% of girl students in our college and performing better than the boys. We take care of the security and safety off the girls in our campus. We have a separate common room for girls equipped with the facility of indoor games. The girls common rooms has four washrooms attached to it and a lady care taker is appointed there to attend to their problems. We provide equal opportunity to the girls to participate in outdoor sports.

Almost all national and international games, events and festivals are organized in our college. every year on 8th of march we celebrate international women's day and give rewards to the girls who have excelled well in the field of education, sports of social welfare on 25th January we celebrate national voters day all national festivals like Independence Day, Republic Day, Gandhi Jayanti are celebrated every year in our college within the last five years we have celebrated all these festivals and this year we celebrated in the Pakhwara, International Yoga Day, Azadi ka Amrit Mahotsav in our college campus. Horrors an activations was organized on 14th of August highlighting the horrors of partition.

7.1.2 The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: B. 3 of the above

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	[View Document](#)

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Our institution takes all initiative to provide and inclusive environment that is tolerance and harmony to our cultural, regional, linguistic, communal, socio-economic and sensitization of students and employees to the constitutional; values, rights, duties and responsibilities of citizens. To maintain the communal harmony we create an environment in which students belonging to different communities and culture live life brothers there is no languages problem in our area has most of the students belong to the hindi speaking. We often organized seminars and orientation programs making the students and other employees aware of their values, Fundamentals right and duties and responsibilities as a responsible citizen of the societies..

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

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

Response:

1. Title of the practice:- Environment Protection.
2. objective of the practice:-

-To spread environmental literacy to motivate students, teachers and staffs and local residents.

- Transformation of the campus and it's surroundings into pollution free and environmentally friendly zone.

- Conservation of energy.

- Efficient use of available water and adopting the method of water harvesting.

- proper waste management.

- planting and maintaining trees in the campus and motivate the local people to plant trees.

3. The Context :-

Baghmara is an areas surrounded by coal mines. The college campus has significant greenery covering all parts of the campus, something that is appreciated by all visitors on campus. Regular plantation drive is carried out by the institution in which we plant trees in our campus and our students and teachers move from door to door distributing plants to the local residents. The college is located in an area where the ground water level is very down. It was necessary to look forward to make efficient use of available water and other resources. We have developed projects for rain water harvesting in our campus. A clean and healthy environment aisa effective learning and provide a conductive learning environment. We decided to work in the areas of power, plant, water and cleanliness. The stakeholders work to develop an eco-friendly, sustainable campus and to disseminate the concept of eco-friendly culture.

1. The Practice:- The institution has a green and auditing of its facilities which is regularly carried out by the environmentalist of BCCL and auditing agencies. The use of plastic bags is avoided in the campus and the authority is planning to declare the entire campus plastic free zone. The student's and staff under the guidance of our NSS coordinator have planted several tree saplings and these plants are taken care of and maintained by the gardeners of the college. Care is taken to ensure emission and low pollution levels So that the campus is healthy for all.

Faculty and students led initiative to save significant electricity by conducting awareness programme on energy conservation and adopts measures to ensure that energy is conserved wherever possible. Every department follows a policy of switching on power only when required and switching off when not in use.

Proper initiative for carbon neutrality include the planting of trees, dependence on public transport by staff and students, segregation of degradable and non degradable waste and disposal in the campus is eco-friendly manner collection and segregation of plastic waste with the help of students and handing over them the municipal agency for recycling.

1. Evidence of success:- The green campus developed by college helps not only to save the environment but also adds to the beauty of the campus. Besides providing shed to people, the plants are used for scientific studies. Many herbal plants have been planted in the campus and are regularly taken by the local Ayurvedic doctors to develop herbal medicines. Eco campus strategies adopted by the institution has resulted in one of the most beautiful and clean campus in the area.

The college generally does not generate any hazardous waste in any manner. However the college strives to generate minimal waste and try to reduce the use of plastic whenever possible. Printer cartridge are generally refilled and not disposed when refilling is not possible, the cartridge is returned to the manufacturer. Paper waste are sold off to vendors who send it for recycling.

1. Problem faced:-

Being an affiliated unit we do not that any financial assistance from the government side to meet the expenses to maintain the campus. All we have to do is from our personal resources which is very limited.

The financial resources are always required to put theory on practice. The program with external agencies should be organised to lead people of the area understand the importance of environment cleanness and up gradation. Use of paper cups or clay cups is encouraged in place of plastic. We are taking all effective measures for environment protection which is in our hand.

Best Practices No.2 :-

1. Title of the practice:- Feedback system
2. Objective of the practice:-

To able to existing performance of the institution, teaching learning environment and curriculum and to take appropriate action for the improvement of poor performing areas.

1. The Context:-

The IQAC of the college has designed feedback program covering the different aspects such as college administration, teaching, learning process, library basic infrastructure etc. pertaining to different stakeholders;

1. Practice:-

In the present era, the capabilities of a students are evaluated through the process of examination but for determining the capabilities of teachers, a feedback system is required to be kept in place.

Feedback system ensures a detailed study of the performance of the teachers with respect to the various parameters. Feedback form is collected from the students and kept for analysis and discussion with the concerned members.

In order to activate the desired objectives the feedback forms from different stakeholders are collected realized in transparent and unbiased manner. This system helps the teachers and staffs and also the administration to work on their weaker points.

1. Evidence of success:-

Several filled up forms have been received from students and other stakeholders and have been put up for discussion. After discussion the problems like that of facility of canteen in the campus and development of sports activities has been resolved. The footballteam of the college participated in Inter college tournament organised by the university at Chas College Chas. Other teams of volleyball, badminton, cricket, taekwando are to participate in the tournament in this month.

1. Problem faced:-

In existing manual system for taking the feedback takes a lot of time for analysing the performance and the

manual processes are bound to have errors. There are chances of influencing the students and other stak holders in giving their feedback. Instead of offline, online method will ensure a time saving, eco friendly and fair feedback to the concerned faculty involved, but due to the poor background of the students, college is unable to go with the online mechanism.

7.3 Institutional Distinctiveness

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

Response:

Baghmara College Baghmara was established in the year 1979 by the Education loving people of the area who felt the need of a higher educational institution in this remote area where for the upliftment of the society. Most of the boys and girls were deprived of education facility after completing their school days. They entrusted us with the responsibility of educating the students belonging to economically weaker section of the society. We had a tough time in caring on the institution without any fund from the Government side or from the parents of these poor students. We took the challenge and went on the path of progress day by day. Even today we are performing the duty for the upliftment of the society besides imparting education to their was we treat them as our family members and actively participate in each and every function of their family. We arranged several awareness programs in our campus inviting the peasant of the nearby villages, make them aware of their rights and duties one major cause of poverty in this rural society is the consumption of liquors. We take their classes by visiting there areas taking students with us and make them aware of the harms of consumption of liquors. We have succeeded in our mission to a great extent. We organize camps in nearby villages teaching the peasant the modern techniques of farming. How can they get better yield by using organic method of farming. These majors taken by an educational institution makes it different from all other institution and we take it on a priority basis. The only work done by any educational institution is to teach their students during the college hours and they have got nothing to do with their social activities or family condition but we know only a healthy body can keep a healthy mind which is necessary for better education. And to make the body healthy it is necessary to look for their upliftment, I often here comments from our colleague of other institution that why you people do all this things, why you take pin for the upliftment of society when you are not paid for it but we have taken this challenge get satisfaction we prove of sum use to the society. Certainly we have commemorated the services given by our founder members by offering shawl and certificate though it is noting in respect of services rendered by them for the upliftment of the society. Undoubtedly this makes our institution distinctive.

The Pioneer of Baghmara College has Chiseled the land of foundation. We create a model of education which is being environmentally friendly simply means having a peaceful campus lifestyle that is better for the education and for environment too. All the avenues and roads within the college campus are therefore

adorned with tall trees bearing emerald green leaves and beautiful flowers to create a homogenous feeling amongst everyone within the campus. We aim to build a campus that is plastic free, conserves energy, minimal waste, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness. We also adhere to the Union Government's decision to ban smoking in public places and have made the campus a no smoking zone. Further all the vehicles making their entry into the campus must mandatory with the pollution check certificate.

"Nature holds the Key to our aesthetic, intellectual, cognitive and even spiritual satisfaction." Baghmara College, Baghmara, Dhanbad includes something that students and staff of the college are aware of. Our college has promoted variety of activities to help protect the environment and sustain its natural resources.

- All students get in touch with sustainability topics through their studies or extra curriculum activities.
- Zero CO2 emissions by purchasing renewable energy promoting public transport or insulating buildings.
- Baghmara college plants new trees each year and maintains a kitchen garden and greenhouse. Cutting trees on campus is strictly prohibited.
- Zero waste by maximizing recycling composting leftover food, reusing water or purchasing organic food, creating campus gardens or banning toxic chemicals.

5. CONCLUSION

Additional Information :

1. ISO 9001:2015 certified institution

2. Sustainable measures taken by the college in reduction of its energy consumption, certified by Elion Technologies and Consuting Pvt Ltd.

3. Efforts taken by the college towards environment and sustainability is highly appreciable and commandable also certified by Elion Technologies and Consuting Pvt Ltd after onsite verification.

4. The college has been identified as oxygen tank on the basis of total green area within the college campus and duly audited and certified by the auditing agency.

5. Proper measures are taken by the college development commity for water harvesting and maintaining the ground water lavel not only in campus but also of the surrounding.

6. Complete wifi connectivity within the campus.

7. Close surveillance through CCTV cameras fixed at close point through out the campus.

8. Extra security provided by our next door neibhour CISF Hirak Camp.

9. Employment support to students through active palcement cell of the college headed by a senior teacher of the institution and also by entering into MOUs by with some reputed industry and business houses.

10. Different awareness program organized by the institution at freequent interval by the NSS unit of the college and also by the college administration under the chairman of the principal and different program coordinators.

11. We regulary work for women empowerment.

12. Keeping the importance of helth in mind we have coordinate Arogya Bharati Dhanbad unit of Jharkhand state and established a mini gym and yoga center in our campus open for the students and probably it is first of its kind in an education institution under BBMKU Dhanbad.

13. Imparting knowledge of organic farming to the peasants of nearby villages and giving out the way to prepare manure using cowdung, urin and joggery which we used in plants of our campus getting excelent results.

14. An awareness program by CISF unit, Baghmara in colabration with NAAc team of the college organized in IQAC hall of our college to promote girls requiretment in arm forces of our country.

Concluding Remarks :

Baghmara college has completed 43 years of tough journey since establishment in the year 1979. The seed sown in 43 years back has grown up into a big tree giving shade to all unprivileged class of this locality. The college is running with a vision "Education for all". Today we fill proud to see our alumni holding key posts in PSU's, MNC's and government offices. Our vision has abled us to provide the holistic growth of students. The thrust in academic excellence and upliftment of society by providing quality education to their wards is the prime focus of this institution. We have great pleasure to present self study report of Baghmara College, Baghmara for NAAC accreditation for the first cycle.

In preparation and presentation of SSR we got the opportunities to work with all the members of the college and also the stakeholders. I render my special thanks to the members of the NAAC steering committee I am thankful to our honourable vice chancellor Dr. Sukhadev Bhoi who gave support and got some needful documents provided from the University side to upload in the SSR. Lastly I would like to thank Dr. Suman Kumar Barnwal, the controller of examination, BBMKU and also Dr. S.K.L.Das, Ex-registrar of BBMKU, Dhanbad for organising workshop on NAAC in our college. I hope the NAAC peer team will appreciate our sincere and honest efforts.

Dr. Ranjan Kumar

Principal, Baghmara College

I, NAAC Co-Ordinator of Baghmara College take pleasure and pride in presenting the SSR of my College. I thank all my team members, teaching and non teaching, for their full cooperation in preparing the SSR. Without their support this work would not have been completed.

I thank our secretary Dr. L.B. Paliwar for his cooperation. I thank Principal Dr. Ranjan Kumar gave his support. I thank my colleague and IQAC coordinator Pr. Rajeev Pandey and RUSA coordinator Pr. R.S.P Singh for their support. Special thanks to Dr. Bibha Pandey, State Nodal Officer RUSA for her expert guidance.

Dr. P. N. Pandey

NAAC co-ordinator

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.4.1	**Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)** Answer before DVV Verification : Yes Answer After DVV Verification: Yes Remark : Revised DVV input after HEI has submitted requested sample Filled in feedback.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of students admitted year wise during last five years** Answer before DVV Verification: 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: Remark : DVV input as per supporting documents provided by HEI and data template EP 2.1.
2.1.2	**Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)** 2.1.2.1. *Number of actual students admitted from the reserved categories year - wise during the last five years* Answer before DVV Verification:

2.1.1.1. Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1416	1029	1323	1721	1547

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1419	1029	1318	1718	1547

2.1.1.2. Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2500	2500	2500	2500	2500

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1713	1713	1713	1713	1713

2.1.2.1. Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

| 1119 | 858 | 1207 | 1250 | 1250 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1250	1250	1250	1250	1250

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1250	1250	1250	1250	1250

Remark : DVV input as per data template provided by HEI

2.4.2	**Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	05	05	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	06	05	05	05

Remark : DVV input as per supporting data been provided by HEI

2.6.2	**Pass percentage of Students during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
995	1166	1256	1239	851

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
885	1024	586	650	546

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1034	1208	1310	1355	865

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1024	1196	1026	993	784

Remark : DVV input as per supporting requested documents provided by HEI. Note: HEI has mismatched figures the data in supporting documents and HEI input. Same situation for some other metric too

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

3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	0	0	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Remark : Revised input as per data provided by HEI Note: workshops/seminars/conferences only on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship are to be considered here. Only Start a take job relevant to entrepreneurship

| 3.3.1 | *Number of research papers published per teacher in the Journals notified on UGC care list during the last five years* |

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years** 3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years** Answer before DVV Verification: {{T1}} Answer After DVV Verification : {{T2}} Remark : HEI has not provided requested documents
3.5.1	**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.** Answer before DVV Verification : Answer After DVV Verification :0 Remark : Revised values as per requested supporting documents submitted by HEI. Details of activities have not been provided by HEI
4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 12 Answer after DVV Verification: 5 Remark : Revised DVV input as per supporting documents attached by HEI

Table T1 (Answer before DVV Verification for 3.4.3.1):

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	2

Table T2 (Answer After DVV Verification for 3.4.3.1):

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

5.1.2	*Capacity building and skills enhancement initiatives taken by the institution include the following* 1. *Soft skills* 2. *Language and communication skills* 3. *Life skills (Yoga, physical fitness, health and hygiene)* 4. *ICT/computing skills* Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above
5.1.4	**The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases** 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
78	70	30	37	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	70	30	37	25

5.2.1.2. **Number of outgoing students year wise during the last five years**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
995	1166	1256	1239	851

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
995	1166	1256	1239	851

Remark : DVV input as per supporting documents provided by HEI |
| 6.2.2 | **Implementation of e-governance in areas of operation** |

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

6.3.3	**Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	3	3	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	2	1

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

Remark : Revision done as the HEI has provided requested supporting documents asked by DVV

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

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

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

	Answer After DVV Verification: D. Any 1 of the above Remark : DVV input as per documents attached
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV input as per supporting documents attached by HEI
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Revised DVV input as per supporting documents attached by HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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1385	1029	1323	1721	1547 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
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1419	1029	1318	1718	1547	
2.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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32	34	37	37	35	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	36	36	37

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