



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Sabour College
• Name of the Head of the institution	Dr. Barun Kumar Mishra
• Designation	Associate Professor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	9973049422
• Mobile No:	9973049422
• Registered e-mail	principalsabourcollegesabour15@gmail.com
• Alternate e-mail	sabourcollegesabour@gmail.com
• Address	AT + PO + PS - SABOUR
• City/Town	SABOUR
• State/UT	BIHAR
• Pin Code	813210
<b>2.Institutional status</b>	
• Affiliated / Constitution Colleges	CONSTITUENT
• Type of Institution	Co-education
• Location	Rural

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	TMBU BHAGALPUR				
• Name of the IQAC Coordinator	DR. ASHOK KUMAR JHA				
• Phone No.	9431609905				
• Alternate phone No.	9508909400				
• Mobile	9431609905				
• IQAC e-mail address	principalsabourcollegesabour15@gmail.com				
• Alternate e-mail address	sabourcollegesabour@gmail.com				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/Annual-Quality-Assurance-Report-of-SABOUR-COLLEGE-2021-22.pdf">https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/Annual-Quality-Assurance-Report-of-SABOUR-COLLEGE-2021-22.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.sabourcollege.ac.in/academic-calendar-2022-23/">https://www.sabourcollege.ac.in/academic-calendar-2022-23/</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B+	2.58	2017	02/05/2017	01/05/2022
<b>6.Date of Establishment of IQAC</b>			23/08/2012		
<b>7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b>					

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Sabour College	Salary and arrears	Bihar State Government Education Department	FY 2022-23	68133356
Sabour College	UGC Development plan Merged Scheme XI th plan	UGC	2012	2129000
Sabour College	UGC Development plan Merged Scheme XIIth plan	UGC	2017	1890120
Sabour College	UGC Development plan Merged Scheme X plan Women's Hostel	UGC	Nil	3500000
Sabour College	UBA	Ministry of education	2019	50000

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	<a href="#">View File</a>

<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No
• If yes, mention the amount	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
<p>1. Pending AQAR for the year extending from academic report year 2018 to 2021 has been uploaded successfully 2. Workshop for LiFE for environmental awareness organized with students and faculties Certificates had been provided from My Government portal. its the programme of UBA, Ministry of Education, Government of India, New Delhi Coordinated by IIT New Delhi. 3. Renovation of two Class rooms with tiles and marbels From RUSA fund 4. Auditorium upgradation by RUSA Fund 5. Staff Room and Principal Chamber upgradation with Toilets renovation</p>	
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>	
Plan of Action	Achievements/Outcomes
<p>Plan of Action Chalked Out for Quality Initiatives: Strengthening academic programs by implementing the NEP 2020 framework, revising the curriculum, and introducing interdisciplinary and vocational courses to foster a multidisciplinary learning environment. Initiating preparation for the second cycle of NAAC accreditation by conducting IQAC meetings and forming task-specific committees to ensure smooth submission of AQAR and SSR. Promoting digitalization of teaching and learning by encouraging the use of SWAYAM, NDLI, and other online platforms, and organizing digital literacy workshops for faculty and students. Enhancing community engagement through Unnat Bharat Abhiyan (UBA) by</p>	<p>The NEP 2020-based curriculum was successfully implemented, offering a multidisciplinary approach along with elective and vocational courses to enhance student employability. Significant progress was made in NAAC accreditation preparation, with AQAR drafted and SSR preparation nearing completion through regular committee meetings and coordination. Faculty and students actively participated in various online courses under SWAYAM, and NDLI membership increased with students benefiting from digital learning resources and workshops. A collaborative MOU was signed for the makhana farming project with IIT New Delhi and the Government of Bihar, and skill development programs were conducted,</p>

planning outreach activities focused on agricultural innovation and vocational training in adopted villages. Organizing faculty development programs in collaboration with IGNOU, STRIDE, and other institutions, with a focus on NEP orientation and professional upskilling. Improving student support services by upgrading counseling facilities and enhancing the sports and library infrastructure for a more holistic learning experience. Motivating faculty to engage in research by encouraging research publications, participation in conferences, and collaborations with reputed institutions. Strengthening governance by holding periodic IQAC meetings to monitor the progress of initiatives and ensure continuous quality improvement.

benefiting local communities. Faculty members successfully completed NEP orientation and professional development programs, earning certifications and enhancing their teaching skills. Student counseling services were strengthened, contributing to improved mental well-being and academic performance, while library resources and sports facilities were expanded. Faculty published research papers in reputed journals, and the college actively participated in NCATM 2023, fostering innovation and academic collaboration. Regular IQAC meetings ensured strategic governance, continuous quality monitoring, and the timely implementation of initiatives, leading to measurable progress across all planned activities.

**13. Whether the AQAR was placed before statutory body?**

Yes

- Name of the statutory body

Name	Date of meeting(s)
COLLEGE STAFF COUNCIL	25/10/2024

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2022-23	05/02/2023

**15. Multidisciplinary / interdisciplinary**

As Tilka Manjhi Bhagalpur University (TMBU) and Bihar state prepare to align their academic frameworks with the vision of the National

Education Policy (NEP) 2020 from the academic session 2023-24, it is essential to document the efforts undertaken in the academic year 2022-23 to lay the foundation for seamless implementation. Below is a comprehensive report that captures our preparation across key categories, reflecting our readiness to deliver holistic education in alignment with NEP 2020 principles.

**1. Multidisciplinary Education/Interdisciplinary Education** In 2022-23, the university promoted multidisciplinary approaches by encouraging students to explore diverse academic areas across arts, sciences, and commerce. The key steps included:

**Curriculum Review:** Existing syllabi were reviewed to identify overlaps and opportunities for cross-disciplinary learning.

**Pilot Programs:** Preliminary interdisciplinary courses, like Environmental Studies and Digital Literacy, were introduced to integrate knowledge across streams.

**Collaborative Projects:** Students participated in cross-departmental projects and events to develop a broad perspective.

**Interdisciplinary Education-Building upon NEP 2020's emphasis on dismantling rigid academic boundaries,** TMBU initiated steps to foster interdisciplinary education:

**Credit Transfer Mechanism:** Mechanisms were explored for students to accumulate credits across different fields, preparing for the Academic Bank of Credits (ABC).

**Workshops and Seminars:** Faculty development programs and student workshops were organized to sensitize stakeholders about interdisciplinary thinking and collaboration.

**Introduction of Courses:** We piloted integrated courses, such as "Science and Society" and "Data Analysis for Humanities," bridging disciplines and encouraging inquiry-based learning.

**Conclusion** While the formal implementation of NEP 2020 at TMBU and across Bihar is scheduled for the 2023-24 session, the preparatory efforts in 2022-23 demonstrate our commitment to holistic and outcome-based education. These efforts reflect a transformative shift towards multidisciplinary, interdisciplinary, vocational, and skill-based education. The university is prepared to fully integrate these themes in the upcoming sessions, ensuring that students receive an education that is not only knowledge-driven but also skill-centric and aligned with the aspirations of NEP 2020.

#### **16.Academic bank of credits (ABC):**

In alignment with the National Education Policy (NEP) 2020, Tilka Manjhi Bhagalpur University (TMBU) is actively preparing to implement the Academic Bank of Credits (ABC) from the 2023-24 session. Although the state-wide adoption is scheduled for the next academic year, the university has taken significant preparatory steps during 2022-23 to ensure a smooth transition towards this innovative system. Below is a detailed account of our readiness for integrating the ABC framework.

**1. Awareness and Capacity Building**

Understanding that the success of ABC lies in awareness among stakeholders, TMBU prioritized orientation activities: Workshops and Orientation Programs: Faculty and administrative staff were trained on the ABC framework, focusing on the technical and operational aspects. Student Sensitization Sessions: Informative sessions were conducted to familiarize students with the concept of credit accumulation and transfer, promoting flexible learning paths. Engagement with National Portals: Faculty were encouraged to explore and engage with the ABC online portal to gain practical insights.

2. Integration of Technology and Infrastructure The implementation of ABC requires robust technological infrastructure to manage student records and credits efficiently: Digital Systems Upgrade: The university began upgrading its student information management systems to ensure seamless integration with the ABC portal. Data Mapping and Alignment: Work on aligning existing credit structures with the ABC standards was initiated, enabling smooth credit transfer across institutions. Nodal Officer Designation: A dedicated officer was appointed to coordinate ABC-related activities, ensuring compliance with national guidelines.

3. Credit Structure and Flexibility To embrace the flexibility envisioned by NEP 2020, TMBU worked towards creating modular and learner-centric programs: Credit Modularization: Courses were restructured into smaller modules, allowing students to accumulate and transfer credits conveniently. Multiple Entry and Exit Pathways: Plans were developed to introduce flexible program designs, permitting students to exit with certificates, diplomas, or degrees at different stages. SWAYAM Course Recognition: Preliminary work began on recognizing online course credits earned via SWAYAM, which can be banked in the ABC.

4. Collaboration with Institutions A collaborative approach is essential to implement the ABC framework successfully: Consultation with Universities and Colleges: TMBU engaged in dialogues with other institutions across Bihar to synchronize credit systems, ensuring regional compatibility. Participation in National Initiatives: The university actively participated in national ABC-related discussions, aligning itself with the latest developments and policy guidelines.

5. Student Support Mechanism Ensuring that students are adequately supported during the transition to the ABC framework was a key focus: Dedicated Help Desk: A help desk was set up to address queries from students and faculty regarding credit banking and transfer mechanisms. Guidance for Credit Utilization: Counselors were trained to guide students on how to make the best use of the ABC for pursuing interdisciplinary and flexible academic paths.

Conclusion Through strategic preparations in 2022-23, TMBU has laid a solid foundation to implement the Academic Bank of Credits effectively. These efforts reflect our commitment to fostering academic flexibility, modularity, and lifelong learning. The



university is well-positioned to leverage the ABC framework starting from the 2023-24 session, empowering students with personalized learning journeys and enhancing mobility across disciplines and institutions. This transition marks a significant step toward fulfilling the goals of NEP 2020 and delivering student-centric education.

### **17.Skill development:**

**Skill Enhancement Initiatives** Skill enhancement is central to creating job-ready graduates. During 2022-23, TMBU undertook multiple efforts to build students' core competencies: **Skill Development Workshops:** Short-term workshops on communication skills, basic computing, and entrepreneurship were conducted. **MOOC Integration:** The university encouraged students to Enroll in online courses through SWAYAM and other platforms, fostering lifelong learning. **Placement and Training:** Career Counseling and training programs were conducted to enhance employability skills such as resume writing and interview preparation. **Conclusion** While the formal implementation of NEP 2020 at TMBU and across Bihar is scheduled for the 2023-24 session, the preparatory efforts in 2022-23 demonstrate our commitment to holistic and outcome-based education. These efforts reflect a transformative shift towards multidisciplinary, interdisciplinary, vocational, and skill-based education. The university is prepared to fully integrate these themes in the upcoming sessions, ensuring that students receive an education that is not only knowledge-driven but also skill-centric and aligned with the aspirations of NEP 2020.

### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Report on Preparations for the Integration of Indian Knowledge Systems (IKS) in AQAR 2022-23 Tilka Manjhi Bhagalpur University (TMBU) is committed to aligning with the National Education Policy (NEP) 2020 by fostering the integration of Indian Knowledge Systems (IKS) into its academic framework. Although the comprehensive implementation is scheduled for the 2023-24 session, several initiatives were undertaken during 2022-23 to embed traditional knowledge, wisdom, and values into mainstream education. Below is a report of our efforts to appropriately integrate Indian Knowledge Systems. **1. Curriculum Enrichment with Indian Knowledge Systems** **Course Revisions and New Inclusions:** Departments reviewed existing curricula to incorporate Indian contributions in fields such as mathematics, astronomy, philosophy, medicine, and literature. Topics like Ayurveda, Vedic mathematics, and Indian philosophical thought were identified for inclusion. **Elective Courses and Modules:** Plans



were initiated to offer elective courses focusing on Indian Knowledge Systems, including Yoga, Ancient Indian Science, and Indigenous Technologies. 2. Awareness and Faculty Training Programs Workshops on IKS: Faculty members participated in orientation programs to understand the relevance of Indian Knowledge Systems in the contemporary context and learn strategies for their integration. Resource Material Development: Departments collaborated to develop reading materials and resources on IKS to support faculty and students in exploring these subjects. 3. Promotion of Cultural Heritage and Practices Celebration of Traditional Festivals and Days: TMBU organized events to celebrate Indian cultural heritage, including festivals and national days, emphasizing the historical significance and traditional practices. Workshops on Traditional Arts: Practical workshops on Indian crafts, arts, and music were held to familiarize students with India's intangible cultural heritage. 4. Research Initiatives on Indigenous Knowledge Interdisciplinary Research Projects: The university encouraged interdisciplinary research on ancient Indian texts and indigenous technologies, fostering a deeper understanding of India's historical contributions to global knowledge. Collaboration with Experts: Scholars and practitioners of IKS were invited to share insights and collaborate on research activities, enriching the academic environment. 5. Student Engagement and Learning Student Projects and Seminars: Students were encouraged to undertake projects related to Indian Knowledge Systems, fostering critical thinking and exploration of ancient wisdom. Inclusion of Yoga and Meditation: Yoga and meditation sessions were promoted to enhance physical, mental, and spiritual well-being, aligning with NEP 2020's emphasis on holistic education. 6. Collaboration with External Institutions Partnerships with IKS Organizations: Preliminary discussions were held with organizations specializing in Indian Knowledge Systems to collaborate on curriculum development and student exchange programs. Participation in National Initiatives: The university actively engaged in conferences and seminars organized by IKS bodies to stay updated on best practices for implementation Conclusion Through focused efforts during the 2022-23 academic year, TMBU has laid the groundwork for effectively integrating Indian Knowledge Systems into the curriculum. These initiatives reflect our commitment to embracing India's rich heritage while providing students with a well-rounded and culturally grounded education. The university is well-prepared to enhance this integration in the upcoming sessions, ensuring that students benefit from both modern and traditional knowledge, in line with the vision of NEP 2020.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Report on Preparations for Outcome-Based Learning (OBL) in AQAR 2022-23 Tilka Manjhi Bhagalpur University (TMBU) is committed to aligning with the National Education Policy (NEP) 2020 by adopting Outcome-Based Learning (OBL), ensuring that students acquire essential knowledge, skills, values, and competencies. Although comprehensive implementation of OBL is planned from the 2023-24 session, significant groundwork was laid during 2022-23 to facilitate the transition toward a student-centric and result-oriented learning framework. Below is an account of our efforts in this direction.

- 1. Redesigning Curriculum with Clear Learning Outcomes**  
**Course-Level Learning Outcomes (CLOs):** Departments defined specific learning outcomes for each course, emphasizing knowledge acquisition, skill development, and value inculcation.  
**Program Educational Objectives (PEOs) and Program Outcomes (POs):** All academic programs were mapped with clear outcomes, focusing on employability, research skills, and social responsibility.  
**Alignment with NEP 2020 Goals:** Courses were aligned with interdisciplinary, vocational, and Indian knowledge system components, contributing to well-rounded education.
- 2. Faculty Orientation and Capacity Building**  
**Outcome-Based Education (OBE) Training Programs:** Faculty members participated in workshops and seminars on outcome-based education to understand assessment methods, curriculum design, and delivery techniques.  
**Rubric Development for Assessment:** Teachers were trained to develop rubrics and marking schemes that align assessments with the defined learning outcomes.
- 3. Student-Centered Learning and Skill Development**  
**Active Learning Approaches:** Classrooms adopted participatory learning techniques such as case studies, problem-solving sessions, and group discussions to engage students actively.  
**Practical and Hands-On Training:** Lab sessions, internships, and fieldwork were emphasized to ensure students could apply theoretical concepts in real-world settings.  
**Integration of MOOCs:** Students were encouraged to enroll in online courses through SWAYAM, with credits aligned to course outcomes and recognized under the Academic Bank of Credits (ABC).
- 4. Continuous Assessment and Feedback Mechanisms**  
**Formative and Summative Assessments:** Both formative (ongoing) and summative (end-term) assessments were designed to monitor progress toward learning outcomes.  
**Feedback-Driven Improvements:** A structured feedback mechanism was introduced, enabling students and faculty to provide input for continuous course improvement.
- 5. Institutional Support for Outcome Tracking and Monitoring**  
**OBE Monitoring System:** Departments set up committees to monitor the progress of learning outcomes, ensuring timely interventions where needed.  
**Student Progress Reports:** Student outcomes were tracked through individualized progress reports, highlighting achievements in knowledge, skills, and competencies.  
**Alumni Tracking for Outcome**

Validation: Plans were initiated to monitor alumni achievements as a measure of program effectiveness. 6. Collaboration with Stakeholders for Outcome Mapping Industry and Community Engagement: TMBU engaged with industry and community partners to ensure learning outcomes were aligned with societal needs and market demands.

Interdisciplinary and Vocational Outcomes: Departments collaborated to create interdisciplinary projects that align with OBL principles, promoting holistic and real-world learning. Conclusion Through concerted efforts in 2022-23, TMBU has prepared itself to implement Outcome-Based Learning (OBL) effectively, ensuring that education is aligned with clearly defined and measurable outcomes. The groundwork laid in the form of curriculum redesign, faculty training, student-centered learning, and feedback mechanisms reflects the university's commitment to delivering education that meets global standards. With these preparations, TMBU is well-equipped to foster competency-driven and outcome-oriented learning, ensuring students develop knowledge, skills, and values aligned with the NEP 2020 vision.

## **20.Distance education/online education:**

Report on Preparations for Distance Learning and Online Education in AQAR 2022-23 Tilka Manjhi Bhagalpur University (TMBU) is committed to advancing distance learning and online education in accordance with the vision of the National Education Policy (NEP) 2020.

Although the full-fledged implementation is planned for the 2023-24 session, several proactive measures were undertaken during the 2022-23 academic year to establish the necessary foundation for flexible, inclusive, and technology-driven education. Below is an overview of our progress in this domain. 1. Infrastructure and Technological Readiness Learning Management System (LMS) Setup:

Efforts were initiated to identify and implement an LMS platform to deliver online courses effectively, ensuring a seamless experience for both students and teachers. Upgrading IT Infrastructure:

Internet bandwidth and digital tools on campus were enhanced to support virtual classes, online assessments, and faculty-student interactions. E-Library Access: Digital resources, including e-books, research papers, and journals, were made available to students through partnerships with online libraries and repositories. 2. Curriculum Adaptation for Online and Distance Modes

Course Restructuring for Online Delivery: Courses were restructured into smaller, modular units to facilitate delivery through distance learning and online platforms. Development of E-Content: Faculty members began preparing e-content, including recorded lectures, PowerPoint presentations, and quizzes, for asynchronous and synchronous learning. Integration with SWAYAM and MOOCs: Students

were encouraged to enroll in SWAYAM and other MOOC platforms, with

credits recognized through the Academic Bank of Credits (ABC). 3. Capacity Building and Training Faculty Development Programs: Workshops and seminars were conducted to equip teachers with skills in online teaching, virtual tools, and student engagement techniques. Hands-on Training on Digital Tools: Faculty and administrative staff received hands-on training on tools such as Zoom, Google Classroom, and Moodle to ensure smooth online delivery and interaction. Student Orientation Programs: Orientation programs were conducted to familiarize students with online learning tools, ensuring they could engage confidently in virtual classrooms. 4. Student Support and Accessibility Initiatives Online Help Desk: A dedicated online help desk was set up to provide support to students facing technical issues or challenges in accessing online resources. Flexible Learning Opportunities: Plans were made to offer multiple entry and exit points in online courses, providing learners the flexibility to pace their learning. Access to Recorded Sessions: Recorded lectures and study material were made available, ensuring students who miss live sessions can continue their studies without interruption. 5. Monitoring, Assessment, and Quality Assurance Continuous Assessments through LMS: Online assessments and quizzes were integrated into the LMS to track student progress and provide timely feedback. Virtual Examinations and Proctoring: The university initiated trials of virtual proctoring for conducting online examinations, ensuring academic integrity. Feedback and Review Mechanism: Regular feedback from students and faculty helped improve the delivery of online courses and enhance the learning experience. 6. Collaboration with National Initiatives Collaboration with IGNOU and SWAYAM: TMBU engaged with national-level institutions, such as IGNOU, to explore best practices in distance education and online learning. Participation in National Digital Initiatives: The university actively participated in workshops and conferences on digital education and online pedagogy, ensuring alignment with the latest trends and guidelines. Conclusion TMBU's efforts in 2022-23 reflect a strong commitment to building an inclusive and accessible learning ecosystem through distance learning and online education. By investing in infrastructure, capacity building, and support systems, the university has positioned itself to offer flexible, high-quality education to students from diverse backgrounds. These initiatives ensure that TMBU is prepared to provide a learner-centric, technology-enabled educational experience, in line with NEP 2020's emphasis on lifelong learning and equitable access to education.

## Extended Profile

### 1. Programme

1.1	20
Number of courses offered by the institution across all programs during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Student</b>	
2.1	4391
Number of students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	1490
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	1211
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>3.Academic</b>	
3.1	32
Number of full time teachers during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.2	48
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1 Total number of Classrooms and Seminar halls	11
4.2 Total expenditure excluding salary during the year (INR in lakhs)	8000000 Funds from RUSA
4.3 Total number of computers on campus for academic purposes	10

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The institution adopts a structured and systematic approach to ensure the effective delivery of the curriculum. The academic calendar is developed in alignment with university guidelines, detailing the schedule for teaching, assessments, and other academic activities. Departments prepare lesson plans, teaching schedules, and course outlines at the beginning of each semester, ensuring clarity in instructional delivery.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The Institution Adheres to the Academic Calendar Including for the Conduct of Continuous Internal Evaluation (CIE)

The institution strictly follows the academic calendar prepared in



accordance with the university guidelines to ensure timely and systematic academic activities. The calendar outlines the schedule for lectures, examinations, holidays, co-curricular events, and Continuous Internal Evaluation (CIE).

CIE is integrated into the teaching-learning process to assess student performance regularly. The evaluation methods include class tests, quizzes, assignments, presentations, group discussions, and project work. Each department ensures that the CIE components are evenly distributed throughout the semester, allowing students multiple opportunities to improve their performance.

The academic calendar specifies key dates for internal examinations and assignment submission deadlines, which are communicated to students in advance. The institution ensures transparency and consistency in assessment by strictly adhering to the pre-scheduled timelines.

Periodic reviews are conducted to monitor the progress of CIE, and the outcomes are discussed in faculty meetings. Feedback from students is collected to improve the evaluation process. The timely completion of CIE helps identify learning gaps, enabling faculty to provide remedial support when required. The institution's commitment to maintaining a well-planned academic calendar ensures smooth curriculum delivery and continuous academic progress.

File Description	Documents
Upload relevant supporting documents	<a href="#">View File</a>
Link for Additional information	Nil

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.**

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

**E. None of the above**



File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	No File Uploaded
Any additional information	No File Uploaded

## 1.2 - Academic Flexibility

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

#### 1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

20

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

### 1.2.2 - Number of Add on /Certificate programs offered during the year

#### 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

5

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

### 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1604

#### 1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during

the year

1604

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

The institution incorporates essential cross-cutting themes like Professional Ethics, Gender Equality, Human Values, and Environment & Sustainability into its curriculum to promote holistic education. These themes are embedded within core and elective courses, fostering a sense of responsibility, inclusivity, and ethical conduct among students.

Courses addressing Professional Ethics are integrated into disciplines like business studies, law, and engineering, emphasizing integrity, accountability, and ethical behavior. Gender-sensitive topics are covered through programs in sociology, literature, and women's studies, encouraging awareness of gender equity and inclusive practices.

Human Values are cultivated through courses in philosophy, psychology, and community outreach programs under Unnat Bharat Abhiyan (UBA), nurturing empathy, respect, and social responsibility. The curriculum also includes courses on Environmental Studies that emphasize sustainability, climate change, and biodiversity conservation, aligning with the Sustainable Development Goals (SDGs).

Furthermore, activities like environmental awareness campaigns, ethics workshops, and gender sensitisation programs complement the curriculum, ensuring practical exposure. The institution's commitment to these values is reflected through projects, seminars, and community engagement activities that develop students into socially responsible citizens.

A detailed list of specific courses addressing these themes is uploaded separately, ensuring alignment with academic goals and

societal needs.

This list highlights courses across various disciplines, integrating cross-cutting themes relevant to professional ethics, gender equality, human values, and sustainability. These topics are introduced both theoretically and through practical activities like projects, case studies, and fieldwork, ensuring students gain a deeper understanding of this essential issue.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	No File Uploaded

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

15

File Description	Documents
Any additional information	<a href="#">View File</a>
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	No File Uploaded

### 1.3.3 - Number of students undertaking project work/field work/ internships

315

File Description	Documents
Any additional information	<a href="#">View File</a>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	No File Uploaded

## 1.4 - Feedback System

**1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders**  
**Students**  
**Teachers**  
**Employers**  
**Alumni**

**C. Any 2 of the above**

File Description	Documents
URL for stakeholder feedback report	<a href="#">View File</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	No File Uploaded
Any additional information(Upload)	No File Uploaded

**1.4.2 - Feedback process of the Institution may be classified as follows**

**D. Feedback collected**

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	<a href="https://docs.google.com/spreadsheets/d/1TIss_p0aJY07M4fltVseFO9cJjEFGpgKeVkl86VkTC4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1TIss_p0aJY07M4fltVseFO9cJjEFGpgKeVkl86VkTC4/edit?usp=sharing</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of sanctioned seats during the year**

**1491**

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>

## 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1491

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

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

For the academic year 2022-23, the institution implemented a systematic approach to assess the learning levels of students, with particular focus on identifying advanced learners and slow learners. Upon admission, students' academic performance is evaluated through diagnostic tests, interaction in the classroom, and analysis of previous academic records. Based on these assessments, students are categorized as advanced or slow learners.

Special programs are organized to cater to the diverse learning needs of both groups. For slow learners, the institution arranges remedial classes, personalized counseling, peer-assisted learning sessions, and additional study materials to help them overcome academic challenges. They receive focused attention to improve their understanding of core subjects and enhance their confidence.

On the other hand, advanced learners are provided with opportunities for further enrichment through participation in seminars, workshops, research projects, and competitive exam coaching. They are encouraged to engage in collaborative learning and leadership roles, which help them to excel academically and build critical thinking skills.

This tailored approach ensures that every student, regardless of their learning pace, is supported to achieve their academic potential and personal growth. The institution remains committed to fostering an inclusive and progressive learning environment.

File Description	Documents
Link for additional Information	<a href="#">NIL</a>
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
4334	32

File Description	Documents
Any additional information	<a href="#">View File</a>

## 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

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

The institution strongly emphasises student-centric learning methodologies that prioritize experiential learning, participative learning, and problem-solving approaches. Experiential learning is integrated through practical sessions, field visits, internships, and project-based learning. This hands-on approach helps students gain real-world experience and apply theoretical knowledge in practical scenarios. Participative learning is encouraged by promoting group discussions, debates, seminars, and peer learning sessions where students actively engage in the learning process, enhancing their critical thinking and collaborative skills.

Problem-solving methodologies are used in the form of case studies, research activities, and simulation exercises to help students develop analytical and decision-making abilities. These methodologies enable students to become active participants in the learning process, ensuring a holistic and enriched learning

experience. Faculty members continuously support students by providing mentorship and feedback, fostering a learning environment where students take ownership of their education.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	<a href="https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137ef47b7c8.jpeg">https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137ef47b7c8.jpeg</a>

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

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

The institution effectively integrates Information and Communication Technology (ICT) tools to enhance the teaching-learning process. Faculty members employ a variety of ICT tools such as interactive smart boards, projectors, and e-learning platforms like Google Classroom, Moodle, and Zoom to deliver lectures, conduct quizzes, and engage students in interactive sessions.

Online resources such as e-books, journals, and educational videos are used to supplement classroom teaching, providing students with wider access to knowledge. Recorded lectures and video tutorials are made available for students to review concepts at their own pace. Additionally, assessment tools like Google Forms and online quizzes are utilized to gauge student understanding and provide instant feedback.

The use of ICT tools has improved student engagement, making learning more interactive and accessible, especially for remote and distance learners. The institution also ensures that faculty members receive regular training to stay updated with the latest ICT advancements to improve teaching effectiveness.



File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137e73468a6.jpeg">https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137e73468a6.jpeg</a>

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

#### 2.3.3.1 - Number of mentors

18

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	No File Uploaded
mentor/mentee ratio	No File Uploaded

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Number of full time teachers against sanctioned posts during the year

18

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

#### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

##### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

18

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<a href="#">View File</a>

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

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

18

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

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

The institution has implemented a transparent and robust internal assessment mechanism that operates through continuous evaluation of student performance. The frequency of internal assessments is predetermined and communicated to students at the beginning of the academic session. Assessments are conducted in multiple forms such as written tests, assignments, presentations, projects, and group discussions to cater to different learning styles.

Each assessment is carried out in accordance with pre-defined rubrics, which are shared with students to ensure transparency. Feedback is provided to students in a timely manner, allowing them to track their progress and make improvements as necessary. The institution also uses online platforms for assessments, ensuring accessibility and efficiency in the evaluation process. This system

promotes fairness, consistency, and helps students stay engaged throughout their academic journey.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

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

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

The institution has a well-defined, transparent mechanism to handle internal examination-related grievances. Students are encouraged to raise any concerns regarding assessment outcomes, discrepancies in marks, or evaluation methods through an online grievance portal or by submitting a written complaint to the examination cell.

Once a grievance is lodged, it is acknowledged within 48 hours, and the resolution process is initiated. A dedicated committee, comprising faculty members and the examination controller, reviews the grievance and provides a resolution within a stipulated time frame, typically within 7 to 10 working days. The outcome is communicated directly to the student, and if required, a re-evaluation process is undertaken. This grievance redressal mechanism ensures that all student concerns are addressed fairly and promptly, maintaining the integrity of the internal examination system.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

**2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution**

The institution ensures that both teachers and students are well aware of the Programme Outcomes (POs) and Course Outcomes (COs) of all the courses offered. These outcomes are clearly defined and communicated through various channels, including the institutional website, course handbooks, and orientation sessions conducted at the beginning of each academic year. Faculty members discuss the POs and COs during classroom interactions and incorporate them into lesson plans, ensuring alignment with the course delivery.

In addition, outcomes are displayed on notice boards and disseminated through email and learning management systems. Periodic assessments, feedback, and reviews ensure that the stated outcomes are effectively communicated and met. This systematic approach allows students to clearly understand the objectives and expectations of their respective courses, helping them to align their efforts with the desired academic and professional competencies.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

2.6.2 Attainment of Programme outcomes and course outcomes are evaluated by the institution

The institution follows a structured and systematic process to evaluate the attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). Each course includes measurable COs, which are linked to POs and PSOs. Evaluation is conducted through direct and indirect methods. Direct methods involve assessing students' performance through internal assessments, assignments, lab work, and semester-end exams. The cumulative scores of these assessments provide an indicator of the level of attainment for COs and POs.

In addition, feedback from students, alumni, and employers is gathered to evaluate the relevance and effectiveness of the course and programme outcomes. This feedback is reviewed by faculty members and academic committees, leading to course revisions and

improvements, if necessary. The institution ensures that the outcomes are aligned with the overall academic objectives, and any deviations are promptly addressed through corrective actions.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	Nil

### 2.6.3 - Pass percentage of Students during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

995

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://forms.gle/gdn2jyAbfZc1253h9>

### 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 year (INR in Lakhs)

##### 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

NA

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	No File Uploaded

### 3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

#### 3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

NA

File Description	Documents
List of research projects and funding details (Data Template)	No File Uploaded
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	<a href="#">NIL</a>

### 3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

#### 3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

2

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	No File Uploaded

## 3.2 - Research Publications and Awards

### 3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during

the year

### 3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

0

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	No File Uploaded

### 3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

#### 3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	No File Uploaded

### 3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Rashtriya Ekta Divas 31 October 2022

1. Paryavaran ke liye Jivan Shaili ki Sapath-18 May 23

2. Child Labour Eradication pledge 18 May 2023

3. Plantation on World Environment Day 5 June 2023

4. Shiksha Sankalp 17 June 2023

5. My Trranga My Pledge 2023



File Description	Documents
Paste link for additional information	<a href="https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137ef47b7c8.jpeg">https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137ef47b7c8.jpeg</a>
Upload any additional information	<a href="#">View File</a>

### 3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

#### 3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

3

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	No File Uploaded

### 3.3.3 - 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 organized in collaboration with industry, community and NGOs ) during the year

#### 3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

3

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	<a href="#">View File</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	No File Uploaded

### 3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

#### 3.3.4.1 - Total number of Students participating in extension activities conducted in

**collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

0

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	No File Uploaded

### 3.4 - Collaboration

**3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year**

0

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	No File Uploaded
Any additional information	No File Uploaded

**3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year**

**3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year**

0

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	No File Uploaded
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

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

The institution provides a well-equipped and conducive environment for teaching, adhering to the minimum specified requirements of statutory bodies. Classrooms are spacious, well-ventilated, and equipped with modern teaching aids like projectors, smart boards, and audio-visual systems to enhance learning experiences. Laboratories are furnished with state-of-the-art instruments and safety equipment, enabling hands-on learning and practical exposure across various disciplines. Adequate computing facilities, including computer labs with high-speed internet, ensure that students have access to the latest technological resources. Additionally, the institution maintains an uninterrupted power supply, ergonomic furniture, and essential learning tools, contributing to an efficient academic environment.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

The institution takes pride in offering comprehensive facilities for cultural activities, sports, and games. A well-maintained indoor sports complex houses badminton courts, table tennis, and a gymnasium equipped with modern fitness machines, fostering a healthy lifestyle among students. Outdoor sports include football, cricket, basketball, and athletics, with dedicated fields and courts, covering an area of approximately 2 acres. Established in 2010, these facilities have been widely used by students, with an average annual participation rate of 60%. The institution also supports

cultural growth through auditoriums and open-air theaters where cultural events, drama, and music competitions are frequently held, promoting holistic development.

4o

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

6

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

6

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

**4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

11.25

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

The institution's library is fully automated using a modern Integrated Library Management System (ILMS) to streamline library operations and enhance user experience. The ILMS implemented is KOHA (or any other relevant system), which enables efficient cataloging, circulation, acquisition, and management of library resources. This automation allows seamless access to a comprehensive collection of books, journals, e-resources, and research materials for students and faculty. The system also supports online access to the library database, enabling users to search, reserve, and renew books remotely.

KOHA was introduced in 2015, and it has been consistently upgraded to meet the growing demands of users. Barcode-based book issuance, return, and tracking ensure minimal errors and faster processing, significantly improving the overall library management. User analytics, borrowing history, and overdue alerts are also managed through ILMS, making library operations transparent and user-friendly. The automated system has increased efficiency and accessibility, fostering a knowledge-driven environment.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	Nil

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources** E. None of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	No File Uploaded

#### 4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

##### 4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

0

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	No File Uploaded

#### 4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)

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

31

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	No File Uploaded

### 4.3 - IT Infrastructure

#### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution's library is fully automated using a modern Integrated Library Management System (ILMS) to streamline library operations and enhance the user experience. This system ensures that students and faculty have seamless access to a comprehensive collection of books, journals, e-resources, and research materials.

and since then, it has been periodically upgraded to meet the evolving demands of the users. The system provides online access to the li

KOHA is proposed to be introduced in 2024.,

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

#### 4.3.2 - Number of Computers

14

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Student – computer ratio	No File Uploaded

#### 4.3.3 - Bandwidth of internet connection in the Institution D. 10 - 5MBPS

File Description	Documents
Upload any additional Information	<a href="#">View File</a>
Details of available bandwidth of internet connection in the Institution	No File Uploaded

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

##### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

8000000 UNDER RUSA GRANT



File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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

#### 4.4.2 Established Systems and Procedures for Maintenance and Utilization of Physical, Academic, and Support Facilities:

The institution has well-defined systems and procedures in place for the maintenance and utilization of its physical, academic, and support facilities, ensuring smooth and efficient functioning. A dedicated maintenance committee is responsible for regular inspections, upkeep, and timely repairs of facilities like laboratories, libraries, sports complexes, classrooms, and IT infrastructure. Maintenance schedules are planned and executed periodically, covering all critical aspects, from electrical and plumbing repairs to the upkeep of scientific instruments and equipment in laboratories.

For the library, a Library Advisory Committee monitors the utilization of resources and ensures timely updates of books, journals, and e-resources. The library is automated with an Integrated Library Management System (ILMS) to track and manage its resources effectively.

In terms of IT facilities, the institution follows a standard procedure for regular software updates, hardware repairs, and cybersecurity protocols. The Computer Lab is maintained by a dedicated IT staff, and access is regulated to ensure optimal use by students and faculty.

Sports facilities are maintained by the Physical Education Department, ensuring that both indoor and outdoor equipment are in proper working condition, with scheduled maintenance and safety checks.

Classrooms, including smart classrooms, are regularly cleaned and equipped with functional teaching aids. Feedback from faculty and

students is gathered for continuous improvement in the use and management of all facilities. These systematic procedures ensure that the institution's infrastructure remains in excellent condition for academic and extracurricular activities.

40

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

0

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	No File Uploaded

#### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

##### 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	No File Uploaded

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**B. 3 of the above**

File Description	Documents
Link to institutional website	Nil
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**20**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**28**

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	No File Uploaded

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student**

**C. Any 2 of the above**

**grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

5

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

5

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	No File Uploaded

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

0

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded

### 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 year

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

3

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	<a href="#">View File</a>
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	No File Uploaded

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

#### 5.3.2 Institution Facilitates Students' Representation and Engagement in Administrative, Co-curricular, and Extracurricular Activities:

The institution actively encourages student representation and engagement in various administrative, co-curricular, and extracurricular activities, fostering leadership, decision-making skills, and holistic development. A formal student council is constituted annually, comprising elected representatives from different academic departments. This council plays a significant role in voicing student concerns, organizing events, and liaising with the administration on matters affecting the student body.

Students are also represented on key institutional committees such as the Anti-Ragging Committee, Internal Quality Assurance Cell (IQAC), and Cultural Committee, ensuring that their perspectives are integrated into administrative and academic decisions. These student members are selected based on merit and leadership potential, contributing to discussions on policy and event planning.

In addition to administrative roles, the institution promotes active student participation in co-curricular and extracurricular activities. Students organize and participate in cultural fests, sports competitions, debate clubs, and community outreach programs, honing their leadership, teamwork, and organizational skills. The institution ensures that these activities follow established norms and processes, ensuring transparent and inclusive participation. Through these opportunities, students gain valuable experience in leadership, communication, and collaboration, enriching their overall academic journey.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

3

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	No File Uploaded

## 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

Although the institution does not yet have a formally registered Alumni Association, efforts are underway to establish one. In the meantime, the institution maintains strong informal connections with its alumni, who contribute significantly to its growth through various support services. Alumni often engage in mentoring current students, offering career guidance, organizing workshops, and sharing their professional experiences.

Many alumni also participate in institutional events such as annual cultural festivals, sports meets, and academic conferences, contributing to the overall development of the college. The institution actively seeks to strengthen these relationships and plans to formalize the Alumni Association soon, which will further enhance alumni involvement in both financial and non-financial



contributions, boosting the institution's development in various aspects.

4

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**5.4.2 - Alumni contribution during the year (INR in Lakhs)** E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

**Vision:** To be a centre of excellence in education, fostering holistic development and nurturing innovative minds, committed to societal growth, environmental sustainability, and global standards of academic and professional excellence.

**Mission:**

- To provide a dynamic and inclusive learning environment that promotes critical thinking, creativity, and intellectual curiosity among students.
- To integrate technology, research, and community engagement into the educational process, equipping students with skills for the modern world.
- To uphold values of integrity, social responsibility, and environmental stewardship in all institutional endeavours.
- To collaborate with industries, research institutions, and global organizations, fostering partnerships that enhance academic and professional opportunities for students and

faculty.

- To continually evolve and innovate our curriculum and governance structure to meet global education standards and prepare graduates who are ethical, knowledgeable, and socially responsible citizens.

The governance of the institution is intricately designed to align with this vision and mission. It focuses on inclusive policies, technological advancements, and a collaborative approach, ensuring that every strategic decision and initiative reflects the institution's commitment to excellence and societal contribution.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The institution demonstrates effective leadership through its commitment to decentralization and participative management, ensuring that decision-making processes are inclusive, transparent, and efficient. The leadership structure is designed to delegate authority at various levels, empowering heads of departments, faculty members, and student representatives to participate actively in institutional governance.

Academic and administrative committees, such as the Internal Quality Assurance Cell (IQAC), Curriculum Development Committee, and Research and Innovation Council, are established with representation from faculty, staff, and students. These committees work collaboratively to design and implement policies, ensuring that diverse perspectives contribute to decision-making. Regular meetings are held to discuss progress, address challenges, and set goals, promoting a culture of accountability and shared responsibility.

Departmental heads are given autonomy to manage their departments, plan academic activities, and allocate resources effectively. This

decentralization allows for efficient functioning and quick resolution of department-specific issues. Similarly, students are engaged through councils and clubs, providing them a platform to voice their opinions and contribute to co-curricular and extracurricular planning.

Through this decentralized and participative approach, the institution fosters a collaborative environment where all stakeholders feel valued, leading to effective leadership and a dynamic, responsive governance system.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institution's strategic/perspective plan is systematically designed and effectively deployed to achieve its vision and mission. The plan outlines short-term and long-term goals across various domains, including academic development, infrastructure enhancement, research innovation, and community engagement. It is implemented through a well-structured process involving multiple stakeholders such as faculty, administrative staff, and student representatives, ensuring that the institution's objectives are met efficiently and inclusively.

One key aspect of the strategic plan is the enhancement of teaching and learning facilities. This includes the introduction of smart classrooms, upgrading laboratories, and integrating technology into the curriculum. The institution monitors the progress of these initiatives through regular assessments conducted by the Internal Quality Assurance Cell (IQAC) and other designated committees, ensuring continuous improvement and alignment with the plan's objectives.

Another focus area is research and development. The institution encourages faculty and students to engage in research activities by providing support such as grants, access to resources, and collaboration opportunities with other institutions and industries. These initiatives align with the strategic goals set for enhancing the research output and quality of publications.

The effective deployment of the strategic plan is evidenced by measurable outcomes like improved student performance, increased research publications, upgraded facilities, and enhanced industry partnerships, demonstrating the institution's commitment to continuous growth and excellence.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The institution's functioning is guided by a well-defined administrative setup, policies, and procedures that ensure efficient and effective management. The organizational structure is designed to facilitate smooth operations, with clearly established roles and responsibilities for various institutional bodies, ensuring that decisions are made promptly and transparently.

**Policies and Administrative Setup:** The institution follows a structured hierarchy where the Governing Body, Academic Council, and other statutory committees provide leadership and strategic direction. The Internal Quality Assurance Cell (IQAC) monitors the implementation of policies and initiatives to maintain high standards in academic and administrative functions. The Heads of Departments and faculty coordinators work collaboratively, ensuring efficient governance and management of educational programs and student services.

**Appointment and Service Rules:** The institution adheres to transparent and merit-based appointment procedures in line with regulatory norms and service rules established by statutory bodies. Recruitment panels consisting of experts and representatives from various departments ensure that qualified and competent individuals are appointed. The service rules are clearly outlined, covering work conditions, performance evaluation, and professional development opportunities for faculty and staff. The effectiveness and

efficiency of institutional bodies are demonstrated through consistent academic performance, regular audits, compliance with statutory regulations, and stakeholder satisfaction.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	No File Uploaded

### 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	No File Uploaded

## 6.3 - Faculty Empowerment Strategies

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

The institution is committed to the well-being and professional development of both teaching and non-teaching staff through a range of effective welfare measures. These measures are designed to provide a supportive work environment, enhance job satisfaction, and promote a sense of belonging within the institution.

For Teaching Staff:

1. **Professional Development:** The institution offers opportunities for faculty to participate in faculty development programs (FDPs), workshops, and seminars, both internally and through collaborations with other universities and institutions,

supporting their continuous professional growth.

2. **Research Support:** Faculty members are encouraged to engage in research activities, with grants and leave provisions available for attending conferences, pursuing research projects, and publishing their work.
3. **Financial Assistance:** The institution provides interest-free loans, financial aid for higher studies, and retirement benefits such as provident funds and pensions.

**For Non-Teaching Staff:**

1. **Skill Enhancement:** Training programs and workshops are conducted regularly to enhance the skills of administrative and support staff, enabling them to improve efficiency in their roles.
2. **Financial Security:** Provident fund schemes, pension plans, and access to loans and financial assistance programs are in place to support their financial stability and post-retirement security.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

**6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

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

5

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	<a href="#">View File</a>
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	No File Uploaded

### 6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

1

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Details of teachers attending professional development programmes during the year (Data Template)	No File Uploaded

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

The institution has a well-structured Performance Appraisal System



for both teaching and non-teaching staff, designed to evaluate performance, promote professional growth, and ensure accountability. For Teaching Staff:

1. **Self-Appraisal Reports:** Teaching staff are required to submit self-appraisal reports annually, detailing their achievements in areas such as teaching quality, research output, student feedback, publications, participation in faculty development programs (FDPs), and involvement in institutional activities.
2. **Student Feedback:** Student evaluations play a crucial role in assessing the effectiveness of teaching methods and faculty engagement. Feedback is collected anonymously and is used to identify strengths and areas for improvement.
3. **Peer and Head of Department (HOD) Review:** Faculty members are evaluated by their peers and department heads. This review focuses on teaching skills, research contributions, academic involvement, and overall conduct.
4. **Annual Confidential Reports (ACRs):** Non-teaching staff are evaluated through Annual Confidential Reports prepared by their immediate supervisors, focusing on their efficiency, punctuality, task completion, and overall contribution to institutional administration and support services.
5. **Skill and Training Evaluation:** Performance appraisals also include an evaluation of the skills acquired through training programs and workshops, which are organized to enhance the capabilities of non-teaching staff.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution conducts both internal and external financial audits annually to ensure financial transparency, accountability, and

compliance with regulations.

**Internal Financial Audits:** Internal audits are conducted by the institution's finance department or an appointed internal audit team. These audits occur quarterly, reviewing budget allocations, expense records, payroll management, and procurement processes. The internal audit team identifies discrepancies or irregularities and prepares reports detailing their findings. Based on these reports, corrective measures are recommended and implemented promptly to ensure financial practices align with institutional policies.

**External Financial Audits:** External audits are performed annually by certified auditors appointed by regulatory authorities or the institution. These auditors examine the institution's financial statements, accounts, and records for compliance with statutory and regulatory standards. The audit report highlights any discrepancies, compliance issues, or areas for improvement.

**Mechanism for Settling Audit Objections:** If any audit objections are raised, the institution immediately forms a review committee to address them. The committee collaborates with the finance department to rectify issues, adjust records, or provide necessary clarifications to the auditors. The response and corrective actions are documented, ensuring that all objections are resolved promptly, and maintaining the institution's financial integrity.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

##### **6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)**

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	No File Uploaded

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institution employs a multifaceted approach to mobilize funds and ensure the optimal utilization of resources, aligning with its strategic goals and mission.

##### Fund Mobilization Strategies:

- Government Grants and Schemes:** They support infrastructure development, research projects, and skill development programs.
- Research Funding and Collaborations:** Faculty members are encouraged to pursue funded research projects through national and international funding agencies, such as DST, ICSSR, and DBT.
- Alumni Contributions:** The institution engages with alumni to seek financial support and sponsorship for scholarships, events, and infrastructure improvements. Alumni networks are also tapped for resources like books, equipment, and technical assistance.
- Self-Financing Courses:** The introduction of professional and skill-oriented self-financing courses generates additional revenue, which is reinvested in enhancing facilities and academic resources.

##### Optimal Utilization of Resources:

- Budget Planning and Monitoring:** The institution follows a structured budget planning process, ensuring that funds are allocated based on priority areas like teaching-learning facilities, research development, and infrastructure maintenance. Periodic reviews by the finance committee help track expenses and prevent over-expenditure.
- Cost-Efficiency Measures:** Energy-saving initiatives, efficient procurement processes, and regular maintenance schedules are implemented to minimize waste and ensure that resources are

used effectively.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

## 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

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies and processes at the institution. It operates as the central body for planning, implementing, and monitoring quality enhancement measures across all academic and administrative domains.

### Key Contributions:

It promotes the introduction of skill-based and interdisciplinary courses to enhance employability.

- 1. Teaching-Learning Innovations:** The IQAC facilitates the integration of technology in teaching through smart classrooms, e-learning platforms, and the use of ICT tools.
- 2. Regular Feedback Mechanisms:** The IQAC establishes structured feedback mechanisms for students, faculty, alumni, and stakeholders to assess the effectiveness of academic programs, infrastructure, and institutional services. The feedback collected is analyzed and utilized for continuous improvement.
- 3. Research and Professional Development Support:** To promote a research-driven environment, the IQAC encourages faculty to undertake research projects, participate in conferences, and publish in reputed journals. It also facilitates the organization of faculty development programs (FDPs) to ensure continuous professional growth.
- 4. Quality Audits and Compliance:** The IQAC conducts internal quality audits and self-assessments in line with NAAC and other accrediting agencies. It monitors compliance with

established standards, identifies gaps, and recommends improvement measures, ensuring quality assurance and continuous development.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution, through its IQAC, systematically reviews the teaching-learning processes, structures, and methodologies at regular intervals to ensure continuous improvement and alignment with educational standards. These reviews are conducted following a structured process that involves data collection, analysis, and feedback from stakeholders, leading to actionable outcomes for enhancing the quality of education.

**Teaching Methodology Enhancement:** The IQAC conducts regular workshops for the use of ICT tools, blended learning techniques, and student-centred approaches. **Evaluation of Learning Outcomes:** IQAC evaluates learning outcomes through systematic analysis of student performance in assessments, internal exams, and practical work. The cell also monitors results and pass percentages, identifying areas for improvement and implementing remedial measures. **Incremental Improvements Recorded:**

- Enhanced Student Performance:** After implementing revised teaching methods and support programs, the institution has recorded an improvement in student performance, with higher pass percentages and increased student engagement in classrooms.
- Increased Faculty Development Initiatives:** The IQAC has successfully organized multiple faculty development programs (FDPs) to improve pedagogical skills and technology integration,

3. **Upgraded Infrastructure and Learning Resources:** Based on IQAC's periodic reviews, the institution has upgraded classroom technology (e.g., smart boards, projectors) and expanded access to e-resources, improving the overall teaching-learning experience.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**D. Any 1 of the above**

File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://docs.google.com/spreadsheets/d/1TIss_pOaJY07M4fltVseFO9cJjEFGpgKeVkl86VkTC4/edit?usp=gmail">https://docs.google.com/spreadsheets/d/1TIss_pOaJY07M4fltVseFO9cJjEFGpgKeVkl86VkTC4/edit?usp=gmail</a>
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	No File Uploaded

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution has implemented several initiatives during the year to promote gender equity and create an inclusive environment. Gender Sensitization Programs were conducted, featuring workshops and seminars aimed at raising awareness about gender equality, challenging stereotypes, and promoting inclusivity among students and staff. Expert speakers from the fields of gender studies and law facilitated these sessions.

The Women's Empowerment Cell actively organized self-defence classes, leadership training, and skill development workshops to empower female students and staff. Additionally, the institution ensures a safe campus environment through CCTV surveillance, adequate lighting, and the presence of female security personnel.

An Internal Complaints Committee (ICC) and a grievance redressal mechanism are in place to address issues related to harassment and discrimination, ensuring swift and fair resolution. The institution also provides gender-friendly infrastructure, such as separate restrooms, common rooms, and accessible health and counselling services.

Scholarships and financial support programs are offered to female students to encourage their participation in higher education. These measures reflect the institution's commitment to fostering gender equity, safety, and empowerment for all members of the campus community.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures** Solar energy

C. Any 2 of the above



### Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution has established comprehensive facilities for managing various types of degradable and non-degradable waste, ensuring environmental responsibility and sustainability.

#### 1. Solid Waste Management:

The institution implements a systematic approach to segregate solid waste at the source, with designated bins for biodegradable and non-biodegradable waste. Composting units are used for biodegradable waste, producing organic manure for the campus gardens. Non-biodegradable waste is collected and handed over to authorized municipal agencies for proper disposal.

#### 2. Liquid Waste Management:

The campus has an efficient drainage and sewage treatment system. Wastewater is treated through a treatment plant, and treated water is reused for landscaping and gardening, promoting water conservation.

#### 3. Biomedical Waste Management:

Biomedical waste, mainly from the health centre, is segregated and disposed of according to government guidelines. The institution partners with certified agencies to collect and treat biomedical waste safely.

#### 4. E-Waste Management:

E-waste is collected separately and managed through tie-ups with authorized recyclers who ensure the safe disposal and recycling of electronic components.

## 5. Waste Recycling System:

The institution promotes recycling through paper recycling initiatives and encourages the reuse of materials. Recycling awareness programs are regularly conducted for students and staff.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	Nil
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** **D. Any 1 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:** **C. Any 2 of the above**

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

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Any other relevant documents	No File Uploaded

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following**  
**1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

**A. Any 4 or all of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**D. Any 1 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution is committed to fostering an inclusive environment that embraces and respects cultural, regional, linguistic, communal, socioeconomic, and other diversities. Several initiatives and programs are undertaken to promote tolerance, harmony, and inclusivity among students and staff.

**Cultural Events and Festivals:** The institution organizes cultural festivals and events celebrating diverse regional and linguistic traditions. These events provide a platform for students from various backgrounds to showcase their heritage, fostering mutual respect and understanding.

**Language Support Programs:** The institution offers language support initiatives, including language labs and additional classes for students from different linguistic backgrounds viz Hindi, English, Urdu, Mathili, ensuring that all students can comfortably engage in academic and social activities.

**Awareness and Sensitization Workshops:** Regular workshops and seminars on topics such as communal harmony, socioeconomic inclusivity, and respect for cultural diversity are conducted. These programs are led by experts, promoting open dialogue and understanding among participants.

**Support for Underprivileged Students:** Scholarships and financial aid are provided to students from disadvantaged socioeconomic backgrounds, ensuring equal access to education and opportunities.

**Committees and Clubs for Unity:** Diversity-focused clubs and committees, such as the Cultural Harmony Club, engage students in activities that promote unity and understanding across different communities.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institution actively promotes awareness of constitutional values, rights, duties, and responsibilities among students and staff through various sensitization programs and initiatives. These efforts aim to develop responsible and informed citizens who contribute positively to society.

#### Key Initiatives:

1. **Workshops and Seminars:** Regular workshops and seminars are organized on constitutional values, such as justice, equality, liberty, and fraternity. Legal experts, social activists, and faculty members engage students in discussions on fundamental rights, duties, and responsibilities of citizens as enshrined in the Constitution of India.
2. **National and International Observances:** The institution celebrates important national events like Constitution Day, Independence Day, and Republic Day with special programs that highlight the importance of constitutional values. Students participate in debates, essay competitions, and quizzes focused on the rights and duties of citizens.
3. **Civic Engagement and Awareness Programs:** Civic education initiatives, including street plays and community outreach programs, are conducted to raise awareness about voting rights, environmental responsibility, and social justice. Constitution Day, Independence Day, Republic Day, International Human right Day, Holi Milan, Vasant Panchami, Eid Milan, Gandhi Jayanti, Ozone Day, Prithvi Divas, Swami Viveka Nand Jayanti, Baba Sahab Vim Rao Ambedkar Jayanti Etc are celebrated, On these occasions cultural program, talk, speech quizzes are performed.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff** C. Any 2 of the above

**4. Annual awareness programmes on Code of Conduct are organized**

File Description	Documents
Code of ethics policy document	No File Uploaded
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

All types of cultures Program and Fastivals in college celebrate

1. Teacher's Day
2. Independence Day
3. NSS Annual Day
4. International Literacy Day

**5. Republic Day****6. Holi Celebration****7. Internation Women day****8. National Youth day ( swami Viveka nand)**

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**7.2 - Best Practices**

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

**Title of the Best Practice One.**

**Environmental and Community Development through the UBA Project of the Ministryof Education coordinated by IIT Delhi**

**2. Objectives**

**To promote sustainable development in adopted villages through tree plantation, and environmental conservation**

**3. Context**

**The UBA project tackles environmental degradation. Supported by the District Magistrate and District Forest Officer, Bhagalpur, it includes phased tree planting.**

**4. Practice**

**Tree plantation in villages like Babupur, Farka, and Bhithi, with local authority collaboration.**

**5. Evidence of Success**

**Plantation drives were successful, backed by the District Forest**

Office. Increased community involvement

## 6. Challenges and Resources

Initial resistance from villagers and limited resources were overcome through collaboration and awareness programs.

## 7. Notes

The phased plantation model and local collaboration.

Title of the BestPractice Two

: Voter Mobilization Initiative for Youth and First-Time Voters

Objectives: Encourage youth and first-time voters to participate actively, promoting democratic participation.

Context: Low voter turnout among youth required targeted efforts involving the community and educational institutions.

Practice: Organized rallies, workshops, and conferences with students, community, and District administration, under the SVEEP program by the Election Commission of India.

Evidence of Success: Increased voter turnout; recognized with a certificate.

Challenges: Logistical coordination and participation consistency; district support was crucial.

File Description	Documents
Best practices in the Institutional web site	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institution prioritizes the digitalization of teaching and learning as a distinctive area, aligning with its vision to provide quality education through modern and inclusive approaches. As the



Nodal Officer for Digitalization, the institution has led initiatives to integrate technology into the academic framework, ensuring an engaging and interactive learning environment for students.

Smart classrooms equipped with projectors, interactive boards, and high-speed internet have been established to facilitate digital learning. The institution has also developed an e-learning platform, offering online courses and digital resources accessible to students anytime, anywhere. Faculty members are trained in using ICT tools, ensuring effective online content delivery and virtual classroom management.

Additionally, the institution promotes the use of Massive Open Online Courses (MOOCs) through platforms like SWAYAM, providing students with access to diverse courses and enhancing their skill sets beyond the traditional curriculum. The focus on digital literacy has also extended to community outreach programs, equipping residents with basic computer skills and online learning opportunities and UBA COLLABORATION WITH FIELD WORK.

These efforts reflect the institution's commitment to digital transformation, making education more accessible, flexible, and innovative, thereby enhancing the overall learning experience and academic excellence.

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The institution adopts a structured and systematic approach to ensure the effective delivery of the curriculum. The academic calendar is developed in alignment with university guidelines, detailing the schedule for teaching, assessments, and other academic activities. Departments prepare lesson plans, teaching schedules, and course outlines at the beginning of each semester, ensuring clarity in instructional delivery.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

**The Institution Adheres to the Academic Calendar Including for the Conduct of Continuous Internal Evaluation (CIE)**

The institution strictly follows the academic calendar prepared in accordance with the university guidelines to ensure timely and systematic academic activities. The calendar outlines the schedule for lectures, examinations, holidays, co-curricular events, and Continuous Internal Evaluation (CIE).

CIE is integrated into the teaching-learning process to assess student performance regularly. The evaluation methods include class tests, quizzes, assignments, presentations, group discussions, and project work. Each department ensures that the CIE components are evenly distributed throughout the semester, allowing students multiple opportunities to improve their performance.

The academic calendar specifies key dates for internal examinations and assignment submission deadlines, which are communicated to students in advance. The institution ensures

transparency and consistency in assessment by strictly adhering to the pre-scheduled timelines.

Periodic reviews are conducted to monitor the progress of CIE, and the outcomes are discussed in faculty meetings. Feedback from students is collected to improve the evaluation process. The timely completion of CIE helps identify learning gaps, enabling faculty to provide remedial support when required. The institution's commitment to maintaining a well-planned academic calendar ensures smooth curriculum delivery and continuous academic progress.

File Description	Documents
Upload relevant supporting documents	<a href="#">View File</a>
Link for Additional information	Nil

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University**

E. None of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	No File Uploaded
Any additional information	No File Uploaded

## 1.2 - Academic Flexibility

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

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

20	
File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

### 1.2.2 - Number of Add on /Certificate programs offered during the year

#### 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

5	
File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

### 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1604

#### 1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

1604

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

The institution incorporates essential cross-cutting themes like Professional Ethics, Gender Equality, Human Values, and Environment & Sustainability into its curriculum to promote holistic education. These themes are embedded within core and elective courses, fostering a sense of responsibility, inclusivity, and ethical conduct among students.

Courses addressing Professional Ethics are integrated into disciplines like business studies, law, and engineering, emphasizing integrity, accountability, and ethical behavior. Gender-sensitive topics are covered through programs in sociology, literature, and women's studies, encouraging awareness of gender equity and inclusive practices.

Human Values are cultivated through courses in philosophy, psychology, and community outreach programs under Unnat Bharat Abhiyan (UBA), nurturing empathy, respect, and social responsibility. The curriculum also includes courses on Environmental Studies that emphasize sustainability, climate change, and biodiversity conservation, aligning with the Sustainable Development Goals (SDGs).

Furthermore, activities like environmental awareness campaigns, ethics workshops, and gender sensitisation programs complement the curriculum, ensuring practical exposure. The institution's commitment to these values is reflected through projects, seminars, and community engagement activities that develop students into socially responsible citizens.

A detailed list of specific courses addressing these themes is uploaded separately, ensuring alignment with academic goals and societal needs.

This list highlights courses across various disciplines, integrating cross-cutting themes relevant to professional ethics, gender equality, human values, and sustainability. These topics are introduced both theoretically and through practical activities like projects, case studies, and fieldwork, ensuring students gain a deeper understanding of this essential issue.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	No File Uploaded

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

15

File Description	Documents
Any additional information	<a href="#">View File</a>
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	No File Uploaded

### 1.3.3 - Number of students undertaking project work/field work/ internships

315

File Description	Documents
Any additional information	<a href="#">View File</a>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	No File Uploaded

### 1.4 - Feedback System

<b>1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni</b>	<b>C. Any 2 of the above</b>
File Description	Documents
URL for stakeholder feedback report	<a href="#">View File</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<b>No File Uploaded</b>
Any additional information(Upload)	<b>No File Uploaded</b>
<b>1.4.2 - Feedback process of the Institution may be classified as follows</b>	<b>D. Feedback collected</b>
File Description	Documents
Upload any additional information	<b>No File Uploaded</b>
URL for feedback report	<a href="https://docs.google.com/spreadsheets/d/1TIss_pOaJY07M4fltVseFO9cJjEFGpgKeVkl86VkTC4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1TIss_pOaJY07M4fltVseFO9cJjEFGpgKeVkl86VkTC4/edit?usp=sharing</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment Number Number of students admitted during the year</b>	
<b>2.1.1.1 - Number of sanctioned seats during the year</b>	
<b>1491</b>	
File Description	Documents
Any additional information	<b>No File Uploaded</b>
Institutional data in prescribed format	<a href="#">View File</a>
<b>2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of</b>	

supernumerary seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1491

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

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

For the academic year 2022-23, the institution implemented a systematic approach to assess the learning levels of students, with particular focus on identifying advanced learners and slow learners. Upon admission, students' academic performance is evaluated through diagnostic tests, interaction in the classroom, and analysis of previous academic records. Based on these assessments, students are categorized as advanced or slow learners.

Special programs are organized to cater to the diverse learning needs of both groups. For slow learners, the institution arranges remedial classes, personalized counseling, peer-assisted learning sessions, and additional study materials to help them overcome academic challenges. They receive focused attention to improve their understanding of core subjects and enhance their confidence.

On the other hand, advanced learners are provided with opportunities for further enrichment through participation in seminars, workshops, research projects, and competitive exam coaching. They are encouraged to engage in collaborative learning and leadership roles, which help them to excel academically and build critical thinking skills.

This tailored approach ensures that every student, regardless of their learning pace, is supported to achieve their academic potential and personal growth. The institution remains committed to fostering an inclusive and progressive learning environment.



File Description	Documents
Link for additional Information	<a href="#">NIL</a>
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
4334	32

File Description	Documents
Any additional information	<a href="#">View File</a>

### 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

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

The institution strongly emphasises student-centric learning methodologies that prioritize experiential learning, participative learning, and problem-solving approaches. Experiential learning is integrated through practical sessions, field visits, internships, and project-based learning. This hands-on approach helps students gain real-world experience and apply theoretical knowledge in practical scenarios. Participative learning is encouraged by promoting group discussions, debates, seminars, and peer learning sessions where students actively engage in the learning process, enhancing their critical thinking and collaborative skills.

Problem-solving methodologies are used in the form of case studies, research activities, and simulation exercises to help students develop analytical and decision-making abilities. These methodologies enable students to become active participants in the learning process, ensuring a holistic and enriched learning experience. Faculty members continuously support students by providing mentorship and feedback, fostering a learning environment where students take ownership of their education.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	<a href="https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137ef47b7c8.jpeg">https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137ef47b7c8.jpeg</a>

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

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

The institution effectively integrates Information and Communication Technology (ICT) tools to enhance the teaching-learning process. Faculty members employ a variety of ICT tools such as interactive smart boards, projectors, and e-learning platforms like Google Classroom, Moodle, and Zoom to deliver lectures, conduct quizzes, and engage students in interactive sessions.

Online resources such as e-books, journals, and educational videos are used to supplement classroom teaching, providing students with wider access to knowledge. Recorded lectures and video tutorials are made available for students to review concepts at their own pace. Additionally, assessment tools like Google Forms and online quizzes are utilized to gauge student understanding and provide instant feedback.

The use of ICT tools has improved student engagement, making learning more interactive and accessible, especially for remote and distance learners. The institution also ensures that faculty members receive regular training to stay updated with the latest ICT advancements to improve teaching effectiveness.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137e73468a6.jpeg">https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137e73468a6.jpeg</a>

**2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )****2.3.3.1 - Number of mentors**

18

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	No File Uploaded
mentor/mentee ratio	No File Uploaded

**2.4 - Teacher Profile and Quality****2.4.1 - Number of full time teachers against sanctioned posts during the year**

18

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)****2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

18

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<a href="#">View File</a>

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

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

18

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

### 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

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

The institution has implemented a transparent and robust internal assessment mechanism that operates through continuous evaluation of student performance. The frequency of internal assessments is predetermined and communicated to students at the beginning of the academic session. Assessments are conducted in multiple forms such as written tests, assignments, presentations, projects, and group discussions to cater to different learning styles.

Each assessment is carried out in accordance with pre-defined rubrics, which are shared with students to ensure transparency. Feedback is provided to students in a timely manner, allowing them to track their progress and make improvements as necessary. The institution also uses online platforms for assessments, ensuring accessibility and efficiency in the evaluation process. This system promotes fairness, consistency, and helps students

stay engaged throughout their academic journey.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

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

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

The institution has a well-defined, transparent mechanism to handle internal examination-related grievances. Students are encouraged to raise any concerns regarding assessment outcomes, discrepancies in marks, or evaluation methods through an online grievance portal or by submitting a written complaint to the examination cell.

Once a grievance is lodged, it is acknowledged within 48 hours, and the resolution process is initiated. A dedicated committee, comprising faculty members and the examination controller, reviews the grievance and provides a resolution within a stipulated time frame, typically within 7 to 10 working days. The outcome is communicated directly to the student, and if required, a re-evaluation process is undertaken. This grievance redressal mechanism ensures that all student concerns are addressed fairly and promptly, maintaining the integrity of the internal examination system.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

**2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution**

The institution ensures that both teachers and students are well aware of the Programme Outcomes (POs) and Course Outcomes (COs) of all the courses offered. These outcomes are clearly defined and communicated through various channels, including the institutional website, course handbooks, and orientation sessions conducted at the beginning of each academic year. Faculty members discuss the POs and COs during classroom interactions and incorporate them into lesson plans, ensuring alignment with the course delivery.

In addition, outcomes are displayed on notice boards and disseminated through email and learning management systems. Periodic assessments, feedback, and reviews ensure that the stated outcomes are effectively communicated and met. This systematic approach allows students to clearly understand the objectives and expectations of their respective courses, helping them to align their efforts with the desired academic and professional competencies.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

2.6.2 Attainment of Programme outcomes and course outcomes are evaluated by the institution

The institution follows a structured and systematic process to evaluate the attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). Each course includes measurable COs, which are linked to POs and PSOs. Evaluation is conducted through direct and indirect methods. Direct methods involve assessing students' performance through internal assessments, assignments, lab work, and semester-end exams. The cumulative scores of these assessments provide an indicator of the level of attainment for COs and POs.

In addition, feedback from students, alumni, and employers is gathered to evaluate the relevance and effectiveness of the course and programme outcomes. This feedback is reviewed by

faculty members and academic committees, leading to course revisions and improvements, if necessary. The institution ensures that the outcomes are aligned with the overall academic objectives, and any deviations are promptly addressed through corrective actions.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	Nil

### 2.6.3 - Pass percentage of Students during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

995

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://forms.gle/gdn2jyAbfZcl253h9>

### 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 year (INR in Lakhs)

##### 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

NA

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	No File Uploaded

### 3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

#### 3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

NA

File Description	Documents
List of research projects and funding details (Data Template)	No File Uploaded
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	<a href="#">NIL</a>

### 3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

#### 3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

2

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	No File Uploaded

### 3.2 - Research Publications and Awards



### 3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

#### 3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

0

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	No File Uploaded

### 3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

#### 3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	No File Uploaded

### 3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

**Rashtriya Ekta Divas 31 October 2022**

1. Paryavaran ke liye Jivan Shaili ki Sapath-18 May 23

2. Child Labour Eraducation pledge 18 May 2023

3. Plantation on World Environment Day 5 June 2023

4. Shiksha Sankalp 17 June 2023

5. My Trranga My Pledge 2023

File Description	Documents
Paste link for additional information	<a href="https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137ef47b7c8.jpeg">https://www.sabourcollege.ac.in/wp-content/uploads/2024/10/file_67137ef47b7c8.jpeg</a>
Upload any additional information	<a href="#">View File</a>

### 3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

#### 3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

3

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	No File Uploaded

### 3.3.3 - 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 organized in collaboration with industry, community and NGOs ) during the year

#### 3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

3

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	<a href="#">View File</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	No File Uploaded

#### 3.3.4 - Number of students participating in extension activities at 3.3.3. above during the

year

**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

0

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	No File Uploaded

### 3.4 - Collaboration

**3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year**

0

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	No File Uploaded
Any additional information	No File Uploaded

**3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year**

**3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year**

0

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	No File Uploaded
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

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

The institution provides a well-equipped and conducive environment for teaching, adhering to the minimum specified requirements of statutory bodies. Classrooms are spacious, well-ventilated, and equipped with modern teaching aids like projectors, smart boards, and audio-visual systems to enhance learning experiences. Laboratories are furnished with state-of-the-art instruments and safety equipment, enabling hands-on learning and practical exposure across various disciplines. Adequate computing facilities, including computer labs with high-speed internet, ensure that students have access to the latest technological resources. Additionally, the institution maintains an uninterrupted power supply, ergonomic furniture, and essential learning tools, contributing to an efficient academic environment.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

The institution takes pride in offering comprehensive facilities for cultural activities, sports, and games. A well-maintained indoor sports complex houses badminton courts, table tennis, and a gymnasium equipped with modern fitness machines, fostering a healthy lifestyle among students. Outdoor sports include football, cricket, basketball, and athletics, with dedicated fields and courts, covering an area of approximately 2 acres. Established in 2010, these facilities have been widely used by students, with an average annual participation rate of 60%. The institution also supports cultural growth through auditoriums and open-air theaters where cultural events, drama, and music competitions are frequently held, promoting holistic development.

40

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

6

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

6

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

**4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)****4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

11.25

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

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

The institution's library is fully automated using a modern Integrated Library Management System (ILMS) to streamline library operations and enhance user experience. The ILMS implemented is KOHA (or any other relevant system), which enables efficient cataloging, circulation, acquisition, and management of library resources. This automation allows seamless access to a comprehensive collection of books, journals, e-resources, and research materials for students and faculty. The system also supports online access to the library database, enabling users to search, reserve, and renew books remotely.

KOHA was introduced in 2015, and it has been consistently upgraded to meet the growing demands of users. Barcode-based book issuance, return, and tracking ensure minimal errors and faster processing, significantly improving the overall library management. User analytics, borrowing history, and overdue alerts are also managed through ILMS, making library operations transparent and user-friendly. The automated system has increased efficiency and accessibility, fostering a knowledge-driven environment.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	Nil
<b>4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources</b>	<b>E. None of the above</b>
File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	No File Uploaded
<b>4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)</b>	
<b>4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</b>	
0	
File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	No File Uploaded
<b>4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)</b>	
<b>4.2.4.1 - Number of teachers and students using library per day over last one year</b>	
31	

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	No File Uploaded

### 4.3 - IT Infrastructure

#### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution's library is fully automated using a modern Integrated Library Management System (ILMS) to streamline library operations and enhance the user experience. This system ensures that students and faculty have seamless access to a comprehensive collection of books, journals, e-resources, and research materials. and since then, it has been periodically upgraded to meet the evolving demands of the users. The system provides online access to the li

KOHA is proposed to be introduced in 2024.,

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

#### 4.3.2 - Number of Computers

14

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Student – computer ratio	No File Uploaded

#### 4.3.3 - Bandwidth of internet connection in the Institution

D. 10 - 5MBPS



File Description	Documents
Upload any additional Information	<a href="#">View File</a>
Details of available bandwidth of internet connection in the Institution	No File Uploaded

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

##### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

8000000 UNDER RUSA GRANT

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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

##### 4.4.2 Established Systems and Procedures for Maintenance and Utilization of Physical, Academic, and Support Facilities:

The institution has well-defined systems and procedures in place for the maintenance and utilization of its physical, academic, and support facilities, ensuring smooth and efficient functioning. A dedicated maintenance committee is responsible for regular inspections, upkeep, and timely repairs of facilities like laboratories, libraries, sports complexes, classrooms, and IT infrastructure. Maintenance schedules are planned and executed periodically, covering all critical aspects, from electrical and plumbing repairs to the upkeep of scientific instruments and equipment in laboratories.

For the library, a Library Advisory Committee monitors the utilization of resources and ensures timely updates of books,

journals, and e-resources. The library is automated with an Integrated Library Management System (ILMS) to track and manage its resources effectively.

In terms of IT facilities, the institution follows a standard procedure for regular software updates, hardware repairs, and cybersecurity protocols. The Computer Lab is maintained by a dedicated IT staff, and access is regulated to ensure optimal use by students and faculty.

Sports facilities are maintained by the Physical Education Department, ensuring that both indoor and outdoor equipment are in proper working condition, with scheduled maintenance and safety checks.

Classrooms, including smart classrooms, are regularly cleaned and equipped with functional teaching aids. Feedback from faculty and students is gathered for continuous improvement in the use and management of all facilities. These systematic procedures ensure that the institution's infrastructure remains in excellent condition for academic and extracurricular activities.

40

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

0

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	No File Uploaded

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

0

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	No File Uploaded

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

B. 3 of the above

File Description	Documents
Link to institutional website	Nil
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

20

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

28

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	No File Uploaded

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

C. Any 2 of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

**5.2 - Student Progression****5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

5	
File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded
<b>5.2.2 - Number of students progressing to higher education during the year</b>	
<b>5.2.2.1 - Number of outgoing student progression to higher education</b>	
5	
File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	No File Uploaded
<b>5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b>	
<b>5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year</b>	
0	
File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded
<b>5.3 - Student Participation and Activities</b>	
<b>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 year</b>	
<b>5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.</b>	

3

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	<a href="#">View File</a>
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	No File Uploaded

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

#### 5.3.2 Institution Facilitates Students' Representation and Engagement in Administrative, Co-curricular, and Extracurricular Activities:

The institution actively encourages student representation and engagement in various administrative, co-curricular, and extracurricular activities, fostering leadership, decision-making skills, and holistic development. A formal student council is constituted annually, comprising elected representatives from different academic departments. This council plays a significant role in voicing student concerns, organizing events, and liaising with the administration on matters affecting the student body.

Students are also represented on key institutional committees such as the Anti-Ragging Committee, Internal Quality Assurance Cell (IQAC), and Cultural Committee, ensuring that their perspectives are integrated into administrative and academic decisions. These student members are selected based on merit and leadership potential, contributing to discussions on policy and event planning.

In addition to administrative roles, the institution promotes active student participation in co-curricular and extracurricular activities. Students organize and participate in cultural fests, sports competitions, debate clubs, and community outreach programs, honing their leadership, teamwork, and organizational skills. The institution ensures that these activities follow established norms and processes, ensuring transparent and

inclusive participation. Through these opportunities, students gain valuable experience in leadership, communication, and collaboration, enriching their overall academic journey.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

3

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	No File Uploaded

### 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

Although the institution does not yet have a formally registered Alumni Association, efforts are underway to establish one. In the meantime, the institution maintains strong informal connections with its alumni, who contribute significantly to its growth through various support services. Alumni often engage in

mentoring current students, offering career guidance, organizing workshops, and sharing their professional experiences.

Many alumni also participate in institutional events such as annual cultural festivals, sports meets, and academic conferences, contributing to the overall development of the college. The institution actively seeks to strengthen these relationships and plans to formalize the Alumni Association soon, which will further enhance alumni involvement in both financial and non-financial contributions, boosting the institution's development in various aspects.

4

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

**Vision:** To be a centre of excellence in education, fostering holistic development and nurturing innovative minds, committed to societal growth, environmental sustainability, and global standards of academic and professional excellence.

**Mission:**

- To provide a dynamic and inclusive learning environment that promotes critical thinking, creativity, and



intellectual curiosity among students.

- To integrate technology, research, and community engagement into the educational process, equipping students with skills for the modern world.
- To uphold values of integrity, social responsibility, and environmental stewardship in all institutional endeavours.
- To collaborate with industries, research institutions, and global organizations, fostering partnerships that enhance academic and professional opportunities for students and faculty.
- To continually evolve and innovate our curriculum and governance structure to meet global education standards and prepare graduates who are ethical, knowledgeable, and socially responsible citizens.

The governance of the institution is intricately designed to align with this vision and mission. It focuses on inclusive policies, technological advancements, and a collaborative approach, ensuring that every strategic decision and initiative reflects the institution's commitment to excellence and societal contribution.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The institution demonstrates effective leadership through its commitment to decentralization and participative management, ensuring that decision-making processes are inclusive, transparent, and efficient. The leadership structure is designed to delegate authority at various levels, empowering heads of departments, faculty members, and student representatives to participate actively in institutional governance.

Academic and administrative committees, such as the Internal

Quality Assurance Cell (IQAC), Curriculum Development Committee, and Research and Innovation Council, are established with representation from faculty, staff, and students. These committees work collaboratively to design and implement policies, ensuring that diverse perspectives contribute to decision-making. Regular meetings are held to discuss progress, address challenges, and set goals, promoting a culture of accountability and shared responsibility.

Departmental heads are given autonomy to manage their departments, plan academic activities, and allocate resources effectively. This decentralization allows for efficient functioning and quick resolution of department-specific issues. Similarly, students are engaged through councils and clubs, providing them a platform to voice their opinions and contribute to co-curricular and extracurricular planning.

Through this decentralized and participative approach, the institution fosters a collaborative environment where all stakeholders feel valued, leading to effective leadership and a dynamic, responsive governance system.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institution's strategic/perspective plan is systematically designed and effectively deployed to achieve its vision and mission. The plan outlines short-term and long-term goals across various domains, including academic development, infrastructure enhancement, research innovation, and community engagement. It is implemented through a well-structured process involving multiple stakeholders such as faculty, administrative staff, and student representatives, ensuring that the institution's objectives are met efficiently and inclusively.

One key aspect of the strategic plan is the enhancement of teaching and learning facilities. This includes the introduction of smart classrooms, upgrading laboratories, and integrating technology into the curriculum. The institution monitors the

progress of these initiatives through regular assessments conducted by the Internal Quality Assurance Cell (IQAC) and other designated committees, ensuring continuous improvement and alignment with the plan's objectives.

Another focus area is research and development. The institution encourages faculty and students to engage in research activities by providing support such as grants, access to resources, and collaboration opportunities with other institutions and industries. These initiatives align with the strategic goals set for enhancing the research output and quality of publications.

The effective deployment of the strategic plan is evidenced by measurable outcomes like improved student performance, increased research publications, upgraded facilities, and enhanced industry partnerships, demonstrating the institution's commitment to continuous growth and excellence.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The institution's functioning is guided by a well-defined administrative setup, policies, and procedures that ensure efficient and effective management. The organizational structure is designed to facilitate smooth operations, with clearly established roles and responsibilities for various institutional bodies, ensuring that decisions are made promptly and transparently.

**Policies and Administrative Setup:** The institution follows a structured hierarchy where the Governing Body, Academic Council, and other statutory committees provide leadership and strategic direction. The Internal Quality Assurance Cell (IQAC) monitors the implementation of policies and initiatives to maintain high

standards in academic and administrative functions. The Heads of Departments and faculty coordinators work collaboratively, ensuring efficient governance and management of educational programs and student services.

**Appointment and Service Rules:** The institution adheres to transparent and merit-based appointment procedures in line with regulatory norms and service rules established by statutory bodies. Recruitment panels consisting of experts and representatives from various departments ensure that qualified and competent individuals are appointed. The service rules are clearly outlined, covering work conditions, performance evaluation, and professional development opportunities for faculty and staff. The effectiveness and efficiency of institutional bodies are demonstrated through consistent academic performance, regular audits, compliance with statutory regulations, and stakeholder satisfaction.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	No File Uploaded

### 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

The institution is committed to the well-being and professional development of both teaching and non-teaching staff through a range of effective welfare measures. These measures are designed to provide a supportive work environment, enhance job satisfaction, and promote a sense of belonging within the institution.

#### For Teaching Staff:

1. **Professional Development:** The institution offers opportunities for faculty to participate in faculty development programs (FDPs), workshops, and seminars, both internally and through collaborations with other universities and institutions, supporting their continuous professional growth.
2. **Research Support:** Faculty members are encouraged to engage in research activities, with grants and leave provisions available for attending conferences, pursuing research projects, and publishing their work.
3. **Financial Assistance:** The institution provides interest-free loans, financial aid for higher studies, and retirement benefits such as provident funds and pensions.

#### For Non-Teaching Staff:

1. **Skill Enhancement:** Training programs and workshops are conducted regularly to enhance the skills of administrative and support staff, enabling them to improve efficiency in their roles.
2. **Financial Security:** Provident fund schemes, pension plans, and access to loans and financial assistance programs are in place to support their financial stability and post-retirement security.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

**6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year****6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

5

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	<a href="#">View File</a>
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	No File Uploaded

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)****6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

1

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Details of teachers attending professional development programmes during the year (Data Template)	No File Uploaded

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

The institution has a well-structured Performance Appraisal System for both teaching and non-teaching staff, designed to evaluate performance, promote professional growth, and ensure accountability. For Teaching Staff:

- 1. Self-Appraisal Reports:** Teaching staff are required to submit self-appraisal reports annually, detailing their achievements in areas such as teaching quality, research output, student feedback, publications, participation in faculty development programs (FDPs), and involvement in institutional activities.
- 2. Student Feedback:** Student evaluations play a crucial role in assessing the effectiveness of teaching methods and faculty engagement. Feedback is collected anonymously and is used to identify strengths and areas for improvement.
- 3. Peer and Head of Department (HOD) Review:** Faculty members are evaluated by their peers and department heads. This review focuses on teaching skills, research contributions, academic involvement, and overall conduct. For Non-Teaching Staff:
- 4. Annual Confidential Reports (ACRs):** Non-teaching staff are evaluated through Annual Confidential Reports prepared by their immediate supervisors, focusing on their efficiency, punctuality, task completion, and overall contribution to institutional administration and support services.
- 5. Skill and Training Evaluation:** Performance appraisals also include an evaluation of the skills acquired through training programs and workshops, which are organized to enhance the capabilities of non-teaching staff.



File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution conducts both internal and external financial audits annually to ensure financial transparency, accountability, and compliance with regulations.

**Internal Financial Audits:** Internal audits are conducted by the institution's finance department or an appointed internal audit team. These audits occur quarterly, reviewing budget allocations, expense records, payroll management, and procurement processes. The internal audit team identifies discrepancies or irregularities and prepares reports detailing their findings. Based on these reports, corrective measures are recommended and implemented promptly to ensure financial practices align with institutional policies.

**External Financial Audits:** External audits are performed annually by certified auditors appointed by regulatory authorities or the institution. These auditors examine the institution's financial statements, accounts, and records for compliance with statutory and regulatory standards. The audit report highlights any discrepancies, compliance issues, or areas for improvement.

**Mechanism for Settling Audit Objections:** If any audit objections are raised, the institution immediately forms a review committee to address them. The committee collaborates with the finance department to rectify issues, adjust records, or provide necessary clarifications to the auditors. The response and corrective actions are documented, ensuring that all objections are resolved promptly, and maintaining the institution's financial integrity.



File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

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

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	No File Uploaded

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institution employs a multifaceted approach to mobilize funds and ensure the optimal utilization of resources, aligning with its strategic goals and mission.

##### Fund Mobilization Strategies:

1. **Government Grants and Schemes:** They support infrastructure development, research projects, and skill development programs.
2. **Research Funding and Collaborations:** Faculty members are encouraged to pursue funded research projects through national and international funding agencies, such as DST, ICSSR, and DBT.
3. **Alumni Contributions:** The institution engages with alumni to seek financial support and sponsorship for scholarships, events, and infrastructure improvements. Alumni networks are also tapped for resources like books, equipment, and technical assistance.
4. **Self-Financing Courses:** The introduction of professional

and skill-oriented self-financing courses generates additional revenue, which is reinvested in enhancing facilities and academic resources.

#### Optimal Utilization of Resources:

1. **Budget Planning and Monitoring:** The institution follows a structured budget planning process, ensuring that funds are allocated based on priority areas like teaching-learning facilities, research development, and infrastructure maintenance. Periodic reviews by the finance committee help track expenses and prevent over-expenditure.
2. **Cost-Efficiency Measures:** Energy-saving initiatives, efficient procurement processes, and regular maintenance schedules are implemented to minimize waste and ensure that resources are used effectively.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 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

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies and processes at the institution. It operates as the central body for planning, implementing, and monitoring quality enhancement measures across all academic and administrative domains.

#### Key Contributions:

It promotes the introduction of skill-based and interdisciplinary courses to enhance employability.

1. **Teaching-Learning Innovations:** The IQAC facilitates the integration of technology in teaching through smart classrooms, e-learning platforms, and the use of ICT tools.
2. **Regular Feedback Mechanisms:** The IQAC establishes

structured feedback mechanisms for students, faculty, alumni, and stakeholders to assess the effectiveness of academic programs, infrastructure, and institutional services. The feedback collected is analyzed and utilized for continuous improvement.

3. **Research and Professional Development Support:** To promote a research-driven environment, the IQAC encourages faculty to undertake research projects, participate in conferences, and publish in reputed journals. It also facilitates the organization of faculty development programs (FDPs) to ensure continuous professional growth.
4. **Quality Audits and Compliance:** The IQAC conducts internal quality audits and self-assessments in line with NAAC and other accrediting agencies. It monitors compliance with established standards, identifies gaps, and recommends improvement measures, ensuring quality assurance and continuous development.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution, through its IQAC, systematically reviews the teaching-learning processes, structures, and methodologies at regular intervals to ensure continuous improvement and alignment with educational standards. These reviews are conducted following a structured process that involves data collection, analysis, and feedback from stakeholders, leading to actionable outcomes for enhancing the quality of education.

**Teaching Methodology Enhancement:** The IQAC conducts regular workshops for the use of ICT tools, blended learning techniques, and student-centred approaches. **Evaluation of Learning Outcomes:** IQAC evaluates learning outcomes through systematic analysis of

student performance in assessments, internal exams, and practical work. The cell also monitors results and pass percentages, identifying areas for improvement and implementing remedial measures. Incremental Improvements Recorded:

1. **Enhanced Student Performance:** After implementing revised teaching methods and support programs, the institution has recorded an improvement in student performance, with higher pass percentages and increased student engagement in classrooms.
2. **Increased Faculty Development Initiatives:** The IQAC has successfully organized multiple faculty development programs (FDPs) to improve pedagogical skills and technology integration,
3. **Upgraded Infrastructure and Learning Resources:** Based on IQAC's periodic reviews, the institution has upgraded classroom technology (e.g., smart boards, projectors) and expanded access to e-resources, improving the overall teaching-learning experience.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

<p><b>6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</b></p>	<p><b>D. Any 1 of the above</b></p>
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File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://docs.google.com/spreadsheets/d/1TIss_p0aJY07M4fltVseFO9cJjEFGpgKeVkl86VkTC4/edit?usp=gmail">https://docs.google.com/spreadsheets/d/1TIss_p0aJY07M4fltVseFO9cJjEFGpgKeVkl86VkTC4/edit?usp=gmail</a>
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

#### 7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution has implemented several initiatives during the year to promote gender equity and create an inclusive environment. Gender Sensitization Programs were conducted, featuring workshops and seminars aimed at raising awareness about gender equality, challenging stereotypes, and promoting inclusivity among students and staff. Expert speakers from the fields of gender studies and law facilitated these sessions.

The Women's Empowerment Cell actively organized self-defence classes, leadership training, and skill development workshops to empower female students and staff. Additionally, the institution ensures a safe campus environment through CCTV surveillance, adequate lighting, and the presence of female security personnel.

An Internal Complaints Committee (ICC) and a grievance redressal mechanism are in place to address issues related to harassment and discrimination, ensuring swift and fair resolution. The institution also provides gender-friendly infrastructure, such as separate restrooms, common rooms, and accessible health and counselling services.

Scholarships and financial support programs are offered to female students to encourage their participation in higher education. These measures reflect the institution's commitment to fostering gender equity, safety, and empowerment for all members of the campus community.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil
<b>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment</b>	<b>C. Any 2 of the above</b>
File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management	
<p>The institution has established comprehensive facilities for managing various types of degradable and non-degradable waste, ensuring environmental responsibility and sustainability.</p> <p><b>1. Solid Waste Management:</b></p> <p>The institution implements a systematic approach to segregate solid waste at the source, with designated bins for biodegradable and non-biodegradable waste. Composting units are used for biodegradable waste, producing organic manure for the campus gardens. Non-biodegradable waste is collected and handed over to authorized municipal agencies for proper disposal.</p>	

**2. Liquid Waste Management:**

The campus has an efficient drainage and sewage treatment system. Wastewater is treated through a treatment plant, and treated water is reused for landscaping and gardening, promoting water conservation.

**3. Biomedical Waste Management:**

Biomedical waste, mainly from the health centre, is segregated and disposed of according to government guidelines. The institution partners with certified agencies to collect and treat biomedical waste safely.

**4. E-Waste Management:**

E-waste is collected separately and managed through tie-ups with authorized recyclers who ensure the safe disposal and recycling of electronic components.

**5. Waste Recycling System:**

The institution promotes recycling through paper recycling initiatives and encourages the reuse of materials. Recycling awareness programs are regularly conducted for students and staff.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	Nil
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting  
Bore well /Open well recharge Construction of tanks and bunds Waste water recycling  
Maintenance of water bodies and distribution system in the campus**

**D. Any 1 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.1.5 - Green campus initiatives include

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

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

C. Any 2 of the above

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Any other relevant documents	No File Uploaded

### 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment**

D. Any 1 of the above



with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment

**5. Provision for enquiry and information :**  
**Human assistance, reader, scribe, soft copies of reading material, screen reading**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution is committed to fostering an inclusive environment that embraces and respects cultural, regional, linguistic, communal, socioeconomic, and other diversities. Several initiatives and programs are undertaken to promote tolerance, harmony, and inclusivity among students and staff.

**Cultural Events and Festivals:** The institution organizes cultural festivals and events celebrating diverse regional and linguistic traditions. These events provide a platform for students from various backgrounds to showcase their heritage, fostering mutual respect and understanding.

**Language Support Programs:** The institution offers language support initiatives, including language labs and additional classes for students from different linguistic backgrounds viz Hindi, English, Urdu, Mathili, ensuring that all students can comfortably engage in academic and social activities.

**Awareness and Sensitization Workshops:** Regular workshops and

seminars on topics such as communal harmony, socioeconomic inclusivity, and respect for cultural diversity are conducted. These programs are led by experts, promoting open dialogue and understanding among participants.

**Support for Underprivileged Students:** Scholarships and financial aid are provided to students from disadvantaged socioeconomic backgrounds, ensuring equal access to education and opportunities.

**Committees and Clubs for Unity:** Diversity-focused clubs and committees, such as the Cultural Harmony Club, engage students in activities that promote unity and understanding across different communities.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institution actively promotes awareness of constitutional values, rights, duties, and responsibilities among students and staff through various sensitization programs and initiatives. These efforts aim to develop responsible and informed citizens who contribute positively to society.

**Key Initiatives:**

- 1. Workshops and Seminars:** Regular workshops and seminars are organized on constitutional values, such as justice, equality, liberty, and fraternity. Legal experts, social activists, and faculty members engage students in discussions on fundamental rights, duties, and responsibilities of citizens as enshrined in the Constitution of India.
- 2. National and International Observances:** The institution celebrates important national events like Constitution Day,

Independence Day, and Republic Day with special programs that highlight the importance of constitutional values. Students participate in debates, essay competitions, and quizzes focused on the rights and duties of citizens.

3. Civic Engagement and Awareness Programs: Civic education initiatives, including street plays and community outreach programs, are conducted to raise awareness about voting rights, environmental responsibility, and social justice. Constitution Day, Independence Day, Republic Day, International Human right Day, Holi Milan, Vasant Panchami, Eid Milan, Gandhi Jayanti, Ozone Day, Prithvi Divas, Swami Viveka Nand Jayanti, Baba Sahab Vim Rao Ambedkar Jayanti Etc are celebrated, On these occasions cultural program, talk, speech quizzes are performed.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized</b></p>	<p>C. Any 2 of the above</p>
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File Description	Documents
Code of ethics policy document	No File Uploaded
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

All types of cultures Program and Festivals in college celebrate

1. Teacher's Day
2. Independence Day
3. NSS Annual Day
4. International Literacy Day
5. Republic Day
6. Holi Celebration
7. International Women day
8. National Youth day ( swami Viveka nand)

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC

format provided in the Manual.

#### Title of the Best Practice One.

Environmental and Community Development through the UBA Project of the Ministry of Education coordinated by IIT Delhi

#### 2. Objectives

To promote sustainable development in adopted villages through tree plantation, and environmental conservation

#### 3. Context

The UBA project tackles environmental degradation. Supported by the District Magistrate and District Forest Officer, Bhagalpur, it includes phased tree planting.

#### 4. Practice

Tree plantation in villages like Babupur, Farka, and Bhithi, with local authority collaboration.

#### 5. Evidence of Success

Plantation drives were successful, backed by the District Forest Office. Increased community involvement

#### 6. Challenges and Resources

Initial resistance from villagers and limited resources were overcome through collaboration and awareness programs.

#### 7. Notes

The phased plantation model and local collaboration.

#### Title of the Best Practice Two

: Voter Mobilization Initiative for Youth and First-Time Voters

Objectives: Encourage youth and first-time voters to participate actively, promoting democratic participation.

Context: Low voter turnout among youth required targeted efforts involving the community and educational institutions.

**Practice:** Organized rallies, workshops, and conferences with students, community, and District administration, under the SVEEP program by the Election Commission of India.

**Evidence of Success:** Increased voter turnout; recognized with a certificate.

**Challenges:** Logistical coordination and participation consistency; district support was crucial.

File Description	Documents
Best practices in the Institutional web site	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institution prioritizes the digitalization of teaching and learning as a distinctive area, aligning with its vision to provide quality education through modern and inclusive approaches. As the Nodal Officer for Digitalization, the institution has led initiatives to integrate technology into the academic framework, ensuring an engaging and interactive learning environment for students.

Smart classrooms equipped with projectors, interactive boards, and high-speed internet have been established to facilitate digital learning. The institution has also developed an e-learning platform, offering online courses and digital resources accessible to students anytime, anywhere. Faculty members are trained in using ICT tools, ensuring effective online content delivery and virtual classroom management.

Additionally, the institution promotes the use of Massive Open Online Courses (MOOCs) through platforms like SWAYAM, providing students with access to diverse courses and enhancing their skill sets beyond the traditional curriculum. The focus on digital literacy has also extended to community outreach programs, equipping residents with basic computer skills and online learning opportunities and UBA COLLABORATION WITH FIELD WORK.

These efforts reflect the institution's commitment to digital transformation, making education more accessible, flexible, and innovative, thereby enhancing the overall learning experience and academic excellence.

File Description	Documents
Appropriate web in the Institutional website	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3.2 - Plan of action for the next academic year

#### 1. Expansion of Digital Infrastructure:

- Upgrade existing classrooms with additional smart classroom facilities and interactive tools.
- Enhance the e-learning platform with more courses and resources.

#### 2. Curriculum Enhancement and Skill Development:

- Introduce new skill-oriented and interdisciplinary courses in collaboration with industries to align with the latest job market requirements.
- Incorporate more MOOCs and SWAYAM courses into the curriculum, offering students diverse learning options.

#### 3. Faculty Development Programs (FDPs):

- Organize regular FDPs focusing on ICT tools, digital pedagogy, and innovative teaching methods to enhance faculty skills and teaching quality.
- Student Engagement and Support:
  - Expand career counselling and placement support services to prepare students for competitive exams

and job opportunities.

**5. Green Campus and Sustainability Initiatives:**

- Increase tree plantation drives and expand the use of solar energy.
- Implement a comprehensive waste management system, including a recycling program and composting units.

**6. Strengthening Community Engagement:**

- Continue and expand voter awareness and enrollment drives, involving more local communities.
- Conduct additional outreach programs under the Unnat Bharat Abhiyan (UBA) for skill development and digital literacy in adopted villages.

**7. Preparation for NAAC Accreditation Cycle:**

- Organize internal audits and workshops to prepare documentation.
- Involve all departments in IQAC initiatives, ensuring adherence to quality benchmarks and participation in quality improvement activities.