



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SURAJ SINGH MEMORIAL COLLEGE

KANKE ROAD, RANCHI - 834008

834008

www.ssmcranchi.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Suraj Singh Memorial College (A constituent unit of Ranchi University, Ranchi, Jharkhand) was humbly started in the year 1972 by a few philanthropic and dedicated people of Ranchi. The college was inaugurated by the then Chief Minister of Bihar Sri Kedar Pandey, with Intermediate Arts and Science teaching. The commerce teaching was added latter on at intermediate level and in subsequent years the college management was given permission to start Degree teaching with Honours level in all the three faculties Science, Arts and Commerce in the year 1978. In the year 1981 college, management was taken over by the Ranchi University, Ranchi and the college was made a constituent unit of Ranchi University Ranchi.

The College is situated in a magnificent, beautiful and picturesque Ranchi-Kanke- Patratu Highway. The college premise is at a distance of about 6 Km from Albert Ekka Chowk (Main Road, Ranchi). The college administrative building was donated by the family members of Late Suraj Singh.

Presently, the college has more than five thousand students on roll, imparting education in all the three faculties (Science, Arts and Commerce) up to Degree Honours level to the students belonging to economically and socially backward communities.

The vision of the College is to improve the quality of life of economically, socially and educationally backward section of the society through imparting quality higher education.

Vision

As our college is situated in a tribal, backward and semi-urban area, our vision is to make students to understand socio-economic and cultural problems of these peoples in the area. We pursue excellence in higher education by promoting personality and character building of students. As the real aim of the education is to understand the society and day to day social problem, so our vision is to achieve and inculcate among the students the real aim of the education. By creating a learning environment, our vision is to promote the quality of teaching learning and research. So our vision is to move the college, a world class college by collaborating with other stakeholders of higher education for quality and excellence.

Mission

Our mission is to inculcate moral values among students, so that they can excell in the service of nation. By obtaining value based education, they can lead a value based life. As India is a multilingual, cultural country, we install tolerance among students to all religions and cultures. In the present globalized world, we want to create a competition mind among students by interacting freely with teachers and pursue and inhance knowledge freely. We entend to create and stimulate academic environment for the promotion of teaching and learning, and research which is conducive to pursue higher education. We ensare skill development, with a mission to stand with the globalised world. We want to create new innovation among the students in teaching methods, by include new developments in education and into curriculum for promoting academic advancement, which will thereafter lead national development. Our mission is to make the students eco-friendly

and sensitive to gender equality and to respect human dignity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Commerce Department is run during morning hours to cope with the infrastructural constraints
- The college has a separate building for Geography, Chemistry, Computer and Zoology Departments.
- Department of Physics and Botany, are housed on the first floor of the administrative building.
- Psychology is housed in a separate building along with the two staffrooms.
- There are 09 functional Classrooms class rooms including 01 Smart Class Room
- Well-equipped laboratories including 04 Science labs, 02 Arts labs and 01 laboratory for Computer Application (BSc Computer Application) .
- To enhance teaching and learning process, the college has library with Computer and internet facility.
- Ragging free good atmosphere in the college.
- The college has been running Self- Financing three years Degree Course, Computer Application with job – training facilities. Department of Computer Application has good placement records
- The college has been organizing a series of talks by invited experts at regular interval.
- The College is a leader in extra - curricular activities like Cultural Activities, NSS, youth Festival etc.
- The college provides Remedial and Coaching classes for students belonging to ST/SC/OBC and Minority Group.
- The college has two active cells of NSS cadre to serve the institution and the society.
- One of our student has been the University toppers and the best graduate of Ranchi University of the year 2015.
- Teachers are actively involved in research activities, completed UGC sponsored Several Minor Research Project and two Minor Research Projects are going on.
- Our teachers have been participating regularly in Faculty development Programme.

Institutional Weakness

- Space Constraint
- Lack of modern classrooms
- Shortage of teaching and non-teaching staff
- No separate rooms for the departments
- Requirement of laboratory assistants, lab boy, store-keepers etc. to assist in practical classes.

Institutional Opportunity

- Strategic priorities and initiatives to enhance faculty excellence. Enhancement of research activities.
- To create an institution catering to the needs of the socially and economically deprived sections of society and impart them quality education by introducing new UG Vocational Courses in Business Administration.
- College has the opportunity to develop research centre. The Zoology department of the college has excelled in research.
- Due to increased number of Ph. D. holders PG Courses in Commerce, Hindi, Political Science, History

and UG courses in Sociology and Business Administration (Bachelor of Business Administration) are being introduced from the current session 2018-19.

Institutional Challenge

- Student - Teacher ratio is very high.
- Financial constraints.
- Paucity of space.
- Shortage of teaching & non - teaching staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is a constituent unit of Ranchi University, Ranchi. The college is recognised under 2(f) & 12(b) of UGC act 1979. The college develops action plans for effective implementation of curriculum. However the college has little scope in redesigning the syllabus at its own level as it is prepared by the university. The syllabus and academic calander is prepared by the university and it is followed by the college. For effectively communicating the curriculum and improving teaching practices, the college teachers are encouraged to participate in national and international seminars in the country and abroad. Through the department meetings with heads, faculties, principal and IQAC, it coordinates plans to develop teaching methods through the discussions and seminars. The teachers also prepare teaching plan and schedule for their whole academic calender. The teachers are members of Board of Studies, University Academic Council, DRC, PGRC and various research committees, which help us curriculum design and also in its effective implementation. The college analyses the objectives of the curricular through its internal examination, class test, discussions, students feedback system etc. It also organizes Community Orientation Programmes, Aids awareness, Drug abuse awareness, Cashless transaction awareness programme for payment, and Environmental issues.

Teaching-learning and Evaluation

The college strictly follows the university guidelines in the admission process.

The selection for admission is done by the university on merit basis. The college provides quality education in various disciplines of arts, science and commerce including job oriented self finance vocational courses. The institute follows the national commitment to diversify and inclusion by improving access to SC/ST/OBC, minorities, weaker sections, and women. It strictly follows the reservation policy of government of Jharkhand providing reservation to SC/ST/OBC and PH. The college also sensitizes its staff and students on issues, such as gender, inclusion and environment, encouraging to participate in the refresher courses, workshop and seminars. The college has also women, gender and environment cell to sensitize its students. There are two NSS unit in the college, which sensitizes above mentioned issues. The institution identifies and responses to special learning needs of advance learners through class room teaching, discussion, test and quizzes. The motivational training and talks are organized for effective the learning process. The college prepares teaching plan making lesson plan with the consultation of the concerned departments. The IQAC always active role by assuring quality of teaching and learning in the campus. The college develops and promotes the norturing of critical thinking and creativity through the cultural and extension activities, quizzes and debates. The college has

grievance and redressal cell, women cell, career and counselling cell, and discipline cell which support and guides the students. Our teachers participate in workshops, seminars, conferences, research activities to enrich knowledge and teaching new curriculum.

Research, Innovations and Extension

Our faculties are involved in research activities by becoming a member of research committees, supervising Ph.D. students, attending seminars and conferences, taking minor research projects, and writing in peer review journals and chapters in edited books. Our principal is also a member of university academic council. The IQAC was also formed to improve the quality of research and imbibe research culture in the campus. The college has library and wi-fi with computer facilities for students and teachers for research activities in the campus. Our college has vocational courses, which is equipped with computers and wi-fi, projectors. Many students of this college have visited many organization for job training. For extension activities, we have NCC and two NSS units in the college, where students and teachers actively participate in various sensitization programmes, workshops, aids awareness, drug abuse, cashless payment, and environmental issues, literacy programme, Swachh Bharat Abhiyan etc.

Infrastructure and Learning Resources

The college has class rooms, laboratories, library, computer room, wi-fi facilities, RUSA and IQAC room. The library has more than 33000 books and journals. Our vocational department is well equipped with computer, wi-fi, printers, xerox, projector, and scanner. The college has library Advisory Committee which coordinates and looks after the library and its development. The college has generator, stand by inverter and batteries, projector, scanner, xerox machine, duplicator machine, which are connected to all departments. The institution has computer aided teaching/learning materials for its staff and students like computer, wi-fi, projector, LCD TV, duplicator machine, xerox machine, printer, scanner etc. The teachers of this college have done computer orientation & refresher course sponsored by UGC at the Academic Staff College, Ranchi. The college has ICT aids like computer, wi-fi, projector, LCD TV, duplicator machine, xerox machine, printer, scanner etc. These device do help us in learning among the students and enhances the teaching capacity of the teachers. Along, various programmes and workshop are also organised, time to time, enhance the teaching and learning process.

Student Support and Progression

The students of our college are the primary stakeholders. We encourage students for developing core values for contributing in the national development and creating a global competencies. We have a Career and Placement Cell which encourages students of our college for getting jobs in different industries and organisations. The college also provides financial assistance to SC/ST/OBC, and PH students in the formal scholarship. The fee concessions to the weaker section is also provided. The college takes various steps to encourage the participation of students in extracurricular and cocurricular activities like sports, game, quizzes, debates and other cultural activities. The college has also Grievance and Redressal Cell, Anti Ragging Committee, Discipline Committee, Equal Opportunity Centre, which ensures a conducive and secured environment for growth and development of students. The college has Students' Union which helps in the student teacher feedback system. The students union representative are also members of the college planning and development committee. The vocational courses of our college are job oriented courses, which help our students to

be exposure of the globalized world. The college also provides special helps to slow learners as the college is situated in a tribal, backward and rural area.

Governance, Leadership and Management

The college administration has principal, bursar, controller of examination, NSS programme officer-I, NSS programme officer-II [NCC officer], Sports incharge (indoor & outdoor), Nodal Officers, Public Information Officer and Assistant Public Information officer and different committees and cells for the effective governance of the college. The regular meetings are also called by the principal for preparation of policies and plans. The policies and plans are formed after consultations with different committees, Principal and other Administrative incharge of our college. The important decisions regarding administration and policy matters are discussed with different department heads and committees, IQAC and the principal. It is also discussed in IQAC with various stakeholders, like the students union, teachers, students, social workers and almunies. The principal of our college keeps motivating the teaching and non teaching staff for the development and smooth functioning of the college. She also encourages students and teachers to organize workshops and seminars. The college has mechanism to monitor effective and efficient use of available financial resources through various committees by the delegation of powers. There is also a planning and development committee, purchase committee to monitor effective and efficient use of available financial resources. The college has also IQAC and RUSA cell for quality assurance and development. Along with, a permanent Building Committee is also there to court the infrastructural development.

Institutional Values and Best Practices

Our college follows the practice of tutorials home assignments, quizzes, debates among student in every academic year. Our teachers are adopting IT enabled teaching methods, especially in vocational departments. For the making of quality assurance an integral part of the functioning of institution, the college subjects itself to periodic self and external evaluation. It also collaborates with different stakeholders for quality assurance in higher education. As the higher education has become globalized, the national development as a core value for fostering global competencies among students, so promotion and use of technology are sought for the various function of the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SURAJ SINGH MEMORIAL COLLEGE
Address	KANKE ROAD, RANCHI - 834008
City	Ranchi
State	Jharkhand
Pin	834008
Website	www.ssmcranchi.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shamshun Nehar	0651-2233249	8862968248	-	ssmcollegeranchi@gmail.com
IQAC Coordinator	Sanjay Singh	-	9835534294	-	sks1000.sks18@gmail.com

Status of the Institution	
Institution Status	Government , Self Financing and Constituent

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

Recognized Minority institution	
If it is a recognized minority institution	No

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

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

State	University name	Document
Jharkhand	Ranchi University	View Document

Details of UGC recognition Yes

Under Section	Date	Document
2f of UGC	01.04.1979	View Document
12B of UGC	01.04.1979	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KANKE ROAD, RANCHI - 834008	Urban	0.73	1772.52

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Hindi	36	Intermediate	Hindi	360	322
UG	BA,Bengali	36	Intermediate	Bengali	40	3
UG	BA,Sanskrit	36	Intermediate	Hindi	40	16
UG	BA,English	36	Intermediate	English	80	45
UG	BA,Urdu	36	Intermediate	Urdu	60	45
UG	BA,Tribal And Regional Languages	36	Intermediate	Hindi	160	91
UG	BSc,Physics	36	Intermediate	English + Hindi	40	35
UG	BSc,Chemistry	36	Intermediate	English + Hindi	40	34
UG	BSc,Botany	36	Intermediate	English + Hindi	40	12
UG	BSc,Zoology	36	Intermediate	English + Hindi	40	34
UG	BSc,Mathematics	36	Intermediate	English + Hindi	40	40
UG	BCom,Commerce	36	Intermediate	English + Hindi	400	392
UG	BA,Political Science	36	Intermediate	Hindi	500	489

UG	BA,History	36	Intermediate	Hindi	360	322
UG	BA,Economics	36	Intermediate	Hindi	180	158
UG	BA,Geography	36	Intermediate	Hindi	180	148
UG	BSc,Computer Application	36	Intermediate	English + Hindi	60	24
UG	BA,Psychology	36	Intermediate	Hindi	40	22

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				10				37			
Recruited	0	0	0	0	6	4	0	10	23	14	0	37
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				35
Recruited	30	5	0	35
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	4	0	16	8	0	33
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	0	0	0	10	3	0	13

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	4	0	9
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	8	6	0	14

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	2	0	6

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		4	2	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1344	7	0	0	1351
	Female	829	5	0	0	834
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	161	175	169	160
	Female	103	112	108	102
	Others	0	0	0	0
ST	Male	362	394	381	360
	Female	231	252	244	230
	Others	0	0	0	0
OBC	Male	228	248	240	227
	Female	146	159	153	145
	Others	0	0	0	0
General	Male	589	642	621	586
	Female	377	410	397	375
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2197	2392	2313	2185

3. Extended Profile

3.1 Program

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

Response: 18

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5004	4975	4457	3967	3537

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

2017-18	2016-17	2015-16	2014-15	2013-14
1300	1300	1300	1300	1300

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1342	1177	925	751	606

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
47	45	41	43	43

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

2017-18	2016-17	2015-16	2014-15	2013-14
38	38	38	38	38

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 16

Number of computers

Response: 40

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

2017-18	2016-17	2015-16	2014-15	2013-14
67.09	64.29	41.39	35.40	28.22

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college established in 1972, it offers various programmes at UG level like arts, commerce and science. The college basically intends to offers education to students in various academic disciplines such as arts, commerce and science by offering different educational programmes. Majority of the students are from rural areas who are deprived of higher education facilities. Most of the learners have a very low socio-economic profile. They are the first- generation learners. Hence, the principal motive of this college is to give the learners self-realization, improve their competence and capability. From this point of view, the college right from its beginning has stressed on developing healthy academic culture. The college has rightly responded to the academic requirement of society segment. In the beginning, the students enrolled in very small numbers. Similarly, very limited number of faculties was appointed. Therefore, there was healthy informal communication and interaction between teaching faculties and students. The nature of academic system also has changed. The management rightly realised the necessity of formal and systematic method of academic enhancement. The college administration has then decided to establish various academic committees to monitor and manag the different academic activities. Initially to monitor various academic activities following committees were established. Discipline committee Time table Committee Academic planning Committee Examination Committee. The committee undertakes various activities related to educational developments, extracurricular activities and co-curricular activities to evoke favourable response to different academic initiatives. To ensure proper delivery of different academic and educational activities. To involve various faculties, different academic activities, educational activities, co-curricular activities and extracurricular activities. To evoke favourable response to the different academic initiatives.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

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

File Description	Document
Details of the certificate/Diploma programs	View Document

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

Response: 4.57

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 5.56

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

Response: 1

File Description	Document
Details of the new courses introduced	View Document

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

Response: 100

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

Response: 18

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

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

The Institution believes that integrating cross cutting issues with the curriculum would create positive effect on the student in both in terms of his education and societal commitment. Accordingly courses in gender sensitization, environment and sustainability, human values and professional ethics are offered by the University. To supplement this, the institute conducts several awareness sessions and related activities. Under Gender Sensitization, students are informed about the legally enforced gender equality policies that are mandated in all work places. The students are addressed in bilingual languages and different styles of communication to ensure complete understanding. The students are acquainted with the concepts of feminist relationships, responsibilities and gender identities. The growing importance of gender equality is communicated effectively to the students through this course. Environment and Sustainability The importance of saving our ecosystem is more critical today than ever. Understanding this extreme need of citizen realization, the university includes a compulsory paper on environment and sustainability to make the citizen's of tomorrow realize their duties. This is done by giving them a complete understanding of our ecosystems, natural resources, bio diversity, biotic resources, pollution due to various factors and its management. Environmental protection policy acts as well as the legislation related to the environment are also included in the syllabus to make the students fully aware and responsible of their surroundings. Human Values and Professional Ethics is introduced to the students with a vision to ensure the essential

complementarily between their educational skills taught by the syllabus and the necessary human values imparted by the institution. This subject facilitates a holistic development of all students forming a basis of value based life. It ensures a positive perspective towards life, career and happiness among students. Highlighting plausible implications in terms of ethical human conduct, mutually satisfying human behavior and trustworthy interaction with the world, this course allows the students to be completely ready to face the professional world.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 6.73

1.3.3.1 Number of students undertaking field projects or internships

Response: 337

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and Analysed

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 1.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
64	47	61	49	37

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 85.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
2185	2314	2391	2196	2070

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

2017-18	2016-17	2015-16	2014-15	2013-14
2600	2600	2600	2600	2600

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 88.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
1224	1296	1164	1230	808

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The University assess the achievement, satisfaction, and the extent to which the academic environment supports student learning. The purpose is to identify the extent of students learning; assesses their preparation, needs, and experiences; and use the data to improve student achievement in curricular, cocurricular and scholarly work. University organises various special programmes to support advanced and slow learners, such as: 1. Proficiency test is conducted for all the students after the admission, prior to the commencement of the course at the beginning of programme to assess the learning levels of the students. 2. Bridge course - Based on performance in the proficiency test, a bridge course is conducted in various courses wherever student has shown weakness. The purpose is to bring them at par with the rest of the students of the class. Some of the bridge courses are Physics, Chemistry, Math for Engineering students, Quantitative techniques and Accounts for Management students, English is offered as bridge courses for all the students. 3. Guided Self Study Course - The student who fails in any course undergoes Guided Self Study Courses (GSSC) to overcome the weakness, develop better understanding of course and clear the back paper. Only when the students achieve the satisfactory criteria in GSSC, they are allowed to give their back paper examination. 4. Remedial Courses - University also offers remedial courses in which extra time is given to students who learn slowly in class by scheduling separate sessions. Additional assignments are given to them to strengthen their concepts and understanding in a course. Faculty mentors and programme leaders regularly review academic progress and counsel students to improve performance and ensure academic growth. Special measures are taken to support advanced as well as slow learners, such as:

i. Slow Learners - Adequate Support is provided to slow learners to overcome academic difficulties by: Organizing Extra Classes during the semester Organizing bridge course at the beginning of semester Giving practice assignments Organizing Guided Self Study Courses classes Providing extra reading material to improve basic understanding of subject Engaging in social activities/class activities/institution activities to develop social skills

ii. Advanced learners - In order to support the fast learners, it is ensured that: They are given

additional/challenging assignments/ project work They are encouraged to participate in various symposiums like quiz, poster presentation, conferences, inter institution competition etc. They are also given opportunities to do mini-project work or to earn extra credits upto 15% by choosing interdisciplinary or intra disciplinary elective courses or Outdoor Activity Based Courses as per their area of interest They are given opportunities to involve themselves in writing research papers through Independent study and research Course in which student gets credit for doing research work. From this course many students have got outcomes like Research Publications.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 106.47

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

The academic philosophy of SS Memorial College is student centric. Various methods of experiential and participatory learning are adopted to ensure that students are active participants than remaining passive listeners in the teaching-learning process. The participatory learning activities adopted by the faculty that develop an application based outlook of student are:

- (a) Group discussions
- (b) Case Analysis
- (c) Role plays
- (e) Designs Projects
- (f) Presentations

- (g) Term Papers / Seminar
- (h) Home Assignments
- (i) Minor Project/ Dissertation
- (j) Self-Work (SW)
- (k) Industry internship
- (l) Field work
- (m) Major Project

College arranges several of experiential and participative learning activities to broaden the scope education imparted to the valuable students.

Experiential Learning: The students are taught to practically test the concepts that they theoretically learnt in the classroom. This enhances their practical knowledge as well as tests the concepts acquired by them. The Faculty and Qualified Technical Staff help the students to conduct experiments. Students are given time slots to do additional and riveting experimental work with the assistance of the highly qualified staff. An hour is exclusively allocated for the students to access the library. We have a library with more than 33000 books and journals. Online resources are also provided through our library. The scope of learning widens giving students an education that is greater than the syllabus. Several industry visits and job training are planned to provide the students with hands on experience of the field and to update them with the current technology. As the college is situated at Ranchi-Kanke-Patratu highway , the students are also taken to the forest area near by the college. Through these site visits, students understand the practicality and implementation of the concepts studied by them. Students are also encouraged to intern during academic semesters. The faculty encourages as well as provides students with opportunities to intern with the industry of their choice. This allows them to gain firsthand experience of the environment in which they further want to pursue their career. This also allows them to be updated in their respective domains.

Participative Learning: Different methodologies that include Cooperative, Collaborative, Project Based and Problem Based are used to accelerate the learning process. Through these assignments that include intensive interaction and participation, students are seen to grasp concepts better and faster. The relationship between a student and a teacher strengthens through this teaching tool as the teacher includes the student in his/her teaching module. This allows the student to feel like he/she is a part of the class. As a result, their participation leads to better results. Students participation Is always encouraged in the teaching –learning process.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.	
Response: 89.36	
2.3.2.1 Number of teachers using ICT	
Response: 42	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 250.2	
2.3.3.1 Number of mentors	
Response: 20	
2.3.4 Innovation and creativity in teaching-learning	
Response:	
<p>Through the course of learning and development, the college has progressed and shaped its teaching methods to best suit the requirements of the students. Based on outcomes and analysis methods that help individual batches to ensure maximum productivity are developed and upgraded from time to time. Each topic is completed within the timeframe to allow the students enough time to grasp the concepts. Teachers practice collaborative methods to invoke student participation in the classroom. The jigsaw method is one of the most popular methods used. In this process, the students are divided in several groups. Each group learns about a different topic. Members of the same group come together and research about their given topic. They exchange ideas and content. Upon attaining complete understandings of the given topic, these groups are split and regrouped in such a manner that one person from every old group comes together. They now have the responsibility of explaining to the others their given topic. In this way, every student learns about every topic from each other.</p> <p>Importance to practical knowledge is maintained throughout the year. As there are large number of poor and rural students in college, the teachers takes the best practical methods of learning. For example, in order to teach them about AIDS, the college has invited the local MBBS, MD in a program held under the banner of Red Ribbon Club in the college. Similarly for awareness of health, an expert doctor from RIMS, Ranchi was invited. He discussed the benefits of Yoga with a interesting power point presentation. Again</p>	

in order to explain the Gandhian Principles a veteran Gandhian Scholar was invited in the college to deliver a speech on the topic. The students are also involved in group discussion on socially relevant issues. Another very successful method that we adopt is Flipped Classroom. In this method, the teachers swap the class work and home work. Instead of teaching the theory in class and expecting the students to complete the practical work and numerical at home, the teachers enable the students to grasp the theory at home and teach them the practical and numerical in class. This helps the students immensely as it is often difficult to apply the theory to the practical. The doubts of the student regarding theory are explained in class. In this way, the students are made to grasp the concepts thoroughly at home and learn to practically apply their knowledge as well.

2.4 Teacher Profile and Quality

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

Response: 115.26

File Description

Year wise full time teachers and sanctioned posts for 5 years

Document

[View Document](#)

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

Response: 74.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
32	30	34	31	36

File Description

List of number of full time teachers with PhD and number of full time teachers for 5 years

Document

[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 0.85

2.4.3.1 Total experience of full-time teachers

Response: 40

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State,

National, International level from Government, recognised bodies during the last five years**Response:** 0

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

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

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 10.53

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

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

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

Suraj Singh Memorial College is affiliated to the Ranchi University and adheres to the syllabus prescribed by the Ranchi University. As there is a provision of mid session and session end exam, however we follow number of guidelines and methods to carry out a continuous internal evaluation system at the institutional level. This allows the college to ensure the timely understanding of each concept individually historically as well. The students are given the syllabus in detail with the exact splitting of the portion. After each topic is taught in detail, students are informed about the slip tests through a notice well in advance. These tests are generally the weekend tests and test at the end of the chapter. Teachers discuss possible questions. A

detailed discussion about the topic in hand is conducted giving the students a clear understanding of what to expect. The objective questions tested help the students increase their knowledge of the subject from a basic level. The questions given are mapped with course outcomes. In addition to slip tests, there are regular examinations after completion of each unit. Evaluation is done both in theory and practical examinations. The assessment remains impartial and accurate. The students are given feedback about their performance and suggestions are given for their improvement.

File Description	Document
Link for Additional Information	View Document

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

Response:

Internal assessment is carried out to ensure the complete understanding of each topic by the students and so they are conducted regularly to keep up with the syllabus prescribed by the university. The evaluation of these examinations is done by faculty members. While preparing the question papers, the teachers in charge give careful consideration of the syllabus prescribed and the portion covered in classroom. The level of question papers is maintained which is neither too difficult for the students nor too easy. Different patterns and types of questions are used to prepare the students for any examination. The question papers are approved by respective heads of the department. They are then sent to the exam branch through mail by the respective faculty. The departments submit two sets of question papers for their respective subjects. One hour before the examination commences the principal selects one set of question paper. The selected set is then considered for the exam. This ensures that no form of leaking of question does not take place. The exams are conducted as per guidelines prescribed by the university. They are monitored by invigilators who maintain the code and conduct of an examination hall. All students are given a similar examination atmosphere and conditions. Once the examinations are conducted, the answer scripts of students are evaluated by faculty members. It is mandatory for all those assessing these sheets to do so in the examination branch and in the presence of the exam branch officer in charge. This evaluation is done per guidelines and scheme of evaluation. The teachers maintain impartiality and fairness. They ensure that they mark each student equally and maintain a code of sincerity. Once the papers have been evaluated, they are distributed back to the students by the teachers. The faculty is to discuss the entire length of the question paper and their subsequent correct answers. This helps the student understand their mistakes and note down the correction. Thus the students are allowed to assess their own work and any modifications to the marks are reflected. Suggestions are given to the students who need to improve and the ones who performed well are appreciated. The feedback on their performance helps the student to perform better next time. Finalized marks are verified by the teachers and students before displaying on the notice boards of respective departments. Regular parent teaching meetings are conducted where mark sheets of all subjects containing individual marks of their student is given to the parent. This enables the parents to be updated about their ward's performance and encourage their process at the same time. Therefore, the process of continuous internal assessment is carried out with complete transparency.

File Description	Document
Link for Additional Information	View Document

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

Response:

The college conducts two types of examinations, internal and external. External examinations are conducted by the University and the internal examinations are conducted by the college. As part of internal examinations, internal assignment and mid examinations are conducted. The examinations are conducted with utmost care given to transparency and fairness. Grievances of students related to the internal assessments are considered by the college examination committee and the decision is conveyed to the students within a week. The grievances related to the university exams are forwarded to the Ranchi University for redressal. The grievances are resolved by the university in a reasonable period of time. In case the grievances are related to the performance in the exam then the student can ask for the photocopy of the answer sheet and can apply for re-assessment. On receipt of such applications the university constitutes a grievance redressal committee and takes its opinion. In case the committee affirms the need of reassessment then the university invited the examiners from its panel for the reassessment. After reassessment the decision is conveyed to the student concerned. The college is always dedicated to provide students with time-bound, transparent and efficient solutions for their examination related grievances.

File Description	Document
Link for Additional Information	View Document

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

Response:

The institution ensures effective time management and timeliness. It receives the university given timeline and adheres to it. In the beginning of the academic year, academic calendar is published by the University for Respective Course. The college carries out effective planning to stick to academic calendar. This allows the teachers and the students to space out their teaching and learning and regular assessment of the same. The college conducts assessment to the students in three different components - theory, objective and assignments. These tests are conducted in evenly spaced out intervals to avoid pressuring the students with too many examinations. The assignments given to the students involve unaddressed program outcomes. This helps the students attain knowledge beyond the syllabus as these topics are not covered by the exams conducted by the university but are still relevant. These assignments are given within a set timeframe. The students are to complete them within the time given to adhere to the university's timeline. Following the university calendar, every department creates internal calendars to ensure timely delivery of syllabus. Every teacher follows a strict agenda that is discussed and approved by the head of their respective department. This is followed by deducing a day-to-day division of topics and chapters. These topics and chapters are chosen keeping the upcoming CIE in mind. The timeline created allows for the students to

complete the given syllabus in enough time. The students are given plenty of time before the examinations as well to prepare and practice their concepts. In case of any required change, the university communicates the modification to the college and the college enforces the same. In any condition, the academic calendar is followed and respected by teachers of all departments.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The learning outcomes are clearly defined using blooms taxonomy for all academic programmes and courses of the University. They are instrumental in achieving the mission and objectives of the University. While defining the learning outcomes, following are taken care of: The Learning outcomes are measurable and stated using active verbs (Bloom's taxonomy). They are expressed as complete declarative sentences that clearly describe the knowledge, skills, and competencies that students are expected to acquire as a result of completing their programme of study. The resources (faculty, library, labs, technology etc) and pedagogy to be adopted for effective course delivery and student learning are determined in consonance with the learning outcomes to be achieved. The outcomes are assessed and measured to identify the extent to which goals are accomplished. The gaps identified after the analysis are addressed through the properly laid action plan. The outcomes assessment plan also specifies the performance targets/criteria (measurable objectives) that are used by the domain to determine the extent to which the programme learning outcomes are being achieved. The assessment of student learning outcomes is done by using direct and indirect measurement tools. Assessment methodology/tools are decided keeping in mind the parameters/learning outcomes to be measured and the desired emphasis.

Subject wise expected outcomes can be as follows:

Zoology: human health, bio-diversity, human and animal physiology, scientific thinking.

Botany: Plant diversity, ecological balance, environment consciousness

Chemistry: understanding of relationship between man and matter, sustainability, industry and pharmaceutical knowledge

Maths: Understanding number relations, developing critical, rational thinking, improving logical thinking.

Physics: man and universe, dynamics of power, energy, movement etc, man and machine.

Hindi: understanding the structure and use of language, effective communication, sensitivity for

Literature, social awareness and empathy.

English: understanding the structure and use of language, analytical approach and effective communication, understanding the relations between literature and society, developing a critical approach to the study of literature.

Urdu: learning the effective use of urdu language, understanding urdu literature,

Sanskrit: enjoying the beauty of Sanskrit language, reinventing Sanskrit language and literature, learning the social and ethical values.

Commerce: getting prepared to understand the structure and functions of market, understanding advertisement, budget, share market, profit and loss, management.skills, company practices, business, trade, income tax, mercantile law, auditing, accounting etc.

Economics: understanding economic principles, the mechanism of poverty and development, banking, market, demography, planning, budgeting, agriculture, and sustainability etc.

Political Science; constitutional awareness, effective citizenship, democratic values, multicultural values, world politics, governance, political ethics, national political framework etc.

History: understanding the course of human journey, learning from human mistakes, human glory and failures, obtaining wisdom to negotiate the present and future crisis, learning social interaction.

Geography : Understanding the geographic structure of the country and world.

Psychology: understanding human behavior, community behavior, mass hysteria, abnormality of human behavior.

Tribal and Regional Languages : Understanding the culture, languages and traditional values of the local communities.

Sociology : understanding the social environment and ethics.

Computer Application : Understanding the application of information technology on various mode worldwide.

File Description	Document
Link for Additional Information	View Document

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

Response:

The college has a systematic process of collecting and evaluating data on programme and course learning outcomes and uses it to overcome the barriers to learning. The process of course outcome assessment is based on mid examination, semester end examination, assignment and quiz. Each question in mid/semester end/assignment/quiz are tagged to the corresponding CO and the overall attainment of that CO is based on average mark is set as target for final attainment. The following processes & tools are used for the attainment of course outcomes.

i) Mid Examinations: This type of performance assessment is carried out during the examination sessions which are held twice a semester. Each and every exam is focused in attaining the course outcomes.

ii) Semester End Examination: Semester End examination is a metric for assessing whether all the COs are attained or not. Examination is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

iii) Assignment: Each and every student is assigned with course related tasks during every course work and assessment will be done based on their performance. Grades/Marks are assigned depending on their innovation in solving/deriving the problems.

iv) Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar and Internship courses Record the attainment of Course Outcomes of all courses with respect to set attainment levels. The expected target level of course outcomes is set in the range of 50%-70% based on the cognitive level of CO by course instructor at the beginning of the semester. The performance of the students in the examinations during the semester in each course is used to compute the level of direct attainment of the COs The questions of each examination are tagged to the course outcomes by the course instructor.

The college follows a process of teaching that urges the teachers to design, deliver and assess. Upon receiving the syllabus from the university, the teachers design the curriculum in a way best suited for the students. They then follow a variety of teaching methods to successfully deliver the said curriculum to the students in a way that they can understand the same. After delivering the syllabus, the teachers conduct examinations to asses this understanding. Based on their individual analysis of every student, they decide whether or not they need to modify their way of communicating with the said student. The ones who seem to require more attention than others are offered remedial classes to help with their academic performance. This process of providing additional support to the ones in need comes under the program of plan, do, check and act. Similar to design, deliver and assess program. This is done by assessing the average marks obtained by the students in their mid terms. For each program, program specific and course outcomes are arrived at, after above mentioned steps are taken. After strict adherences to the above procedures, the college can provide outcomes.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 89.99

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

Response: 1178

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

Response: 1309

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of project and grant details

[View Document](#)

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

Response: 0.16

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

Response: 7

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

Response: 44

File Description

Document

Funding agency website URL

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The University has created an appropriate ecosystem for Research and Innovation by recruiting & developing desirable human resource, taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure. Our college created a

Our College has created a botanical garden in which various medicinal plants are planted. It has also established an incubation center for entrepreneurship development in which the stories of successful entrepreneurs are kept. Also the posters of government schemes on entrepreneurship are displayed. The details of Make in India, Digital India and start up India schemes are displayed. There are the efforts made by the college for creating an ecosystem for innovative approach among the students. The library and internet/Wi-Fi facility in the college help in providing materials for research, even though we do not have any designated incubation centre in the college. The library of the college is used for acquainting the students with the mechanism of research. Our teachers are simultaneously engaged in the process of creation and dissemination of knowledge. The teachers and students are free to use the library and internet facility.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0**3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

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

File Description

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

Document[View Document](#)**3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 0.8**3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
11	9	7	5	3

File Description

List books and chapters in edited volumes / books published

Document[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years**

Response:

The institution gives great importance to the betterment of the community and giving back what it gets. To instill vital morals in all its students, the institution focuses on sensitizing the students to social issues and holistic development. To execute this vision, several clubs, societies, events and activities are planned. The college conducts various extension activities in Ranchi town and nearby community for sensitizing students to social issues and involving them in holistic development of the community. Our NSS unit is very active and has received appreciation at the university level. It regularly organizes activities related to cleanliness, literacy drive, plantation, garbage management, health, blood donation camp, hygiene, gender sensitivity, prohibition etc. The college also annually organizes a special camp in which the volunteers pick up a village preferably of tribal or minority community. The volunteers and the teachers who are the members of the advisory board visit the village and educate the people regarding the value of health, cleanliness, literacy, girl-child protection, evils of child marriage, dowry system etc. The volunteers clean drains there and sprinkle bleaching powder. They also sing songs, deliver speeches, enact street plays, display placards and shout slogans. They also distribute reading materials to the poor children. All these activities suggest that our students are actively involved in activities of social concern. They demonstrate a wonderful harmony and chemistry during these extension activities. Most activities of our volunteers have won accolades. These activities have been instrumental in sensitizing our students to social issues and helpful in their holistic development.

File Description	Document
Link for Additional Information	View Document

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

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

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

Response: 56

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	10	11	14	9

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

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

Response: 0.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	44	51	24	64

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

3.5 Collaboration

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

Response: 6

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job

training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	0	0	0

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

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College has adequate number of class rooms and laboratories as per norms to continue with any academic activity. Further, every Department is equipped with their own computing resources as well as departmental library. In addition to the above, the college has a Central Library which is equipped with around 33000 books and journals. We have a also a reading room in the library, separate account section, Principal's Chamber, exam control room also a platform for cultural and yoga activities outside the college building. Right now we have 40 computers and we are trying to increase the systems. The college is also equipped with the Wi-Fi facility.

File Description	Document
Link for Additional Information	View Document

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

Response:

The college utilizes a lot of its resources to provide an environment to its students where they are encouraged to indulge in sports and extra-curricular activities. This ensures a holistic development and an all-rounded personality. The college has a separate sports council. It has a big playground for athletics, foot ball, cricket, volleyball, kabaddi and kho-kho. A gym is also constructed here and under process of purchasing of a necessary equipments. There is an open yoga platform inside the boundary of the college. Various facilities of outdoor and indoor games are available in the college campus. The college used common ground of the Ranchi University, Ranchi for practice of sports and organizing tournament. This ground situated in Morabadi, 1.5 KM far from the college campus.

File Description	Document
Link for Additional Information	View Document

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

Response: 18.75

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3	
File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

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

Response: 10.24

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.0	5.0	4.5	4.5	3.5

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

4.2 Library as a Learning Resource

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

Response:

The college library follows set norms of the competent authorities. The library of the college has special designated areas for normal use as well as for reading. Approximately 33,000 books and journals are available. A dedicated staff helps the students find the necessary titles. The books are indexed, categorized according to programs and subjects and arranged alphabetically. The college has a subscription of INFLIBNET software for library automation. The software contains details about the author's name, title and publishing house. Upon an enquiry, the librarian searches in the software and helps the students locate the book. The library follows the book bank scheme. With this, the students are able to borrow books for the entire length of a semester so as to help them study. All books are bar coded and a reference ID is given. The issues and returns are also digitized.

File Description	Document
Link for Additional Information	View Document

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

Response:

The college has the complete works of Mahatma Gandhi, Sardar Patel, Jawaharlal Nehru, Swami Vivekanand, and Sri Aurobindo. Besides these it has also Encyclopedia of social sciences, Encyclopedia of science, and Encyclopedia Britannica. A collection of English translation of Indian religious texts by Max Mueller is available. There are books on Ramdhari Singh Dinkar, Dr Sikrishna Sinha, Premchand and other great personalities. Besides these there are rare books on Kaithi in the college library. The college library is constantly stocked with rare and special literature for the benefit of its students. The faculty go to conferences, attend workshops and fairs where they pick up material that they believe will be useful. This allows for the college to create a collection of rare books, manuscripts and special reports. The main collection of the rare books are as follows:

- The Urantia Book
- Principles of Biochemistry
- Cell Biology
- Ecology
- Who's who of Indian Writers, 1983
- Abstracts of Contributed Papers
- The King and the Tyrant
- Kuliyaat Amir Khusro
- Kuliyaat Aqsa Kesar

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

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

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

Response: 4.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.0	5.0	5.0	4.50	3.25

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

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 0

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

College aims at providing the futuristic facilities to its students so that they can utilize these resources to reach greater heights. To enable this, the institution frequently updates its IT facilities to provide its

students with the best of facilities. Our classrooms have been equipped with LCD projectors and most of them are supported by audio visual systems. The entire campus is monitored by CCTV facility. The CCTV installed at strategic places help monitor the campus activities. Wi-Fi is available at various labs and staff rooms. Students are given limited accessibility to this facility. The marks attained by each student after every examination is updated on the automated system. This allows the students to review the marks being forwarded to the university and report any mistakes that might have been made. Information about upcoming events is available on the website. This information includes the time and date along with details about the event. Following the completion of the event, pictures and minutes of the event are also uploaded for easy access. This allows the parents to be aware of the programs being conducted in college as well. For easier communication, circulars including important notices to students and parents are also posted online. The academic calendar as well as the course information is also updated in the beginning of every academic year. The technology at college is constantly updated.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 125.1

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 86.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
58.42	53.92	35.55	30.90	24.55

File Description

Document

Details about assigned budget and expenditure on physical facilities and academic facilities

[View Document](#)

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

Response:

All the Departments and various functioning units of the college are provided with all the required infrastructure facilities like class rooms, faculty rooms, laboratories etc. The effective usage of all the facilities is ensured by introducing exclusive hours for sports, extra lab hours, exclusive hours to visit advanced labs and Central Library in the regular time table itself. Students can avail the facility of yoga training every week. During these slots concerned class in-charges / faculty members will ensure the presence and utilization of facilities by the students. A separate computer maintenance team is available which handles the departmental requirements. For every computer centre, a Programmer / Technician are recruited and a faculty member is made in-charge of the centre. An exclusive department with 04 hardware engineers is functioning in the college to cater to the needs of day-to-day computer maintenance. However, minor software and hardware problems are being handled by the concerned lab technicians. Central library has its dedicated human resource and the departmental libraries are taken care of by the department office assistant and a faculty In-charge of the concerned department. All the departments take care of timely maintenance of the laboratory equipment. Most of the maintenance work is completed during summer break and a close monitoring of maintenance activities is a prime responsibility of heads of the departments.

File Description

Document

Link for Additional Information

[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 4.07

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

2017-18	2016-17	2015-16	2014-15	2013-14
200	200	200	200	100

File Description

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

Document

[View Document](#)

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

Response: 2.32

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

2017-18	2016-17	2015-16	2014-15	2013-14
100	100	100	100	100

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

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

Response: 2.45

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	39	179	124	128

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

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

Response: 0

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

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

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

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

Response: Yes

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

5.2 Student Progression

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

Response: 5.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
116	51	38	22	41

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

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

Response: 15.87

5.2.2.1 Number of outgoing students progressing to higher education

Response: 213

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

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

Response: 0.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	7	11	5	6

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

2017-18	2016-17	2015-16	2014-15	2013-14
5004	4975	4457	3967	3537

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

5.3 Student Participation and Activities

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

Response: 0

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

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

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

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

Response:

With the objective of inculcating the qualities of leadership, organization, and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees. The college has a active Students' Union elected by the Ranchi University. The SR addresses and represents students' views and grievances, and as a spokesperson, conveys these to the concerned authorities for discussion and amicable resolution. The Students' Representative provides valuable informal feedback regarding curriculum, teaching learning and evaluation process. It also makes the student's aware of various extension programmes, that form a crucial part of the academic activities of every department, such as departmental journals, departmental and wall magazines and it encourages students to contribute to these. Furthermore it helps the teaching staff of the college to organize departmental seminars and quiz, which are important co-curricular activities of every department. The Students Representative plays an important part in encouraging and motivating students to participate in existing student oriented programmes of the college such as NSS, NCC. NSS is one of the active units in our college that enhances the social and interpersonal skills of the students. Additionally the student council also organizes the Saraswati Puja in the college along with the peers and is responsible for the smooth execution of the various aspects related to this function. The college Sports is an annual and an important event and the Students Representative has the responsibility to co-ordinate the different sports activities and events and assist the teachers in making the event a success. It also has the duty to recruit volunteers from the student's community for this purpose. Thus, it contributes to a healthy interaction among students and teachers regarding academic, co-curricular and extra-curricular activities of the college. Last but not the least, it ensures discipline in the college campus by encouraging students to observe the rules of the college, and instill environmental consciousness and work towards maintain a green and clean campus. It also creates awareness among students regarding the necessity of making the college a 'Plastic-Free Zone' and stresses the importance of maintaining personal health, hygiene and cleanliness in and outside college.

File Description	Document
Link for Additional Information	View Document

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

Response: 10.8

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

during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	10	12	10	10

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

5.4 Alumni Engagement

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

Response:

The Suraj Singh Memorial College Alumni Association (SSMCCA) was formed in year 2013. The institution is extremely proud of every member of its alumni. Most of them is successful in their careers as jobs, higher education and in the field of entrepreneurship. We successfully draw on their support through Annual Alumni meets. The Alumni meets with the current batches and mentors them through the networking forums to the best of their abilities. They share their experiences, knowledge and advice the students. Through these alumni meets, a strong bond is created between the passed- out students and the current batch. Alumni share their accomplishments and their success mantra. To keep the alumni a constant part of the functioning of the college, a portal has been created that is dedicated solely for this purpose. It allows every student that has graduated from the college to create an account. This account stores their current information about their professional life and contains their association with the college. With the help of the portal, graduate students can post what they do in detail at their discretion. They also share their journey and personal experience in the field. They discuss the educational path chosen; the obstacles they overcame, the choices they made that benefitted them and much more. From their recent findings to their collaborations, they can freely discuss their work with the other students of the college. This helps the current batches learn from their alumni and allows them to contact them for any help. needed. It inspires the students to see their theoretical work being used practically by someone they can relate to. They find in the alumni their mentors whom they can approach for any educational and/or personal query. The portal is also up-to-date with all the activities of the college. All functions, events and activities are posted on the portal to give the alumni a platform to be aware of what's happening in the college. Through this, the alumni can voice their opinions and communicate their views to contribute towards the betterment of the college. By being constantly aware they are an active part of the college. Several guest lectures are organized where the alumni are invited to share their experience. This gives students a window of opportunity to learn from people in the working field. Those who are in fields that interest the students can be requested to help students with their projects. Many field visits are also organized to these industries hosted by the alumni. An alumni body is created to organize and regulate meetings.

File Description	Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs 4 Lakhs - 5 Lakhs 3 Lakhs - 4 Lakhs 1 Lakh - 3 Lakhs Response: <1 Lakh	
File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years Response: 0				
5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0
File Description	Document			
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document			
Report of the event	View Document			

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision: To be an institution which nurtures the students with competencies to become confident about their careers and contribute to the society.

Mission:

- To build capabilities of faculty for facilitating courses with innovative teaching methodology
- To enrich the programs with relevant and updated curriculum
- To progress by adopting the best practices adopt to the workforce needs as per emerging trends
- To provide Industry Interface for faculty and students to work on projects with end goal of real time knowledge

The confluent approach of the management, Principal and Faculty develops and implements the quality policy and plans in order to uphold the mission and vision of the college. The Governing Body of the college works in close collaboration with the Principal to regulate and maintain an amicable and scholastic environment required for this purpose. The Principal as the Head of the Institution along with the members of Teaching and Non-Teaching staff implement the decisions and policies of the management. The head of the Institution personally communicate with staff members to ensure they are not encountering any problem in regard to their work. The Teachers' Council and Academic Sub-Committee meet regularly to discuss and further implement important decisions regarding academic and co-curricular activities of the college. The institution strictly adheres to the Academic calendar to accomplish its objectives. The management encourages individual research work in the form of Faculty Development Programmes (FDP), Major and Minor Research Projects undertaken by the members of teaching staff. The teachers are also committed to keep free-flow communication with the parents through the meetings of Parent- teacher Association at regular intervals to discuss the overall progress of the students. Parents give constructive advice and are considered as valued stake holders of the college. Additionally, college collects feedback from final year students which are incorporated within the purview of the future plan of action of the institution. In order to alleviate the rigours of a demanding college curriculum, the students are encouraged to participate in co-curricular activities such as Seminars, Quiz, Debates, Inter-college competitions, Workshop, Annual college social, Annual college sports and Cultural programmes. Along with the present commitments, the college aims to continue its interaction with students even after they have formally left the institution through an active and vibrant Alumni association named Suraj Singh Memorial College Alumni Association (SSMCCA) consisting of former students as well as retired teachers. The alumni association envisions to inculcate the spirit of inquiry, creativity, environment consciousness, entrepreneurial, moral leadership and as well as a sense of social responsibility among its students through its motto 'campus to community'. The management specifically ensures the welfare of all the casual staff members through yearly salary increment, bonus during festivals and provision for leave when necessary. Seminars are also organized by the college for the enhancement of the skills and efficiency of its staff members.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The University practices decentralized and participative management approach in all its activities, initiatives and decision making by involving College staffs and faculty members at all levels. The various committees are in place to review the progress in various functions and accordingly take necessary timely action for ensuring excellence in respective areas. In accordance with the policy of decentralization adopted by the management, both teaching and nonteaching members are adequately represented in the Governing Body of the college and their opinions are sought in making and implementation of different policies. Apart from the Governing Body meetings, sub-committees meet on a regular basis and help to formulate and implement the strategic plans of the institution. The responsibilities are defined and communicated through face to face meetings with the non-teaching staff members of the college as well as by notifications. The accounts, routine, sports, examination, cultural activities, NSS, library etc are handed by teachers who are in charge of these departments. They have their own advisory body to counsel them regarding various programs and decisions. They are also provided with required financial support. For example, the NSS advisory board decided to hold the special camp in the month of December in an adjacent village of the college called Mishirgonda. Here it was decided to carry out plantation, cleanliness, literacy drive. For the week long cam of NSS, the volunteers categorically carried out all the proposed programs under the guidance of Dr. Renu Kumari, NSS Corordinator, Unit-I and Dr. Priya Ranjan Laha, NSS Coordinator, Unit-II, NSS program officer. The final session of the camp was attended by the NSS coordinator of the university.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

The development of the college is a constant ongoing process. At every step, the management strives to improve. This is made possible with the help of perspective/strategic plans that chalk out the necessary actions to be taken to grow and develop. The first step towards any real progress is brainstorming ideas. All stake holders of the institution are involved in the process. Their inputs and suggestions are considered while developing the strategic plan. The tasks are divided based on their merit and the facilities to fulfill them into three major categories. These are formulated as lists under one year plans, five year plans and ten year plans. Each department has progress to make, which is why every department makes its suggestion to improve the quality of the college. Once the plans are approved by higher authority, every department is

instructed to work on their strategic plan to achieve their goal. Constant support from the corresponding departments is offered alongside.

Our plan is to get recognized as one of the best governed colleges of the university by carrying forward our values, vision and mission. We plan to make it a distinguished centre of kaithi Studies. Besides these some of the major development works likely to be taken up in the college are as follows:

- The work of construction of stadium in the college playground is pending at the level of the district administration.
- The college is seriously contemplating on Office Automation and E-library.
- There will be thrust on carrying out research projects/seminars/workshops/conferences in times to come.
- Students will be inspired to take up vocational courses.
- Fresh efforts will be made to restart the NCC unit.

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

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

Response:

The college has a clearly defined organizational hierarchy and structure to support decision making processes that are clear and consistent with its purposes and supports effective decision making. The organizational structure lends itself to sustaining institutional capacity and education effectiveness through involvement of stakeholders in various Committees/ Boards.

The college has a well planned structure of management. It has all the statutory committees that are mandatory for the college. There is a decentralized system of governance in which power is shared collectively. The organizational structure of the college is as follows:

- Principal
- Bursar
- Departmental Heads
- Teachers' Association
- Non-Teachers' Association
- Development Committee
- Planning Board
- Academic council
- Staff Council

- Purchase Committee
- NSS Advisory Board
- Sports Committee
- Examination Committee
- Vigilance Committee
- Anti ragging cell
- Anti sexual harassment cell
- Grievance redressal cell

Besides these, there are some others committees and cells that look after various other aspects of the college. Service rules, procedures, recruitment, promotional policies are framed by UGC and State Government. Grievance redressal mechanism is also prescribed by the State Government. These rules, procedures and mechanism strictly followed by the college. College development committee, library committee, internal complaint committee, Anti-ragging committee, committee under RTI and other statutory committees are formed and they are functional.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: E. Any 1 of the above

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

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

implementation of their resolutions**Response:**

The college has various Authorities/ Bodies/ Committees at various levels for effective functioning of the college and decision making as stated in the key indicator 6.2.2. All the Authorities/ Bodies/ Committees regularly meet to consider the various agenda points and issues and discuss their resolution. The minutes of the meeting of all the meetings are maintained at the office of the appropriate department/ office. The minutes of the various committees serves the guidelines for administration. The committees that have been formed to assist, suggest and monitor the college authority meet on different occasion and give helpful inputs and guidelines for the proper management of college.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

An institution is only as good as its staff. The institution understands this and appreciates the efforts of its staff. It recognizes their hard work and acknowledges their needs and requirements. As a result the institution has a very strong welfare policy for its teaching and non-teaching staff. Performance of each member of the faculty as well as the non-teaching staff is evaluated by the institution. Increments are given to the top per-formers on the basis of the appraisal system of the college. Performance appraisal starts with tracking of individual accomplishments in terms of self rating for all parameters like attendance, results, paper presentations, publications, conferences, workshops, seminars attended, certifications and awards received. Further ratings are given by the HOD's followed by the Principal of our college.

Following welfare schemes are available for teaching and nonteaching staff:

All of them get medical allowance with their salary. They also get house allowance. They contribute to PF, group allowance and welfare fund. They are allowed to take loan from their PF as per their need and available balance. The non teachers of 4th grade also get livery, shoes, umbrella and torch on various occasions. Beside there is a teachers' union and non teachers' union to look into their matter of their welfare, salary, promotion and other issues.

File Description	Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 12.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	6	5	4

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

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

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 7.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	5	3

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

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

Response:

The institution respects and acknowledges the contribution of all its members. It also rewards them duly. Any employee of the institution is evaluated in two broad categories. These two categories are functional and behavioral. Under the first category, an employee is scrutinized based on their teaching skills. They are given ratings based on their effectiveness in delivering the task that they are employed for. They are also examined for their enhancing personality. This enhancement improves their quality of work and proves beneficial for the college. The overall capability of an employee to do their job effectively while also enriching the academic experience of the students is examined and rated. The second category consists of an employee's behavior. Under this category, an employee's demeanor is evaluated. Their behavior is monitored and examined duly. An employee's punctuality, grooming, language, obedience and dedication are among many other parameters under which they are evaluated. There are three stages of rating that are taken into consideration. The first one is a self- rating done by the employee himself/herself. They are to rate themselves based on a self- evaluation in the above given categories. In the functional category they turn in a rating whereas in the behavioral category they submit a description. This is then given to the head of their department or the reporting officer who conducts his/her own evaluation and either accepts or rejects an employee's self- evaluation report. This is the most crucial stage as the heads of the department or the reporting officer made in charge know the employees individually and are most aware of their performance. Once the second stage is passed and the heads have submitted their own ratings, the report goes to higher authorities. They too conduct their own evaluation of the employee. An average of all three ratings is then calculated and made into a single component. This is called the institutional rating. The institutional rating is the deciding factor of an employee's appraisal. Along with this, an employee's contribution towards the institution is also taken into consideration. For example, their initiatives to certain clubs or activities that are not specifically restricted to their departments are noticed and duly credited. This adds to their report and provides some weightage. After taking into account all above mentioned criteria, a finally report is drafted in response to the proposal submitted by the employee. This report, if positive finally leads to an increment which can be claimed by the employee. In case an employee is not satisfied with the decision of the institution he/she has the right to raise grievances which will also be duly addressed and acted upon. The principal has also the responsibility to send confidential report regarding the performance and character of the employees concerned; moreover, during the updation of service book of the employees their career achievements are recorded.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

All account books are maintained by the accountants as per the admissions and fee regulatory committee of the state. Internal accountants verify the books every day. Entries done by one accountant are verified by the other accountant. Errors found are analyzed and fixed instantly. Any doubts or concerns raised are recorded and that is clarified once in a week by the internal auditor who is nominated by the institution. External auditor verifies all the account books once a year and provides inputs to incorporate the required changes as per the statutory requirements. In every financial year the college conducts internal audit through departmental staff as well as external audit by the statutory Auditors. The internal financial accounting would be completed before 10th of every month considering all the previous month transactions. After completion of the monthly accounts the same accounts would be audited by the internal auditors appointed by the management. While verifying entries, if any mistakes/ short comings identified/noticed the same could be rectified in the same month by the concerned departments. After rectifications if any, the report would be submitted by internal auditors to the Governing Body for approval. The external statutory auditors shall visit the college office twice in a year for vouching audit and submitting the final audit report. After completion, the final statutory audit report shall be submitted to the Governing body for approval in the month of June every year. After approval, the financial accounts, documents could be used for all statutory purposes.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

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

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

Response:

As a part of Outcome Based Education system, this institution has given utmost importance for the generation and utilization of funds to meet the objectives of the institution. The institutional strategy to generate funds is primarily based on Quality enhancement strategy. This strategy is essential in teaching learning and scientific-work environment. By quality enhancement, the scope for increasing consultancy widens which leads to generation of more funds. By providing quality enhancement, a better fee structure can be claimed by the college that can be sanctioned by the government. This also leads to improved funding. Hence, quality enhancement of the institution is nurtured to generate funds from different sources. The college generates resources at internal level from the fees received from the students. Besides this at times funds are also available by the state government for repairing and renovation work in the college. For salary and other development component fund is received from the government and the UGC. The college has an elaborate mechanism for the maintenance and utilization of the funds. The college has different accounts to keep money received from different sources. We have university account/PF account, UGC Account and Scholarship Account. All these accounts are maintained and updated annually. Contingent expenses are met by using petty cash. All development works are carried out as per accounts rules. On the utilization front the bottlenecks are being cleared gradually.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes****Response:**

The college has constituted IQAC in the year 2013, the IQAC has identified certain areas for enhancement of academic standards and improving the academic culture of the institution. The IQAC made following significant contribution in last 5 years.

1. Academic Planning and Monitoring Committee
2. Preparation of Workshops and Seminar
3. Review of Academic Performance
4. Training Program
5. Preparation Feedback Forms
6. Green Campus

7. Campus Administration

IQAC plays a pivotal role in process of quality implementation in the college. It suggests different quality enhancement tactics to the faculty members and the University from time to time. Many best practices has been institutionalized by the IQAC initiatives.

The IQAC also decided to make the campus green and clean. It suggested that the NSS unit of the college may be effectively utilized for the purpose. the services of the MSs volunteers were utilized for keeping our campus green and clean. The college at the initiative of the IQAC took up to implement two best practices. First it decided to make the campus ragging free. It was realized that the college has more students belonging to the poor and deprived sections of the society. A large number of students belong to the EBC and Dalit community. Even among the students of the General category the number of students coming from poor background is very high. In such a scenario the probability of harassment of the students in the name of ragging was expected to be high. So the IQAC decided to suggest effective measures in order to make the campus entirely free from ragging. The anti ragging cell of the college was asked to be very alert and ignore complains of ragging.

One of the main objectives. of the college is to give quality education to rural and economically and socially disadvantaged students. The management, thus has been giving fee concession to students every year. In addition to this, the college has made provisions for students to pay fees in easy installments and upon request extends the last day for payment of fees for many students. Often, principal waves off small of fees of many economically poor students.

File Description	Document
Link for Additional Information	View Document

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

Response:

The following innovative processes adopted by the institution in Teaching and Learning:

1. Promoting the usage of ICT.
2. Mapping course outcomes / instructional objectives and program educational objectives
3. Arranging training on pedagogy and assessing its impact on teaching-learning.
4. Arranging training on latest technologies.
5. Conducting FDP programs on emerging technologies.
6. Course coordinators for a section are nominated.

His/her responsibilities include Monitoring the teaching-learning process of each subject in that Semester Monitoring the schedules Helping the teacher of a subject on delivery methods after consulting Internal/external experts in that subject. The IQAC suggested the Principal to take all necessary measures to ensure the delivery of quality education to the students of our college. The teachers were asked to explain well the course outcomes and programme outcomes to the students and readjust their teaching method accordingly. They were asked to inculcate among the students the habit of self study and critical thinking. The staff council regularly reviews the teaching -learning process and suggests desired changes. The teachers were asked to engage the students in tutorial classes and make them prepare examination notes on their own. They were also asked to encourage students to make a resume of the teaching in each class. The teachers were asked to assess the learning outcomes of the students in their class. Since the setting up of the IQAC, the college has started the review of the teaching -learning process in

the college on a regular basis and to give necessary suggestions to the Principal regarding the strategy of academic improvement. It helps fill AISHE data regularly that takes stock of the overall infrastructure, teaching -learning facilities, students' progression etc.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

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

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

Response:

The college follows a strict Outcome Based Education (OBE). Departmental committees as a result of their rigorous assessment evaluate each student's performance and advise teaching plans based on their ability for effective teaching and learning process to ensure better results. Attention to each student and his/her needs is given by the teachers and mentors. SSG (Student Self Governance) This practice aims at developing and appointing a team of students on positions equivalent to the actual governing body of the institute which helps them understand the various challenges faced to run an institution on the given day.

This can help the students understand the limitations and respect various college practices. The team can help students determine the various administrative nuances. It also helps them estimate the various roles and responsibilities of the college administration. Self-governance means that students have significant freedom to develop their talents and make decisions that are necessary for the campus life. With this freedom, students will be able to have a goal of high expectations and responsibilities. Students are expected to hold themselves in high esteems inside and outside the classroom. They engage themselves ethically in their local, national and international communities. Preparing students for global citizenship relies on the high expectations and levels of responsibility that come from student self-governance, a combination that makes the UVA undergraduate experience unique. Within the framework of student self-governance, students have the latitude to be creative, assume ownership, develop leadership, take risks, and learn from their mistakes. At the same time, the college provides the required support and guidance.

A regular update in AISHE also helped in tracking stock of the affairs in the college. On the initiative of IQAC there has been significant improvement in college functions. After a long gap the college again published its prospectus and college magazine was once again started to published. Since setting up of IQAC there has been gradually improvements in the quality of teaching and learning in college.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

1. Safety and Security – Precautions have been taken during transport, in the campus, canteen, library, sports area to monitor the movement of students and ensure safety of the students. Closed circuit cameras are installed at various points to record the activities of the people moving in the campus. 2. Counselling – Women protection cell carries out regular counseling to the female students in groups and at individual level. Special counseling facility is also provided from Career Development Centre (CDC). This is initiated by recommendation of any of the faculty, friends of students or by self request. 3. Common Room – Dedicated Common Room for female students with resting facilities have been created. Specific cleaning schedule is given to the housekeeping people and followed meticulously.

The college is highly sensitive to the question of gender equity. As the college is located in a rural area girl students from poor and rural background get admitted here in a large number. Among them the number of girls belonging to the deprived class is high. Moreover guardians who cannot afford to send their wards to distant colleges for education prefer to send their girl wards to the local college. Therefore the number of girl students in our college in proportion to the boys is fairly high. The college administration is very sensitive to the safety, security and well being of these students. There has not been any report of sexual harassment of girls in the college during the last five years. Minor misunderstandings between boys and

girls have been very amicably dealt with and both boys and girls study in the college in an amicable ambience rather than in hostility. There is an anti -sexual harassment cell in the college. There is a lady peon to take care of their personal complications. Moreover a local lady doctor is also kept in touch for their personal counseling. There is a well equipped common- room for them with indoor games facility.

7.1.3 Alternate Energy initiatives such as:

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

Response: 20

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

Response: 2

7.1.3.2 Total annual power requirement (in KWH)

Response: 10

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 25

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

Response: 2

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 8

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

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid Waste Management: The institution takes all measures required to ensure that the campus is free of plastic items and other wastes that harm the environment. All departments and classrooms are provided with dustbins for dry wastage which are emptied every evening. Segregation of waste from the dustbins is done in other strategic locations, thus maintaining the Campus and keeping it clean and green.

Liquid Waste Management: Drinking water facility is arranged in every building of the campus. Wastage of drinking water is restricted through proper monitoring. Waste water is properly drained out to maintain the greenery in the campus as well as providing ecologically aesthetic environment Proper drainage system is arranged for all the buildings of the campus

E-Waste Management: The condemned batteries and damaged computers are disposed through outside agencies. The low configured computers are donated to nearest schools Other E-waste materials are properly disposed Awareness programmes are initiated on E-waste management.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

Rain Water Harvesting structures and utilisation in the campus The institute has rainwater harvesting facility with rain water storage tanks around the building. This system renews the bore wells not only of the institution but in the surrounded area too. Drain pits are used to sink the water and recharge the groundwater table. The huge volume of rainwater from the roof is collected. This water is partially used for gardening and the remaining water is used for ground water level improvement and for improving the water level in the wells. The college emphasizes on the significance of water conservation and explains to all the students the importance of preserving and saving it. Students are encouraged to use water wisely and only when necessary. They also act immediately upon witnessing any wastage and take necessary action to stop it. One of the ways of preserving water in the college is rain water harvesting.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**

- b) **Public Transport**
- c) **Pedestrian friendly roads**
 - **Plastic-free campus**
 - **Paperless office**
 - **Green landscaping with trees and plants**

Response:

Local students come on foot since the distance is manageable. Students from neighborhood area use

public transport facilities Academic and administrative staff makes use of public transport facilities. The college campus is declared as plastic free campus and students and staff are prohibited from using plastic bags on the campus. Green practices: as most students of our college belong to the local area and to a poor economic

background, they come to the college either on foot or on bicycle. The government of Jharkhand has provided all the girl students bicycles at High School level. These are used by them to come to the college as well. Therefore they do not need a bike or a four wheeler for coming to the college. Some staff and some guardians use bikes, though their number is almost negligible. We try to manage by the minimum use of plastic, even though the target of going plastic free is yet to be achieved. However we do not miss any opportunity to manage by alternative means as much as possible. The institution has organised various activities like "No Vehicle Day" to develop a conscious approach toward environment and ecological protection. Some of the initiatives of promoting the culture:

- Observation of various activities encouraging student to use public transport system.
- Tree plantation Participations of student in social forest activities
- Developing appropriate disposal of plastic waste Lectures on importance of green campus
- Organizing rally on ecological protection
- Organizing poster competition on environmental protection

File Description	Document
Link for Additional Information	View Document

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

Response: 1.18

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.50	0.50	0.50	0.50	0.50

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

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

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

Response: 14

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	3	2

7.1.12

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: No

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Independence Day and Republic Day are celebrated every year without compromise. Guests related to Indian army, navy and air force are invited to tell the stories of patriotism and adventures by great heroes for the nation. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.

The college regularly organizes the Birth Anniversary and Death Anniversary of great personalities like Gandhi Ji, Ramdhari Singh Dinkar, Goswamy Tulsidas, Lord Buddha and Swami Vivekananda. The college also celebrates the birth anniversary of the following :

- Birsa Munda Jayanti, June 30th
- Mahatma Gandhi, October 2nd
- Jawaharlal Nehru, November 14th
- Babasaheb Ambedkar, April 14th
- Subhash Chandra Bose, January 23rd
- Lal Bahadur Shastri, October 2nd
- Rajendra Prasad, December 3rd

The NSS unit of the college is actively engaged in the organization of these programmes. Death anniversaries of great persons of national importance are marked by paying homage and recalling their contribution to the nation.

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

Response:

The institution believes in high moral values and strong ethics. Through its teaching and functioning it strives to inculcate these values in its students and faculty as well. Through courses on human values, the college emphasises on the need for every student to be compassionate and considerate. This helps the students attain a holistic development. Through its practices, the college emanates strong ethical values. Fee structures are open and transparent. They are available in detail to all students and parents. Salaries of all employees are deposited in bank accounts to maintain clarity. All departmental budgets are proposed by concerned authorities and reviewed fairly without any bias. Students are involved in decision making to use their input. They are also fairly informed about all changes concerning them. Their attendance and marks are provided to them with a provision of rectifying any justified mistake that they appeal for. All information is updated on the automation system to make it completely transparent. Through these

practices, the institution has been able to communicate freely and openly with all its stakeholders without any malice. Transparency is maintained by the college all the time to maintain the institution's core values. The Bursar and the members of the purchase committee take care of the correctness of the procedures. Every proposal of development is approved by the development committee. The DPR of these development projects are approved by the Ranchi University, Ranchi. Even in case of small expenses, there is a very transparent mechanism. Every single income and expenditure is recorded and audited.

7.2 Best Practices

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

Response:

BEST PRACTICE:1

TITLE: MORAL AND ETHICAL EDUCATION

GOAL: Creating scense of ethics and probity among the stakeholders.

THE CONTEXT: The contemporary society is facing acute challange in the field of morality and value based life. In this context, the institution is imparting moral education over its pupils, so that the could practice ethics and probity and also function as the preserver of the society.

THE PRACTICE: Regular lectures are conducted on the subject to introduce the students to value based living and practices.

THE EVIDENCE OF SUCCESS: Students receiving moral education are coming out from the institution and acting as social activists in the society for the endourcement of morality. Moreover, no imoral incedent takes place in the campus challanging ethics and probity.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED: Occassionally outsiders enter into the campus after comflouging the security guards and create bit of problem in the campus. But, such incedent are handled effectively by a discipline committee of the college and the college administration.

BEST PRACTICE :2

Best Practices: 2

Title: No Vehicle Day

The goal: Preserving the environment and keeping the campus pollution free is the prime objective of this purpose. Moreover, conservation fuel and energy is also an added objective of the practice.

CONTEXT: Environment of the world is under constant jeopardy affecting the health and the well being of the people. In this context, by maintaining this practice the institution mix its own bit of contribution for protecting and preserving the environment.

Exercise: Second and fourth Saturday of every month is observed as NO VEHICLE DAY. Members of staffs and the members of non-teaching staffs do not use personal automobiles to commute to the college. Most of them use Bicycle or public transport for the same purpose. The system is also followed by the students.

Proof of success: Campus of the College is deprived of vehicles on these two days every month. Interestingly the number of bicycles increases significantly on these days.

The problems : Some times the outsider and the visitors who are not aware of the practice of this college come on their own vehicles and also insist upon parking them in the campus. But, they are advised by the college administration to cooperate with the institution and make their own contribution in the maintenance of this noble cause.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

Through rigorous planning and management, the institution focuses at delivering to the best of its abilities the vision of the college. It has been a matter of utmost importance to provide the best education possible to students who deserve it. Through several institutional practices, our college tries to make this journey as easy as possible for everyone. One of the most important steps taken at the institution was the establishment of the Entrepreneurship Development Centre (EDC) in the campus. The construction of this centre was a step taken by the college to prepare the students for their future journey as entrepreneurs. With a distinctive vision of providing a path for young minds to follow and develop their skills, the Entrepreneurship Development Centre (EDC) is one of its kind. Allowing them to pursue their dreams along with a sense of direction, the EDC helps those with a view to shape the global economy. It facilitates the ideas and recommendations of today's youth and allows them to transform these ideas into upcoming ventures by providing them the necessary resources to execute their well-thought out plans in the future. It aims at assisting the students to implement their ideas without apprehensions.

The following objectives were set for EDC Create awareness on Entrepreneurship among the students through training programs and campus events

- To identify and motivate budding entrepreneurs
- To facilitate budding entrepreneurs by providing information on entrepreneurial opportunities
- To create data base and networking to help entrepreneurs

- To assist entrepreneurs in product development The following functions are carried out by the EDC :
 - To organize Entrepreneurship Awareness Camps, Entrepreneurship Development Programs and Faculty Development Programs in the region for the benefit of S&T persons.
 - To organize guest lectures, TV & Radio talks, Seminars and more for promotion and growth of S & T based entrepreneurship.
 - To arrange visits to industries
 - To extend necessary guidance and escort services to the trainees in obtaining approval and execution of their projects.

The college aims at creating a breeding ground for the students to grow and achieve success. The EDC is a step towards facilitating the students with the necessary exposure, knowledge and experience required to gain success. It allows the students to witness the working of the real world and develop their skills. With entrepreneurship skills, the student becomes more confident, determined and focused about his/her future. The student's welfare is the most utmost and urgent task of the management. Through the establishment of the EDC the college practices its vision as it enables the students to become confident and contribute significantly to the world. The EDC is managed with high priority and is given high importance by all. The dedication and determination of the management to promote growth in the sphere of entrepreneurship allows the EDC to function to its fullest and discharge its duties effectively preparing the students of our college for their future.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

The college has going to start three PG courses in Hindi, History, Political Science and Commerce along with one Vocational Course Business Administration and one traditional Honours course in Sociology at UG level from the session 2018-19.

Concluding Remarks :

Thus the Suraj Singh Memorial College was established in the seventh decade of the previous century with some assertive mission by the education conscious people of the city. Its mission clearly defines its purposes within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its Governing body, and are utilized to develop and shape its programs and practices to evaluate its effectiveness.

The college exists to educate, train and serve the diverse population through accessible, affordable and rigorous learning experiences. In future, the college vows to emerge as an epitome of learning and education by creating a culture for success vide transforming its processes, procedures and practices to support success of its pupils.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>7</td> <td>7</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the proof provided ONLY 2 faculty are members of BOS from SSM College. Hence numbers have been changed</p>	2017-18	2016-17	2015-16	2014-15	2013-14	9	7	7	3	3	2017-18	2016-17	2015-16	2014-15	2013-14	2	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
9	7	7	3	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	0	0	0	0																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 3</p> <p>Answer after DVV Verification: 0</p> <p>Remark : Proof provided is not relevant. Circular does not have a date. and no other supporting document is provided. Hence changed the numbers.</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 1290</p> <p>Answer after DVV Verification: 337</p> <p>Remark : HEI has provided ONLY numbers in the letter head. No other documentation has been shared. As per HEI, only 337 Students to be counted for this metric.</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : B.Any 3 of the above</p> <p>Answer After DVV Verification: E.None of the above</p>																				

Remark : Empty feedback forms cannot be accepted hence editing the option.

1.4.2 Feedback processes of the institution may be classified as follows:

 Answer before DVV Verification : C. Feedback collected and analysed
 Answer After DVV Verification: E. Feedback not collected
 Remark : There is no proper proof provided by the HEI to support the claim hence changing the option.

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 7

Answer after DVV Verification: 0

Remark : No proof attached hence the numbers has been reduced.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	9	8	7	11

Answer After DVV Verification :

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

Remark : There is no proof attached to support the claim.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	7	7	6

Answer After DVV Verification :

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

Remark : There is no proof attached to support the claim. Hence reducing the numbers.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.80	2.80	1.50	3.25	1.20

Answer After DVV Verification :

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

Remark : Grands from UGC cannot be accepted under this metric. Hence reducing it to 0.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	1	1

Answer After DVV Verification :

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

Remark : There is no circular or photographs or brochures attached as proof to support the claim hence reducing it to zero.

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : As per the clarification the HEI input has been edited.

3.3.3	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.3.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>5</td> <td>6</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	7	5	6	4	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	7	5	6	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1014 1046 1149"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>5</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1227 1046 1361"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : E-copies of the certificates are not attached without which this metric cannot be accepted. Hence reducing the numbers.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	4	1	5	3	2	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	1	5	3	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	1	1																	
3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1758 1046 1892"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>47</td> <td>61</td> <td>49</td> <td>37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1971 1046 2083"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	64	47	61	49	37	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
64	47	61	49	37																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

6	0	0	0	0
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Remark : The E-Copies of the Linkages are not provided. Changing the numbers as per the clarification by HEI

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

Remark : As per the proof provided.

4.2.3 Does the institution have the following:

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

Answer before DVV Verification : A. Any 4 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : The HEI has not provided the landing pages or other relevant documents to support the claim. Hence editing the option.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : No documents has been attached, hence editing.

4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 70 Answer after DVV Verification: 0</p> <p>Remark : The Log book entries for the asked dates has not been provided, hence reducing the number to 0.</p>																				
4.3.3	<p>Available bandwidth of internet connection in the Institution (Lease line)</p> <p>Answer before DVV Verification : >=50 MBPS Answer After DVV Verification: 5-20 MBPS Remark : There is no proof attached. Hence changing the option.</p>																				
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 987 1046 1122"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>823</td> <td>714</td> <td>304</td> <td>292</td> <td>142</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1200 1046 1335"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>200</td> <td>200</td> <td>100</td> </tr> </tbody> </table> <p>Remark : The given link do not work hence changing the number. The HEI has not attached any grant letters to support the claim, hence this metric cannot be accepted. Hence changing the option.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	823	714	304	292	142	2017-18	2016-17	2015-16	2014-15	2013-14	200	200	200	200	100
2017-18	2016-17	2015-16	2014-15	2013-14																	
823	714	304	292	142																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
200	200	200	200	100																	
5.1.2	<p>Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years</p> <p>5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1733 1046 1868"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>219</td> <td>195</td> <td>312</td> <td>188</td> <td>198</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1946 1046 2080"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	219	195	312	188	198	2017-18	2016-17	2015-16	2014-15	2013-14	100	100	100	100	100
2017-18	2016-17	2015-16	2014-15	2013-14																	
219	195	312	188	198																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
100	100	100	100	100																	

Remark : The HEI has not attached any grant letters to support the claim, hence this metric cannot be accepted. Hence changing the option.

5.1.3 Number of capability enhancement and development schemes –

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

Answer before DVV Verification : B. Any 6 of the above

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

Remark : There is no photographs and circulars provided. There is no related proofs in the college website as well hence changing the option.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
30	25	55	52	20

Answer After DVV Verification :

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

Remark : HEI has provided ONLY NSS related certificates which cannot be considered for this metric.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	4	2	4

Answer After DVV Verification :

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

Remark : As HEI has not provided any proof. Changing the numbers.

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

Answer before DVV Verification : ? 5 Lakhs

Answer After DVV Verification: <1 Lakh

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	2	1	1

Answer After DVV Verification :

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

Remark : No proof is attached. No photos are provided. No information on website as well.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All 5 of the above

Answer After DVV Verification: E. Any 1 of the above

Remark : As per the HEI Response, changed the option

6.3.3	<p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 521"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 734"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Only 1 program is conducted each year.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	4	2	3	2	2	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	2	3	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	1	1																	
6.4.2	<p>Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1225"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1.8</td> <td>1.2</td> <td>.89</td> <td>.50</td> <td>.52</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1305 1046 1438"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per HEI clarification.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1.8	1.2	.89	.50	.52	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
1.8	1.2	.89	.50	.52																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1758 1046 1890"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> <td>4</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1971 1046 2103"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	6	4	4	3	4	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	4	4	3	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

0	0	0	0	0
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Remark : No documents have been attached to support the claim.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	4	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

Remark : As per HEI response.

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	5	5	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

Remark : No Proof during response, hence reducing the numbers.

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

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

Answer before DVV Verification:

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

5	4	4	5	4
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

Remark : There is no proof relevant to this metric hence reducing the numbers

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations