



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GURU NANAK COLLEGE, DHANBAD

GURU NANAK COLLEGE BHUDA DHANBAD

826001

www.gncollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The present Self Study Report is the sum-total of the activities carried out by the College during the last five years, i.e. since March 2015.

The NAAC Certificate and the Peer Team Report of the first cycle of assessment and accreditation was received in the College by the middle of March 2015. That was a moment of reckoning. The Peer Team Report was put to discussion among all stakeholders of the College – the teachers, the staff, the student representatives, the prominent alumni and the Management. Finally it was discussed in detail in the forum of IQAC and finally in the meeting of the Governing Council of the College. It was unanimously decided that the College must work in accordance with a plan, and execute that plan with focused attention. The Perspective Plan was prepared by the end of May 2015 known as “Vision 2025 Document”. This document tried to visualise the growth of the institution – both infrastructural and academic, in the next ten years.

The institution has tried to work in accordance with the Perspective Plan with sincerity and seriousness. It is a subject of evaluation how much the College has succeeded in its efforts. The present Self Study Report is a true account of every detail, which the institution has pursued and achieved since May 2015.

Vision

Pursuit of excellence by imparting teaching and training to the young in accordance with the motto derived from the teachings of Guru Nanak "Fearing None and Frightening None", so that they will become responsible and responsive citizens and will contribute in making the society and the country a better place to live in.

Mission

- The College aims at catering to the academic needs of the students with priority to those belonging to economically and socially weak families and with a stress on women's education.
- The College aims at developing the personality of the individuals so as to groom them into worthy citizens with an in-depth faith in oneness of God and Universal Brotherhood.
- The College aims at providing such teaching and tools to the students, by way of introducing Vocational Courses, as may help them develop their entrepreneurial skills and become employment friendly.
- The College aims at sensitizing the students on socio-economic issues with emphasis on gender and human rights as well as on environmental issues through extension activities and also by introducing the students to various co-curricular activities such as sports and games, cultural activities and youth festival, literary activities, seminar etc. so that they can become liberal thinkers with democratic ideals.
- The College aims at making use of ICT aided teaching so that the students can be given exposure to the latest advancement in technology.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Empowering poor, Muslim, SC/ST girls.
- Adequate and separate building for Vocational Courses.
- Emphasis on value oriented teaching.
- Active promotion of students' creative skill.
- Ragging-free Campus.
- Parents'-Teachers' Meet for honest feedback.
- ICT enabled classes.
- Soft-skill training given to students.
- Toppers and achievers felicitated and rewarded on 26th January.
- Minimum percentage of dropout.

Institutional Weakness

- No Research Resource Centre
- Not having sufficient land for hostel facilities for students, for staff quarters and for playfields.
- Not having statutory freedom and authority to create more number of faculty positions.

Institutional Opportunity

- Mobilisation of resources from National level agencies.
- Introduction of employment generating new courses.
- More number of skill development add-on courses.
- Running a full-fledged course in Art and Culture.

Institutional Challenge

- Running two distantly located campuses.
- Motivating students for job-friendly / skill development courses.
- Creating research attitude among students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ours is an affiliated College, which has no role in the curriculum design and development. But delivery of the curriculum designed by the University is of paramount importance, for which (a) proper planning and (b) effective implementation would be necessary. The College has got a system of planning with involvement of all teachers. The Staff Council meetings work as the most important platform for such deliberations. All the regulations and the content of the curriculum are discussed in these meetings. For example, in 2015, when the semester system with CBCS was implemented by the University, these Staff Council meetings were held in several sessions. The planning of curriculum delivery was done meticulously, and all the members of the faculty were motivated to implement the curriculum with precision.

For curriculum enrichment the College has successfully conducted quite a few workshops, five Seminars and eleven lectures delivered by distinguished scholars and resource persons. All this has helped the institution effect curriculum enrichment. Besides, the add-on courses run by the College, i.e. (1) Communicative English, (2) Spoken Tutorial Programme in collaboration with IIT-Bombay and (3) Creativity have contributed in enriching the curriculum delivery.

PTMs have been organized regularly and department wise, and more than a thousand parents respond to the call of the College. Their feedback is collected and is analyzed by a committee of teachers. The report is discussed in the meeting of the IQAC and finally in the meeting of the Governing Council. Changes as suggested by parents are studied carefully, and implemented as far as are practicable.

Recently, during the corona times, two sets of SSS Questionnaire have been sent online to the students and their response (more than 50% of the students) has been studied in detail. Another set of SSS Questionnaire is to be sent online to all the students of the College on 15th October. The analysis committee of the teachers has not met to discuss their responses, and to suggest corrective measures so far. The committee will soon have a meeting in November, and will file its report of analysis.

Teaching-learning and Evaluation

The College has got a transparent system of admission. The institution tries to cater to student diversity sincerely. A large number of students are from SC/ST/OBC categories, about 30% from the minority community; and more than 50% being girls. For the last two years admission is done through the Chancellor Portal. The list of the applicants for our College is sent by the University. But the merit list is prepared by the College. This has ensured transparency in the system.

Apart from the conventional lecture system, more than 50% of the classes are converted into interactive ones. Generally four to five seminar classes are engaged during each semester in every subject. The students prepare their papers and present them in the class. Other students respond during the question answer session. The teachers deliver their summing up notes. These classes are important also because it becomes easier for the teacher to identify the advanced learners from the slow learners, as also the average students. Most of these classes are technology aided.

The surprise tests and the internal examination also help. The answer books are evaluated carefully, and shown to the students with remarks of the teacher.

During the last five years, the IQAC has tried to monitor various faculty development programmes. Five National Seminars on cross-cutting issues, eleven lectures under Guru Nanak Dev Lecture Series and several workshops have been organized between 2015 and 2019.

Many teachers of the College have got registered or are in the process of getting registered for PhD programme. Some of the teachers of the College are research guides for doctoral programmes as well.

Two of our teachers have gone for the Refresher Course in the Academic Staff College (Human Resource Development Centre of Ranchi University) and one teacher has attended an Orientation Course from IIT-ISM Dhanbad during the last five years.

Evaluation of the performance of teachers has been introduced. The Self Appraisal Report submitted by the

teachers are analysed, authenticated and approved by the authorities. The CCR is prepared, and put on record.

Research, Innovations and Extension

The College does not have a Research Resource Centre. But during the last five years, research culture has been tried to be promoted. Some of the teachers have gone for Refresher courses and Orientation Course. Many of the teachers have taken up research projects for award of Doctoral Degree. Some senior teachers are engaged in guiding research leading to award of PhD. The College sanctions study leaves liberally for research work, as also for attending seminars and other academic activities. Five National Seminars have been organized. Two Seminar Volumes have been edited and published. The College Library has got INFLIBNET, which is a help for the researchers.

A number of extension activities are encouraged and carried out by a very active NSS and NCC. Issues such as gender disparities and social inequity form the major part of NSS activities. Camps are organized, and people are sensitized towards the above community issues. The NSS volunteers act as the ambassadors of the socio-academic activities of the College. The NCC plays a vital role in providing the concept of "Service before self" among students. Our NCC cadets offered their service to the District Administration during elections and other important work. The Department of Creativity supports the activities of NSS and NCC by training the volunteers and the cadets with programmes like nukkad plays and patriotic songs and dances for creating awareness among people.

The BCA students of the College have internship as a course component. The College regularly sends these students to organizations like CIMFR, BCCL, BSNL, MSME Kolkata, BridgeTech Info Systems for internship. Also the College has been made FOSS centre by the IIT Bombay for promoting Spoken Tutorial Programme.

Infrastructure and Learning Resources

During the last five years, the College has tried to augment its infrastructure. A number of classrooms, computer laboratory, seminar room, girls' common room, meeting room have been added in the Academic Block of the Bhuda Campus. Also an auditorium with modern facilities has been developed so as to make it possible to carry out many of the academic and extension activities.

The College has created enough infrastructure to support shifting of most of academic and extension activities to the Bhuda Campus.

Besides, the College has created a Gymnasium in the Women's Wing Campus with modern facilities where some twenty people can train themselves easily.

The College library has received serious attention of the authorities. The library holdings in terms of books and journals have been increased considerably. The functioning of the library has undergone a serious change. Automation, using the ILMS, use of e-journals and books and providing remote access to the teachers and students has been tried and achieved. The College has subscribed to INFLIBNET under the UGC scheme.

The College has set up three computer laboratories - two of thirty systems each and the third having twenty systems. The first two laboratories having sixty systems are situated in the Department of Vocational Studies, whereas the third one has been developed in the Bhuda Campus. Recently, video conferencing facility has been

created for conducting virtual learning. There are four rooms which have ICT infrastructure so as to make it possible for the teachers to engage their seminar classes.

It is the policy and practice of the College authorities that no part of the infrastructure be allowed to suffer neglect. Periodically, things are reviewed and adequate care is taken so that the entire infrastructure including furniture fixture receives maintenance and attention. Efforts are made to keep the campus clean and green.

Student Support and Progression

As for Students' Support System, the College has got a Training and Placement Cell. The teachers try to identify the slow learners and ensure that they receive proper attention. Special classes are provided to such students. The Training and Placement Cell of tries to organize Career Counseling sessions by inviting experts from outside; as also providing expert lectures in the form of career guidance. Some students have been placed in various corporate houses.

Several students are helped financially in the form of providing freeships. All the girls admitted to the College are given freeships. Twelve and a half percent of the boys are given freeships and all the students from the minority community, SC/ST categories get scholarships from the Government of Jharkhand.

As for student progression, majority of the students graduate from the College and go for Post Graduate Studies and other courses. The teachers provide enough guidance to the students regarding opportunities available to them after graduating from the College.

The College has got adequate infrastructure to promote active participation of the students in social, cultural and leisure activities. Students are encouraged to attend classes of creativity for polishing their talent in cultural events. Also, they are given enough opportunities to participate in literary activities. The NSS and NCC offer adequate opportunity for developing various skills and competencies.

There is an active Alumni Association. The executive committee of the Association has regular meetings – a minimum of three in a year, whereas the Annual General Meeting of the Association is held once every year. They are great support to the College in the form that they provide necessary feedback. Two of the old students have been included in the IQAC. The process of registration of the College Alumni Association has been initiated quite some time ago and it is expected to be registered very shortly.

Governance, Leadership and Management

There is a properly defined institutional vision and leadership. Initiatives are taken by the leadership to have a participative decision making process, which is important in order to achieve the vision, mission, goals and objectives of the institution. Also, it helps build the organizational culture.

Ever since December 2012, IQAC has attained the status of being the nerve centre for strategy development and deployment. Most of the development strategies are initiated and discussed at length in the meetings of the IQAC, and finally recommended to the College Management for making provisions. The College leadership tries to ensure that the vision of the College is effectively pursued with quality initiatives.

The College Management and leadership try to promote faculty empowerment measures. The members of the

faculty are encouraged to plan organizing of big events such as National Seminars and one such Seminar has been organized every year since 2014. Similarly, Guru Nanak Dev Lecture Series has given opportunity to the faculty to interact with scholars and teachers of other institutions for getting them to deliver lectures. Teachers are encouraged to go for Refresher Courses, Orientation Courses, for attending seminars and workshops.

It is tried to manage the finance of the College in a transparent manner. Annual budget is prepared in March, finance is proposed for new projects as well as the routine expenses. Effort is made for resource mobilization, so that the new proposals could be carried out. All the thumb rules for maintenance of financial activities are carried out carefully. The College accounts are audited by a firm of chartered accountants every three months, and finally an annual audit report is submitted to the College Management before the end of June every year. The audit work is also carried out by the Department of Finance, State Government, every three to four years.

The internal quality assurance system is run in a participative style. Most of the teachers approach the IQAC for new initiatives. This participatory approach is quite evident from the functioning of the IQAC. The Cell is ever alert about maintenance of the quality assurance system.

Institutional Values and Best Practices

Guided by the thinking that every institution must have a social responsibility, this College has tried to evolve a culture through many extension activities and cultural events, which have given it a distinct personality.

The students of the College appear to be different in style and attitude only because there is more of interaction between the teacher and the taught not just in the classroom but quite often out of classroom. They are engaged in socially useful work through the NSS, NCC, Rotaract Club and the Department of Creativity. The students learn the lesson that it is not enough to earn a living but it is equally important to have meaningful interaction with the society they live in. The College tries to create an attitude, that it is the responsibility of every graduate to make this world a better place to live in.

Through several programmes, debates, discussions, quiz, one-act plays, dance and music; it is tried to address issues such as gender equity, environmental consciousness, inclusiveness and professional ethics. The students, being part of the organizing team of the above events are also prepared for organizational roles with the society. It is thought important to provide citizens with leadership qualities to the society.

Recently, the Golden Jubilee Year was celebrated with a documented plan. All kinds of activities were included for a whole year, beginning from February 2019 to February 2020. There were cultural events organized such as “Nostalgia” (A Music and Dance Evening), enactment of the play “Heer-Ranjha” and another music and dance programme “Epilogue to Nostalgia”. The students of the Department of Creativity were engaged one full year with the teachers making the events memorable. One two-day National Seminar was organized, and eight lectures under Guru Nanak Dev Lecture Series were delivered during the year. The College was host to the Inter-College Cricket Tournament and participated in many sporting activities. Some workshops were held sensitizing the students on issues such as energy conservation, rain-water harvesting. “Clean Campus and Green Campus” was the tagline given to the students during the year.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GURU NANAK COLLEGE, DHANBAD
Address	GURU NANAK COLLEGE BHUDA DHANBAD
City	DHANBAD
State	Jharkhand
Pin	826001
Website	www.gncollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Purnendu Shekhar	0326-2305070	9431122152	0326-3262305070	pshekhargnc@gmail.com
IQAC / CIQA coordinator	Ranjana Das	0326-2307745	9431188813	0326-3262307745	ranjanalaldas@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority certificate.pdf
If Yes, Specify minority status	
Religious	SIKH
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	01-01-1970			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Jharkhand	Binod Bihari Mahto Koyalanchal University Dhanbad	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	10-01-1990	View Document		
12B of UGC	10-01-1990	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?	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	GURU NANAK COLLEGE BHUDA DHANBAD	Urban	5.3	7000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Hons In Accountancy	36	Intermediate	English,Hindi	550	447
UG	BCA,Hons In Computer Science And Application	36	Intermediate	English,Hindi	60	29
UG	BA,Ba General In Hindi English Bengali Urdu History Economics Political Science And Psychology	36	Intermediate	English,Hindi	200	39
UG	BCom,Bcom General	36	Intermediate	English,Hindi	200	84
UG	BA,Hons In Economics English Hindi History Political Science Psychology Hons	36	Intermediate	English,Hindi	812	584

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				0				25			
Recruited	0	0	0	0	0	0	0	0	13	8	0	21
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	3	16	0	19
Yet to Recruit	0				0				5			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	21	2	0	23
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	6	6	0	12
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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	0	0	0	2	4	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	16	0	19

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate / Awareness	Male	233	0	0	0	233
	Female	337	0	0	0	337
	Others	0	0	0	0	0
UG	Male	1506	137	0	0	1643
	Female	1544	51	0	0	1595
	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	80	73	77	75
	Female	117	91	99	104
	Others	0	0	0	0
ST	Male	44	33	49	58
	Female	44	41	46	49
	Others	0	0	0	0
OBC	Male	288	241	283	304
	Female	505	295	302	371
	Others	0	0	0	0
General	Male	914	937	1140	1158
	Female	890	812	877	1119
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2882	2523	2873	3238

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
381	381	381	381	381
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1204	2381	2632	2439	2723
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
353	375	266	267	388

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
663	745	1173	1159	1080

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
22	18	14	16	16

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
25	25	25	25	25

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 1

4.2

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

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

4.3

Number of Computers

Response: 49

4.4

Total number of computers in the campus for academic purpose

Response: 49

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 has got a well thought out and effective curriculum delivery plan.

At the outset of the new academic session, meetings are organised with all the teachers of the College under the banner of Staff Council. In this meeting, the changes in the syllabus notified by the University and the change of regulations if any are discussed threadbare. All the important information related to the curriculum design and changes are presented before all the teachers with a view to helping them plan out the process of Curriculum delivery.

During the last five years important changes have been introduced by the University. In 2015, the Semester System was implemented by the Vinoba Bhave University; also CBCS was introduced simultaneously with detailed regulations prepared for that. This brought about a serious change in the process of Curriculum delivery in the Colleges.

In our first meeting of the teachers with the Principal, the College Academic Calendar is prepared in detail and the College time-table is discussed so as to ensure the number of hours to be made available to each department. There is sufficient space in the Academic Calendar for organising various activities such as National Seminars, Cultural and Sports activities, Internal Examinations, etc., so that the normal academic activity does not suffer. The entire process is documented by the Secretary of the Staff Council.

Even after the first meeting of the Staff Council workshops are organised department wise so that a properly thought out plan could be brought in place for effective curriculum delivery. It is also kept in consideration that there should be adequate provision for the process of continuous evaluation. Even modern teaching tools such as technology aided classes and seminar classes (interactive classes) are part of the plan, so that the students could be given training and teaching in a modern way.

Staff Council meetings are a regular feature, which are held almost every six weeks, at least six in number during one academic year. Most of the issues which crop up during the process of curriculum delivery and

evaluation are brought before the Staff Council, discussed in detail and logical conclusions and decisions are arrived at in these meetings.

File Description	Document
Link for Additional information	View Document

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

Response:

Continuous Internal Evaluation (CIE) is an important feature and an integral part of curriculum delivery in the present day system.

As has been stated above, the Academic Calendar is prepared by the Professor-in-Charge of the College and presented for discussion in the first meeting of the Staff Council. Finally the Academic Calendar is adopted by the Staff Council of the College, and it is generally maintained throughout the Academic year.

The Continuous Evaluation process is emphasised in the process of curriculum delivery. For that reason, every department is requested to organise seminar classes, technology aided, during each semester. In every seminar class of about ninety minutes, six students are required to present their papers on a particular subject; then a question-answer session is organised and the class ends with the concluding remarks of the teachers. This helps the College to identify the bright and fast learners as also slow learners. It is stressed that every teacher must provide help to the slow learners by way of organising remedial classes for them; and to provide encouragement to the fast learners.

There is a mid-semester examination organised by the College as per the programme given in the Academic Calendar. The students have to appear in all papers and the questions are set by the teachers who engage those classes. The mid-semester examination is held of ninety minutes duration, answer books are evaluated meticulously and shown to the students so that they could get guidance from the teachers where necessary.

This mid-semester examination is part of the University examination with a weightage of twenty percent.

The College is particular about maintaining the records of the conduct of the mid-semester examination with question papers and answer books preserved. The process of Continuous Internal Evaluation has been perfected by the College during the last five years.

It would be worth mentioning here that the College continuously conducts Students' Satisfaction Survey online so as to be aware of the weaknesses if any. Also, Parents' Teachers' Meetings are organised once in a year, department-wise, with all the teachers of the Departments and the Principal in attendance. This programme of PTM is a huge success in the sense that it is attended by almost fifty to sixty percent of the parents with their wards. There is a specific feedback form designed for the parents and another for the students. The feedback forms collected are maintained and analysed by a committee of teachers. The committee makes observations and recommendations on the basis of their analysis which are sent to the Internal Quality Assurance Cell and the College Governing Council for decisions.

File Description	Document
Link for Additional information	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 0

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

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

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

Response: 2.96

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	403

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

1.3 Curriculum Enrichment

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

Response:

True to our ethos explicitly recorded in our Mission Statement, the College aims at sensitising the students on cross cutting issues relevant professional ethics, on gender and human rights as well as on environmental issues and their sustainability into the curriculum through extension activities and by providing opportunities to the students for various co-curricular activities such as sports and games, cultural activities and youth festivals, literary activities, seminars, etc. All these activities are included in the Academic Calendar of the College.

With a view to providing holistic education as we all claim, this can be amply borne out by the records of the College that such opportunities as stated above are organised in a structured manner.

During the last five years the College has organised five National Seminars on diverse subjects with an emphasis on integrating cross cutting issues relevant to the shaping of the individual's personality. There has been a seminar on (a) Women's Issues, (b) Ecological Imbalance, (c) Issues of the Vernacular Languages (d) Issues of Higher Education, and on (e) Imagining the World (a literary event). More than hundreds of scholars and about a dozen intellectuals as resource persons participated in the above seminars which have helped our students broaden their mental frame.

Similarly, the students are given extensive training and teaching through extension work carried out by the cadets of NCC and active volunteers of NSS. The cultural wing of the College - the Department of Creativity contributes in a big way by chiselling and polishing the skills of the budding talent among our students. All the above activities are organised in a systematic manner.

The Guru Nanak Dev Lecture Series, which was started at the initiative of the Internal Quality Assurance Cell has also worked wonders. Academicians, intellectuals and distinguished scholars from various institutions of the Country are invited for delivering guest lectures before our students. During the last five years, the College has been able to organise as many as eleven such lectures.

Finally the icing of the cake lies in the fact that every year, the College collaborates with various organisations in socially useful activities, which go a long way in helping our students become responsible citizens.

The College collaborates with its Parent Body, i.e. the Gurudwara, in organising the Sadbhawana Diwas Samaroh on the occasion of Guru Nanak Dev's birth anniversary every year; a programme which has been liked by the denizens of Dhanbad for several years.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

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

Response: 0.26

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

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

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Institutional data in prescribed format	View Document

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

Response: 3.41

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 41

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: E. None of the above

1.4.2 Feedback process of the Institution may be classified as follows: Options:

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

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

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 63.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
1233	1248	1112	1063	1088

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1822	1822	1822	1822	1822

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
353	375	266	267	388

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The College has an inbuilt system of identifying the advanced learners and slow learners. In various meetings of Staff Council, it is emphatically decided that no holistic teaching can be possible without identifying the advanced learners and slow learners. The job of the teacher is to reach the poorest of the students as also to the best in the class.

It is with the above perspective in view that the College insists on its faculty members to have surprise tests in the class and to have a minimum of five seminar classes in a semester. It is also ensured that the seminar classes should be organised for ninety minutes at a stretch, and with the help of technology.

The above method helps the teachers to assess the learning levels of the students easily. The advanced learners can be easily identified in the surprise tests and seminar classes by their activities, whereas the slow learners shy away from the mainstream and occupy back seats. They seldom participate and respond in these classes. It becomes easy for the teacher to identify the two categories.

The College tries to ensure that a few remedial classes are held for helping out such students who try to withdraw from the main focus. It is satisfying to note that these remedial classes have proved to be quite helpful for slow learners.

As for the advanced learners, the College tries to make available various opportunities to such students by sending them to various levels of competitions organised on intercollege basis. The teachers try to help them out so that they can keep the spark of light burning among the advanced learners. It is important that they don't lose interest, while the teacher addresses the issues of slow learners.

It is indeed a difficult task, there being fewer opportunities in a semester system. Even then the teachers of the College have tried to address the issues of different learning levels of the students by organising special programmes for each category.

File Description	Document
Paste link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)**Response:** 55:1

File Description	Document
Any additional information	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:**

Apart from the regular classroom activity, the teachers of the College employ various other techniques and tools to impart teaching and training to the students. It has always helped when students are initiated to such leadership programmes as (a) presenting a paper in the Seminar, (b) participating in a debate, (c) being part of a quiz programme, (d) making extempore lectures, (e) interjecting the speakers with logical and sensible questions, (f) participating in a workshop (g) being part of a group discussion and field work.

These student-centric programmes are introduced so as to make them experience better methods of learning.

The above students-centric methods, which are part of participative learning and experiential learning go a long way in developing and shaping the personality of the advanced learners. Even the average ones and slow learners benefit from these activities.

The two wings of NSS having 200 volunteers from among our students, and 160 cadets of NCC undergo such experiential and participative learning more often.

Quite often our NCC cadets and NSS volunteers are face to face with problem solving methods when many of them go for (1) National Integration Camps, (2) Trekking and Mountaineering (3) Deployed in maintaining traffic, (4) Deployed for maintenance of law and order during elections.

The College NSS has adopted a big village named Dhokhra, about 2-3 kilometers away from the College, where they organise three-day camps and several other activities. Social awareness programmes such as Swachh Bharat Mission, Plastic free zone, Awareness against AIDS, Relevance of Blood Donation,

Women's Literacy, Adult Literacy, etc. are organised. The students under the guidance of two teachers who work as NSS Programme officers visit the village quite often and the programmes are organized round the year in a structured manner. The best part which has been observed has been that the majority of these volunteers are good at classroom studies also.

The College has got an active Rotaract Club which has about 60 members. The Rotaractors of the College have been awarded many times for their exemplary socially useful work. They organise blood donation camps, plantation weeks quite often. The Rotaractors go for some social and teaching work in a school named Jeevan Jyoti (a school for special children), which is a good initiation for them in the area of inclusive education.

The above programmes have proved to be very useful for enhancing the learning experiences of the students.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

The use of technology has assumed the proportion of being a powerful tool in the teaching-learning process in our College. During the last five years the use of technology has become quite common among the teachers of the College for a number of reasons.

The College has got Computer laboratories of good quality which are WIFI enabled, offering teaching and training to a big number of students. Besides, the College has got ICT enabled lecture halls, which are made available to all the departments for their seminar classes and various other ICT enabled activities. Power-Point Presentations are encouraged not just among the teachers but also among the students. The Department of Computer Science, which runs the BCA course provides IT support to those who need it.

One thing which is noteworthy in this College is the fact that with the retirement of a dozen senior people from among the teachers of the College, ten new appointments have been made on regular basis. This has contributed in a big way to ICT enabled teaching in the College.

During the pandemic of COVID 19, since March 2020, the College has adopted the method of online teaching on a regular basis in an organised manner. A time-table is in place, and about ninety percent of the students are connected through their email ids. These students also have started enjoying and responding to this online teaching method, which is delivered through a common platform suggested by the College through Google Meet. During the last five and a half months curriculum has been delivered online, and very effectively. So much so that even an internal test for the Sixth, Second, and fourth (in that order) Semester students has been successfully conducted online.

Besides the online classroom activities, certain initiatives have been taken by teachers which have added quality and value to the ICT enabled teaching. So far more than a dozen guest lectures by distinguished Professors from outside have been delivered and the entire experience has been satisfying and enjoyable. Even webinars have been successfully organised online and it will not be an exaggeration to say that even students have taken to this mechanism just as the duck takes to water.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 0:1

2.3.3.1 Number of mentors

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 68.8

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

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

Response: 34.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	6	5	5

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0

2.4.3.1 Total experience of full-time teachers

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

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

Response:

Ever since the CBCS Semester System has been implemented by the University for the Colleges (since 2015), the mechanism of internal assessment started receiving more attention than before. As per the regulations of the University the marks awarded by the College in the internal assessment of the students is twenty percent of the maximum marks in a paper. It is imperative that the mechanism of Internal

Assessment is part of the University examination.

Several meetings of the Staff-Council were held by the Principal with all the teachers where the curriculum designed for the CBCS Semester System and the regulations incorporated therein were discussed at length. It was made clear to everyone concerned that the process of internal evaluation must receive utmost attention because that would form part of the University evaluation and result.

It was unanimously agreed that a detailed mechanism of internal assessment be devised to ensure its transparency and robustness. The HODs were given the responsibility of getting question papers readied by the concerned teachers who engaged classes at least a fortnight before the exam was scheduled. It was decided that there would not be any casual attitude towards this. The questions must be printed in the form of a question paper. Even the answer books were readied.

As per regulation the Internal Assessment tests were organised for 1.5 hours. It was a settled issue that the evaluation would be done in a straight and fair manner.

Twenty-five percent of the internal assessment marks were to be awarded for attendance / participation of students in various extra-curricular and co-curricular activities and for their interpersonal skills.

This mechanism of internal assessment has been made totally transparent and the system is so robust that it is not possible for anyone to take liberty with it.

The process of internal assessment is continued for all 6 Semesters and finally it is found to be useful for determining various POs attained by the students. So far two batches of students have graduated from the College since the CBCS Semester System was introduced by the University, and the College has tried its level best to maintain the standards. All records have been documented and are available with the College.

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

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

Response:

There is a mechanism to deal with the grievances related with the Internal Examination in place. Generally, students come with the problem that their internal marks could not be posted in the final marksheet by the University. Such grievances, though few and far between, are taken seriously, and applications are invited till a stipulated date. The College maintains the attendance of the students who appear at the Internal Examination in the College by the Department of Examinations. Even the answer books are maintained as part of the record of the College. Above all these, every Head of the College Department maintains a register where marks awarded in the Internal Examination is recorded and maintained.

All this makes it easy for the College to locate the issue brought by the students, and on the basis of the records available and authenticated by the HOD concerned, a correction is recommended to the University Department of Examinations, which is done within a time frame so that students don't have to suffer on that account.

During the last five years, since the CBCS Semester System has been introduced in our College, two batches of students have graduated and at the most, approximately two percent errors were located and corrected promptly.

Another issue which is often received by the College is the fact that some of the students miss their Internal Examination for one reason or the other. Generally it has been experienced that they form a sizable number - about five to six percent of the total strength. They approach the College authorities - the teachers, the HODs, the Professor-in-Charge and the Principal for redressal of the grievances, for conducting a retest. A notice is given with a schedule prepared for the retest (which is permissible under the University regulations), and all such students who have been absent during their internal examination are allowed to appear at the test without any discrimination.

It is satisfying to say that so far no complaints have been received by the College authorities against any teacher for any act of nepotism and favouritism. The teachers, who form the most important part of this mechanism, have been generally transparent and impartial, true to their ideals.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes**2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the**

Programmes offered by the institution.

Response:

The College has got a mechanism in place for making the teachers and students aware of the stated programmes offered by the institution and the Course Outcomes as visualized by the institution.

As for making the members of the faculty aware about the stated programmes and Course Outcomes, every detail is explicitly and categorically discussed in about half a dozen Staff-Council meetings held every year. The teachers are free to discuss the objectives and goals of a particular programme in such meetings which they finally convey to their students in their induction classes as also in other classes.

The vision and mission statement is made available in dozens at various walls of the College which cannot be missed by the students and other stakeholders coming to the College. Besides there is a detailed description of the stated programme and the planned target available on the College website. Every small detail about the vision behind offering a particular programme, and the achievement of the students can be located on the College website. Also the goals and objectives of the college are prominently placed on the website.

Apart from the above, every student seeking admission to the College is given a prospectus/handbook, which does not only convey the rules and regulations of the College and the University but also about the stated programme objectives, targeted goals, vision and mission of the College. These things are properly stated in the prospectus for the last more than thirty years.

At the beginning of the Academic Session after a meeting of the Staff-Council is held by the Principal, every Department Head is required to conduct department-wise induction programmes for their students, wherein the effort is made to convey every detail about the objectives and goals of the particular programme.

The College offers courses at the Under-Graduate level in the following subjects: B.A. Honours in Economics, English, History, Hindi, Political Science, Psychology, B.Com. Honours in Accountancy, Bachelor of Computer Applications, B.A. General in Economics, English, History, Hindi, Political Science, Psychology, Bengali, Urdu and B.Com. General.

Teaching is imparted in accordance with the curriculum designed by the University and made available to the College for all above programmes. With this objective in view, Seminar Classes (interactive classes),

Debates and Discussions, Guest Lectures, National level Seminars are organised frequently so that the faculty of critical thinking and fair evaluation could be developed among the students.

The three add-on courses run by the College (a) Communicative English, (b) Spoken Tutorial programme and (c) Creativity are offered for quite some time. These programmes have been introduced only with a view to developing effective communication skills and employability of our students.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Paste link for Additional information	View Document

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

Response:

Ever since the formation of IQAC, since December 2012 by the Management of the College, the College has tried to give shape to a structured mechanism for measuring the level of attainment of (a) Programme Outcomes, (b) Programme Specific Outcomes, (c) Course Outcomes. During the last eight years the IQAC of the College has been established as a very effective and active apparatus through which the measurement of quality and initiation of quality are both channelised and monitored.

The IQAC of the College has recommended formation of committees consisting of teachers, members of the Management and outside members for analysis and evaluation of (a) feedback received from students, parents and other stakeholders, and (b) evaluation of outcomes attained by students at the completion of their course.

The result of the students at the University Examination is one yardstick, which is taken into consideration while evaluating the achievement of a particular department. The Committee tries to record its observation and suggestions for further improvement.

The students of the College are offered a variety of programmes during their three year stay in the College. These programmes include such academic activity as debates, elocution competition, quiz, extempore speech, essay competitions, lecture competitions, etc. About ten to fifteen percent of the total strength of the students have been found to be active in these academic activities through which they are able to develop not just their skills of communication but critical thinking, social interaction, ethical behaviour,

awareness about environment, etc.

Another important area in which about ten percent of the students are involved in cultural activities through the Department of Creativity. The students have proved to be very good in art and culture, and they have won laurels for the College not just in Intercollege contests but even at the Zonal tournaments of youth festivals and at the National level of youth festivals. It is hoped that through these activities, students would attain a zeal for lifelong learning, and it is satisfying to note that the result is encouraging.

Ours is a Degree College which offers UG programmes as stated above. Most of the students who pass out from the College try to get enrolled (about forty to fifty percent) for a Post-Graduate programme or some of them opt for Management courses and the Commerce students - many of them - about twenty percent opt for a career in Chartered Accountancy / Cost Management Accounting / Company Secretaryship. The College tries to know about the achievement of these students.

It is noteworthy at this point that during the last few years many of the companies have visited the College at the request of the College Placement Cell. About more than fifty students have been benefitted through Campus Recruitment Drive. Ours being a Degree College, and not having Post-Graduate programmes, does not attract many of the companies for recruitment of executives.

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 89.27

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1080	1159	1173	745	663

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

2019-20	2018-19	2017-18	2016-17	2015-16
1183	1231	1286	821	840

File Description	Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.27	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	0	0	1.12

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 15

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
04	02	01	04	04

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards

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

Response: 0.06

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

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

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

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

File Description	Document
Institutional data in prescribed format	View Document

3.3 Extension Activities**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

True to the objectives and goals set by the College, there is a definite direction which has evolved in the system during the last more than fifteen to twenty years, which encourages extension activities carried out by the College in a big way.

(a) The College has got two very active wings of NSS. Each unit consists of One Hundred volunteers led by a trained NSS Programme Officer.

The College has adopted a village which is only two kilometres away. Majority of the people who live there are below the poverty line. The College has helped build a High School for the girls in the village, which also helps the College run the extension activities carried out by the NSS volunteers of the College. The volunteers of the College NSS usually take out processions and various kinds of awareness programmes in the village regarding social issues such as: adult literacy, girl child's education, against childhood marriages of girls, health and hygiene, cleanliness, campaign against use of plastic, other ecological issues. The volunteers engage the villagers' attention through songs and slogans and nukkad dramas. That becomes very effective in conveying the hidden messages in their effort.

There are several three-day camps and one annual camp of seven days organised in that village. The Gram Panchayat of the village headed by the Mukhiya and Sarpanch and some important persons are also involved in the process, and the effort of the College is generally appreciated.

During the last five years, a change has been noticed in the attitude of the village women that they would not get their girl children married before they get educated and attain a marriageable age.

(b) The NCC cadets of the College also carry out a number of such extension activities like making people aware of the traffic rules, preparing the villagers as a second line of defence in moments of crisis through presenting songs and dances and nukkad dramas. The College NCC has proved to be an effective tool in its effort to bring out the desired social change in the area.

(c) There is a Rotaract Club in the College which has earned the distinction of being the best Rotaract Club of the district. The students have carried out many such events as organising blood donation camps, doing plantation work at several places of the city, making people aware through slogans like “Beti Padhao, Beti Bachao” and through awareness campaigns made for “Swachh Bharat Mission”. The Rotaract Club of our College has proved to be a big support to a local School for inclusive education (for physically and mentally challenged children) “Jeevan Jyoti School”.

(d) Some more than three hundred students being taught and trained by the Department of Creativity have also contributed a great deal in the above activities by providing support to NCC, NSS and Rotaractors.

The extension activities of the College, it appears, has made a serious impact in sensitizing students to social issues and for their holistic development.

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	00	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 87

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

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

File Description	Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 68.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
1753	1288	1337	1095	1304

File Description	Document
Institutional data in prescribed format	View Document

3.4 Collaboration

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

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	2	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

As for imparting teaching to about three thousand students in the College, the College has got adequate infrastructure, physical facilities and teaching-learning tools.

The College functions at two places - (1) its Bhuda Campus which has got about fifteen hundred students on its rolls, and (2) Women's Wing Campus having about fifteen hundred girls on its rolls. Just opposite the Women's Wing Campus of the College, a building has been created for Vocational Studies Department.

The College has (1) twelve classrooms (large and small) in its Bhuda Campus (2) fifteen classrooms in the Women's Wing Campus and (3) six in the Vocational Studies Department. Out of these there are two classrooms, each with LCD facilities, both at the Bhuda Campus and the Women's Wing Campus. In all, the College has got six classrooms with LCD facilities, so as to ensure that all students get teaching in LCD facilitated classrooms, a minimum of twice in a week.

All three campuses are provided with WIFI/LAN facilities. Besides, there is video conferencing facility - five in number - created and provided for teachers for engaging online classes.

There are two seminar halls one each in both the campuses. Besides, there is a Multipurpose Hall in the Women's Wing Campus. The Bhuda Campus has got an Auditorium with a capacity of four hundred seats created with the help of RUSA fund.

There is an IQAC Office situated in the Vocational Studies Department of the College as also a Meeting Room of about twenty people.

There is another Meeting Room with all facilities created in the Bhuda Campus with the capacity of seating thirty two persons. Besides these, the College has got Principal's offices, Coordinator's Room, libraries at both campuses, Gymnasium in the Women's Wing of the College, Teachers' Common Rooms in every campus with adequate furniture, etc. The College has about eighty computers - all having the latest configuration for providing teaching and training to the students - not just those who are pursuing a course of BCA but the facility is made available to every student.

There is provision for an adequate number of ladies' washrooms / toilets separate from men's in all three buildings.

Nonetheless there are adequate number of toilets for boys and men also in every campus.

The College has got the main Library building with a Reading Room of fifty in the Bhuda Campus of the College. It is a big area, about five hundred square feet, which offers the facility of reading to students of the College.

There is another Library in the Women's Wing Campus, which also has the capacity of seating about twenty students at a time.

There is a third Library - a small one for the students of the Department BCA, with a seating capacity of about ten students.

There is a Medical Dispensary named after Bhai Kanhaiya - a Sikh martyr, which is situated in the Vocational Studies Department of the College.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The College offers adequate facilities for sports, games and cultural activities, by developing adequate infrastructure.

The College has got an Auditorium constructed through RUSA funds in the year 2018. It has got seating capacity of 400 people. The auditorium is full of modern facilities with a high tech stage, which is quite adequate not just for speeches but for modern plays and dance performances. So much so that the 1st B.B.M.K .University Youth Festival was organized by the College mainly in that auditorium.

Most of the practice done by the Department of Creativity is now organised in this auditorium. The students feel much better with the inbuilt sound system and other modern gazettes. Learning Art and Culture-music and dance has become greater fun than before. This auditorium is also used for organizing National Seminars and Guru Nanak Dev Lectures (delivered by Scholars and Academicians from outside the College).

The creation of this facility has surely added to the value and quality to the efforts being made by the Department of Creativity.

The College encourages various sports and games activities for its students. The College has got a practice

pitch for cricket which is used by the students with nets and mat for about a couple of months. Since the College does not have enough space for a playground, for such events as cricket and football, it has made arrangements with the authorities of Eastern Railways to allow their grounds and stadium for organizing the above sports. Recently in 2019 the College was the host of the B.B.M.K. University Inter-College Cricket Tournament, in which 12 teams participated. The event was organised at the Railway Grounds. The tournament was continued for 11 days.

The College has got a Volleyball ground in its campus, and the volleyball team of the College is very good and participates in Inter-College tournaments every year. There is a badminton practice court inside the building of the College, which is also used for practice by the students. The tournaments of badminton are organised at the state indoor stadium named 'Kala Bhawan'. The College has got an understanding with the authorities for use of that.

The College has got table tennis, carrom board, and other indoor games such as chess in the Campus. The students are encouraged to make use of the facilities.

It would not be out of place to point out at this stage that our College has got the distinction of being University Champions in several sporting events such as Cricket, Badminton, Athletics, Chess and Volleyball.

Recently the College has developed a state of art Gymnasium for the students and members of teaching and non-teaching staff. Everyone is allowed to use the gymnasium on a membership basis with instructors-both male and a lady.

The J. S.Grewal Auditorium organizes yoga camps, off and on, on a regular basis with the help of competent yoga teachers from the local yoga school.

File Description	Document
Upload any additional information	View Document
Paste 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. (Data for the latest completed academic year)

Response: 0**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**Response: 1007.2****4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
9.86	8.94	0.85	2.78	27.93

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	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 is automated using the Integrated Library Management System. The Library of the College uses KOHA as the ILMS software. It has got a few more than seventeen thousand volumes, including textbooks and reference books. There is a well-qualified Librarian, who has led the automation process of the Library.

It would be safe to say that the Library is fully automated with facilities such as: (1) OPAC (2) Circulation (3) Cataloguing (4) Patron (5) Advance Searches / Boolean Searches, and (6) Report Generation / Reporting.

But the College proposes to introduce such facilities also, such as: (1) RFID (2) Serial Control, etc. in years to come.

The following version is available in our Library: 19.05.08.000

In fact, the process of automation in our Library was started in the year 2014 with KOHA as the ILMS software. The books were barcoded and the Library in the Women's Wing was automated. Again in 2019, the process of automation was revived, again using KOHA as the main software and the process has been completed to the extent of as mentioned above.

The College has subscribed to the facility of INFLIBNET, thereby making several books and journals available to the teachers and students. So far more than two hundred and fifty members including teachers have got associated with the system. This is a value addition to the College Library.

File Description	Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.29

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.4	0.36	0.22	0	0.45

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response: 0.9

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

Response: 11

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

At present the College has 40 Mbps of Wi-Fi set up for the Women's Wing and the Vocational Studies Department, whereas we have 20 Mbps Wi-Fi set up in the Bhuda Campus of the College.

The College began its journey of technical up-gradation, such as having IT facilities including Wi-Fi since 2008. Initially we had 10 broadband connections from B.S.N.L. ,V.P.N. scheme with 2 Mbps Wi-Fi facility. With the passage of time, we got an additional 4 Mbps Wi-Fi support from July 2016 when the College started MOOCS classes in collaboration with I.I.T., Bombay who are the Nodal Centre for running the MHRD programme of Spoken Tutorials. Since then the College got started with Online Classes of the students of all streams. So far more than 1000 students have received certificates of excellence from I.I.T.,Bombay for having successfully completed the class.

In March,2018 it was increased to 10 Mbps of Wi-Fi connection which was further enhanced in February 2018 with 20 mbps and finally to 40 Mbps since March,2020,when the College plunged headlong into having online classes for all students during COVID-19 times.

Similarly in the Bhuda campus of the College initially 10 Mbps WI-Fi was taken, which has been up-graded to 20 Mbps since March 2020.This is also being used by the main library of the College situated in the Bhuda campus of the College which has been fully automated.

As for the total number of computers available in the campus, the College has got Computer Laboratory-

1. For the Vocational Studies Department(BCA) having 30 systems

2. A laboratory having 30 systems for the Women's Wing student and a computer laboratory having 20 systems in the Bhuda campus of the College.

In all these computers, which are Wi-Fi enabled, teaching and training is given to the students of all the streams.

The College has got video-conferencing facilities with five systems having web-cameras and headphones. This facility is used by the teachers of the College for video conferencing as well as for delivering online lectures, for conducting webinars and for conducting guest lectures.

The College has got four lecture halls - two in the Bhuda campus and two in the Women's Wing with ICT facility. The College has acquired 4 laptops for using the above facility.

The College has developed a meeting room with L.C.D. projector and screen for conducting important meetings and workshops.

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

Response: 25:1

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: B. 30 MBPS – 50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 480.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
6.09	4.49	5.07	3.98	4.38

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	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:

The College has got a very properly enunciated policy details for maintaining and utilizing the physical facilities.

Since the College functions at two places - (1) Bhuda Campus and (2) Women's Wing Campus, there are two senior teachers who function as Professors-in-Charge. They exercise total control on the available infrastructure and are accountable only to the Principal and to the Management. It is their job to coordinate with each support facility and to arrive at decisions in consultation with the Principal.

There is an established system of allotting classrooms to teachers in consultation with subject Head and Professor-in-Charge. If there are any physically challenged students in a particular class, it is a settled principle that the class should be allotted in the ground floor and ramp is available.

There are three laboratories of Computer - having thirty, thirty and twenty systems. The two laboratories with thirty systems each are allotted to the students of BCA and for the students of Women's Wing. The MOOCS classes – Spoken Tutorial programme in collaboration with IIT-Bombay are made available to both Computer students and others in these two laboratories. All arrangements of allotting the two Computer Laboratories are made by the Professor-in-Charge of the College as the need be. Maintenance of computers and various softwares including the internet are supervised by the Department of Computer Science with the assistance of MRO. Similarly, the third Computer Lab having twenty systems is in the Bhuda Campus of the College, which is made available to the students there for acquiring Computer Skills. The same MRO looks after the upkeep and maintenance of the systems, internet and softwares. Since the main library of the College is situated in the Bhuda Campus, which is automated, the IT support, whenever necessary, is provided by the Department of Computer Science.

The College has got a Psychology Lab with adequate numbers of equipment.

The College Library has got a qualified librarian, who maintains the automated system. There is a team of active teachers who are part of the library committee. They support the librarian in all her efforts. Generally whenever a budget is provided for purchase of books, etc, the librarian becomes the nodal person. A list of books is prepared by the teachers and the Librarian helps secure quotations and makes

enquiries and recommends purchase of books. Books are not selected arbitrarily by the authorities. Every teacher has a role to play in the selection of books. The College Library has got registered to INFLIBNET recently. More than two hundred and fifty persons including the teachers and students have started visiting the site of NLIST, are deriving benefits.

The College has organised five national seminars and eleven lectures under the Guru Nanak Dev Lecture Series during the last five years. There is a Multi-Purpose Hall in the Women's Wing Campus and an Auditorium (since 2018) in the Bhuda Campus, which are used for the above. Finally it is the responsibility of the College authorities to select the venue after weighing all pros and cons.

Many cultural functions such as dance, music, drama, painting, exhibitions, fine arts, etc. are organised quite off and on. During the last five years the notable among those functions are (1) the University Inter-College Youth Festival on 30th November, 1st December and 2nd December, 2018; (2) Nostalgia: A Cultural Evening beginning the Golden Jubilee Celebration of the College on 23rd September 2019; and (3) Epilogue to Nostalgia: A Lyrical Play on the 7th of February, 202 and a Musical and Dance Evening on 8th February 2020.

As for sports and games facilities, the College provides only Volleyball and Badminton facilities among the outdoor games on the campus. The College has arrived at some kind of understanding with a few clubs and the East-Central Railways, who provide their infrastructure such as playfields and galleries for these sports. There is a Sports and Athletic Association which decides the annual fixture of the events to be participated in accordance with the University Calendar of Sports.

The College has established a modern gymnasium which is situated in the Women's Wing Campus. It can accommodate twenty persons at a time. The gym starts at 03:00 pm and is kept open up to 06:30 pm, having three sessions of one hour each. There is a time-table in place with specific allotment of timings for boys/men and girls/women.

The College has got more than One Lakh square feet of constructed area. Naturally for maintenance of the estate of the College, a Caretaker has been hired on contractual basis. He along with a team of four Class 3 and Class 4 employees takes charge of the maintenance and security. If there is any need for repair or replacement, it is brought to the notice of the authorities immediately.

There is a system of security on both campuses which has been outsourced and there is round the clock vigil. A set of cleaning staff and garden maintenance staff have been recruited so that cleanliness and hygiene could be maintained and the Campus is kept clean and green.

In all these cases the matter is finally decided at the level of the Principal with the help of other functionaries, and if there is a budget for more than One Lakh, it is referred to the College Management for proper approval and sanction.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 5.93

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

2019-20	2018-19	2017-18	2016-17	2015-16
241	227	212	141	30

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

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

4. ICT/computing skills**Response:** C. 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**Response:** 0**5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

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

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

Response: E. None of the above

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: 0

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

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

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

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

Response: 0

5.2.2.1 Number of outgoing student progressing to higher education.

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

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

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

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response:

There is a statutory provision within the framework of the University Act for election of office bearers of the Students' Union. The election of the Students' Union is supposed to be held every year and the following office bearers are elected: President, Vice President, Secretary and Joint Secretary. All registered students with the University form the electoral College.

For one reason or the other, the election of the Students' Union was last held in November 2016 and the

term of their office concluded in 2017. After that fresh elections have not been held.

The election of the Students' Union is held strictly in accordance with the norms settled by the Lyngdoh Committee. The office bearers so elected are kept involved and engaged in various administrative, co-curricular and extra-curricular activities.

Other than those who are elected representatives, there are many other students' representatives who are nominated by the College authorities on the Students' Union. There are Class Representatives - two from each subject who raise the common issues of the students in the class. They generally meet the concerned HODs and if required the HODs take their issues to the Principal for redressal.

Some students who are good at various games and sports, and who represent the College at various levels of competition are nominated members of the Sports and Athletics Association. They are the voice of the students in the field of sports and games.

Similarly such students who are good at one event or the other in cultural activities are nominated members of the Cultural Society of the College. They have a voice in most of the activities related with organising cultural activities such as music, dance, drama, etc. These students provide leadership to the rest and help the College in many ways.

Four of our NCC cadets - the senior ones - are selected to act as Under-Officers who are part of the administrative setup under the NCC-ANO.

In NCC also, out of one hundred and sixty volunteers (80 in each unit), two representatives are selected as the bridge between the cadets and the ANO.

The College IQAC, which has rightly acquired the status of the nerve centre of the College has been formed strictly in accordance with the norms and procedures laid down by the UGC/NAAC. Students' representatives - two in number - have been nominated by College Governing Body as members. Obviously they participate in the deliberations of the meetings held by the IQAC, and are part of the decision making body. Earlier, till 2017, the President and the General Secretary of the Students' Union were the representatives in the IQAC, but now there being no elected Students' Union, two academically brilliant students have been nominated in the Cell.

It can be safely said by way of conclusion that the institution facilitates and encourages students' representation in the activities of the College.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

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

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

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The College has got an organised Alumni Association, functional since 2012. But for one reason or the other, the process of registration of the Alumni Association got delayed. Recently the process was restarted at the initiative of some of the active alumni, and the Association has got registered now, with Registration Number _____ / _____ Year.

The Alumni Association of the College has got more than five hundred members, out of which about two hundred members are active. The Association has got an Executive Committee, consisting of twenty five office bearers, who are keen about various activities related with the College. There is a Board of Governors consisting of eleven members, who hold a minimum of four meetings in a year.

The Alumni of the College are major stakeholders, some of whom have been associated with various important functionings of the College. Two of the alumni are members of the IQAC, who help us decide on quality initiatives of the College. Similarly many of the ex-students and members of the Alumni Association connect with us in the process of teaching and training in music, dance, theatre items and literary activities of the College. The Department of Creativity has more than a dozen such former students of the College, who have helped train the budding talents among our students.

The old students have opened an account with a bank, and they keep contributing with the intention of providing some financial support to the College and the students of the College as and when required. Mainly they contribute by providing help to those needy students who are financially challenged but good at studies / games / creative work.

The association organises a minimum of one annual general meeting, which generally has an attendance of more than two hundred ex-students. They approve the decisions taken by the Executive Committee and the Board of Governors in the Annual General Meeting. They also take some important decisions related to the well-being of the Association in the Annual General Meeting. It is in this meeting that they decide about their annual activity on a day when they can spend their whole day with spouse and children by organising games, musical conferences, fairs and fete. These are generally popular programmes which are organised once every year. They also have various schemes for raising funds in future for financial support to meritorious cum needy students.

As a whole, the Alumni Association of the College is an active functioning Body.

File Description	Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision and mission statement of the institution (Link to the vision and mission of the College: <http://gncollege.org/vision&mission.html>) are categorical in putting emphasis on the role of our institution trying to reach out to the weakest.

With this perspective in view the College took the decision of shifting its campus to a place, which is semi urban in many ways but part of the Municipal Corporation. The place is known as Bhuda, which till recently was a village having a Gram Panchayat. It is surrounded by the economically and socially deprived people. It would not be an exaggeration to say that shifting of the College to this place has helped the area grow both economically and socially. The main vision of the College Management at the time of shifting it to this area was to help those semi rural people get proper College education. I think it would be worthwhile to mention at this point that the College also helped get a High School constructed for girls with the help of the local people and political leaders so that the girls could be able to get proper school education.

True to the motto derived from the teachings of Guru Nanak the College tries to inculcate a value system among the students through various activities so that they could be groomed into worthy citizens, upholding the tradition as also being initiated to modern ways of thinking. It is apparent that the institution has tried and succeeded to some extent in its efforts in sensitizing the students in socio economic issues, gender issues and human rights issues.

The teachers of the College have acted as instruments in guiding the students as carriers of the notions of social change. Without the active participation of teachers this was not possible. Through various fora such as NCC, NSS, cultural activities, games and sports, youth festivals, workshops and seminars; the teachers have played a major role in bringing about the desired change.

The presence of teachers as leaders in various departments including in decision making bodies like IQAC and the Governing Council of the College is ample evidence that their participation in various decision making bodies is encouraged.

File Description	Document
Paste link for additional information	View Document

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

Response:

This College has earned the reputation for making an impact on organizing events which are examples of effective leadership. Many big events, such as, organizing sports events, evaluation of Jharkhand Public Service Commission's Civil Services Examination, evaluation and tabulation of the University and several other important events have been organized by the College.

We propose to present the case study of having organized the first Inter College Youth Festival of the newly formed University (BBMK University, Dhanbad) in November - December 2018. The University was just carved out of the Vinoba Bhave University, Hazaribag, by an act of the Jharkhand Legislative Assembly; and the Art and Culture Board of the new University, i.e. BBMK University, Dhanbad decided that the first Youth Festival be organized by our College.

As has been the practice in this College, a full meeting of the Staff Council was held where every small detail was discussed with each of the teachers. The matter was also discussed by the College Management in its meeting of the Governing Council, and they decided to support the College even financially in organizing the event.

First of all, places were identified where various events - dance and music, One act play, skit, mime, mimicry, fine arts and literary events were to be organized within the College campus. Everything was discussed by the Organizing Committee in detail taking all pros and cons into consideration. In all it was expected to have about twenty College teams participating in various events.

Several effective committees consisting of teaching and non-teaching staff of the College were formed, who were given responsibility with sufficient freedom and authority to carry out the work. Each committee was important in its own way because it was expected to have more than four hundred young boys and girls coming from outside and all the events were to be performed within three days. Apart from the organization of events, even arrangement of logistics such as accommodation of participants and managers, catering, etc. was equally important.

The Inter College Youth Festival was organised from 30th November to 2nd December 2018, and the entire show was organised with military precision. Many of the important personalities of the State and the District came during the event, such as the Minister from the Government of Jharkhand, Legislators and the local Parliamentarian, Government officials, the Vice Chancellor, the Pro Vice Chancellor and all other University officials, several Principals and teachers from sister institutions. It was a mega event, appreciated by all and to our satisfaction, nothing went amiss.

The organization of this event is a glorious example of decentralisation of work and participative management in the College.

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The College has always tried to have (a) a plan for ten years, and (b) a vision of what it should look like finally.

Most of the perspective plans and strategies made by the College have thought of the above two features in mind. The latest example of the institutional strategy/perspective plan can be viewed and evaluated on the basis of the development of infrastructure with grants received under RUSA Project.

The College was admitted to the privileges of receiving RUSA Grant of Rupees Two Crore in the year 2016.

A meeting of the IQAC was organized to take stock of the situation and to decide on the development of physical facilities such as infrastructure and equipment. The IQAC made recommendations to the Governing Council, which approved the list of:

- (a) New construction
- (b) Repair and renovation

(c) Procurement

The Principal along with the Institutional Coordinator - RUSA and the Nodal Officer took initiative and made a detailed study of construction on the Academic Block of the College as also of construction of an Auditorium for a seating capacity of Four Hundred. Photos were taken and rough design was sketched to be submitted to the architect approved by the Government of Jharkhand.

It is quite satisfying to report that the entire construction work has been completed by a Government agency (Jharkhand State Building Construction Corporation Limited) within a record time of less than one and a half years, and even the quality of construction has been generally good. As for procurement of equipment the College has been very discreet in purchasing things which were necessary and of great use.

It is possible to say that the entire activity of purchasing equipment and getting construction done was implemented based on a strategic plan.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The College has got a set of byelaws (refer to link: <http://gncollege.org/assets/byelaws.pdf>) recommended by the College Governing Council, adopted by the apex body of the College, i.e. Gurudwara Prabandhak Committee, and finally approved by the Syndicate of the University. The set of byelaws is the policy document of the College. Adequate care has been taken while preparing it so that none of the tenets of the byelaws contradict the Act, Statutes, Rules and Regulations of the University. The Governing Council of this College has always tried to ensure that this policy statement is effectively implemented, and should be efficient for the functioning of the institution.

At the top of the administrative setup of the College, there is a Governing Council (Governing Body) nominated by the parent body, i.e. Gurudwara Prabandhak Committee. During the last more than fifty years, there has not been any issue of dispute in this matter. The Governing Council consists of nine

members - (1) President (2) Vice-President (3) Secretary (4) President of Apex Body (5) General Secretary of Apex Body (6) Member Academic (7) A Co Opted Member by the Governing Council (8) The Principal of the College (9) Teachers' Representative elected from among the teachers of the College.

The College is led by the Principal in all academic and administrative matters. There are several functionaries appointed by the Governing Council on the recommendation of the Principal, which are as follows:

1. Professor in Charge, Girls Wing
2. Professor in Charge, Bhuda Campus
3. Bursar
4. Controller of Examinations
5. Coordinator, Vocational Teaching
6. Co-Coordinator, BCA
7. Coordinator, Department of Creativity
8. Programme Officers, NSS
9. Associate NCC Officer
10. Coordinator, IQAC

The entire administrative setup is functional and functions in coordination with the Principal and the College Management.

The College being a minority institution has certain privileges in matters of appointment of teachers and staff. But mostly, the Act and Statutes of the University are the guidelines which have to be observed by the College Management. Appointment of teachers made by the College Management has to be approved by the State Public Service Commission and the Government of Jharkhand. The service rules have also been enunciated in the Act and Statutes of the University, and the College has to function within the framework of those rules.

As for the procedures practised in the College, there are provisions laid down in the University's Act and Statutes, as also in the byelaws of the College. The College Administration is bound by these procedures.

File Description	Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The following are the welfare measures carried out by the College:

- (1) All the teaching and non-teaching staff of the College are admitted to a group cum savings linked plan insurance, managed by the LIC of India. A fixed amount is deducted from the wages of teachers and the staff, and paid by way of annual premium to the LIC of India.
- (2) The College provides advance upto fifty percent of the total sum from the Provident Fund account of the teachers, should there be any such need as expenses to be incurred on treatment of a family member, marriage of their wards, and even house construction or purchase of land.
- (3) The College tries and stands guarantee in getting loans from such financial institutions as Banks for various purposes/needs of the teachers and the non-teaching staff.
- (4) The College encourages and stands guarantee even for the education loan to the teachers and

employees and their children, if need be.

When one of the class-four employees of the College died suddenly while in service, the College paid for the cremation and the last rites that very day. Also, employment was given to the spouse of that employee within fifteen days, so that the family could be saved from being destitute.

Even in the event of the death of a temporary employee recently, the College paid for the last rites and cremation, etc. that very day, and has undertaken to pay an ex gratia payment to the family which will be a reasonable amount.

In cases of dire emergency the College tries to be extra liberal and goes on to pay interest free advances against salary to the teachers and the non-teaching staff of the College.

File Description	Document
Upload any 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: 7.72

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	2	3	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 0.8

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

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

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 3.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	2	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

The College follows the self appraisal system of teachers through a specific format made available from the University. The self appraisal forms are submitted by the teachers at the end of every academic session, individually. The forms are studied and verified by the Principal from the records available in the College

office. Meetings on one of one level are organized between the Principal and the concerned teacher before the Principal submits his confidential report to the College Management. The self appraisal record explains the absence of the teacher, the number of classes organized, assessment and evaluation done through various internal tests and projects and the percentage of curriculum delivered. The confidential record of the Principal includes the self appraisal report submitted by the concerned teacher as also the details of the one on one meeting between the concerned teacher and the Principal. The College Management represented by the President, the Secretary and one more member goes through the details submitted by the Principal and a final confidential report is prepared on that basis. The performance appraisal system of the non-teaching staff is also done with the same procedure in place.

This performance appraisal system helps the College in making recommendations for promotion of teachers and non-teaching staff. It has proved to be a mechanism to ensure transparency in these matters.

In case something adverse is reported against any individual - teacher or non-teaching staff by the Principal, such individuals are given a letter so that they can do some explaining before the Management about the adverse remark recorded against them. In case the College Management feels convinced that the adverse remark is not appropriate, it is taken out from the report.

It has been tried to make the performance appraisal system fair and impartial.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College has adopted a mechanism of internal audit for the last more than thirty years. A firm of Chartered Accountants has been engaged as the internal auditors of the College. The Finance and Accounts Department of the College is headed by the Bursar, with an accountant and an accounts clerk for assistance. The internal auditors are engaged in order to streamline the accounting system of the College, so that total transparency can be maintained. The firm of Chartered Accountants engaged as internal auditors do their internal audit four times in a year - every three months, from April to June, from July to September, from October to December and from January to March. Finally at the end of the financial year, i.e. 31st March every year, an annual report of audit is submitted by the firm of Chartered Accountants certifying that the College has adopted the right procedure for receipt and expenditure of funds. Also, if there is any discrepancy located anywhere in the system, they point it out in their report for taking corrective measures. The internal auditors also prepare a balance sheet of the College with depreciation of assets notified as per rules. They also verify that the College authorities have made expenses only in accordance with the budgetary provisions made at the beginning of the financial year by the Governing Council. The firm of Chartered Accountants engaged for the above work also checks and verifies that the

College has made the statutory deductions of income tax properly.

The same Chartered Accountants have been made responsible for filing the Annual Return of the College to the concerned department. The records of the above activity are available for verification.

The State Government also sends its officials from the Department of Finance to audit the accounts of College every four to five years. The last that they came for the audit was in 2016-17 financial year. The State Government pays deficit grants to the College for payment of salaries, etc. to teachers and non-teaching staff appointed on substantive basis against the posts sanctioned by the Government. The audit team which comes from the Government almost every four to five years tries to ascertain that the grant given to the College has not been misappropriated.

File Description	Document
Paste link for additional information	View Document

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

Response: 0.75

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	.75

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Any additional information	View Document

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

Response:

During the last more than fifty years of the College, institutional strategies have evolved for mobilisation

of funds gradually. The institution being a Deficit Grant College and receiving money from the State Government cannot raise the tuition fees of students, which is a meagre amount. But the College is at liberty to take charges for various activities and resources such as library, NSS, sports and games, cultural activities, etc. from the students as Annual Fees at the time of admission every year.

Mainly the College receives money from the following sources:

- (a) From the State Government by way of Deficit Grant for payment of salaries, etc. to the teachers and staff.
- (b) From the students at the time of admission, and also on a monthly basis (tuition fees only)
- (c) By way of development assistance received from the UGC and RUSA.

As for charging fees from the students, which remains the main source of resource mobilization needed for payment of wages to the people not appointed against the financially sanctioned post as also to meet expenses incurred on various activities of students, for purchase of books, etc. in the library and for the upkeep and maintenance of the College infrastructure, the College receives money from students under the following heads:

- (i) Admission Fee
- (ii) Tuition Fee
- (iii) Electric Charge which takes care of the electricity, phone and internet tariff.
- (iv) Library Fee
- (v) Students Fund for athletics, sports activities and cultural activities
- (vi) Annual Charges
- (vii) College Fund, which takes care for payment to the employees working on Management positions.
- (viii) Development Fund for maintenance and upkeep of the physical resources

Keeping in view the above institutional strategies for mobilization of funds, an annual budget is prepared and approved by the College Management in the month of March with budgetary allocations on all the above heads of expenditure. At the conclusion of the financial year, the College auditors review the whole system and present a report regarding the optimal utilization of resources.

File Description	Document
Paste 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 Internal Quality Assurance System of the College was started in December, 2012 by a resolution of the College Governing Council, which formed the Internal Quality Assurance Cell. Since then the IQAC has functioned as the nerve centre of most of the quality initiatives and academic activities of the College.

In its very first meetings held on 18. 12. 2012, it was resolved to take quality initiatives for making our students more employment friendly - employable so to say. With this objective in view, two certificate courses were designed by the College: one by the Department of Computer Science; and second by the Department of English. It was decided to have six months Certificate Courses having 75 hours programmes in Certificate in Computing and Certificate in Communicative English. Of the two, the course in Communicative English is being continued with a fair amount of success. The second course, Certificate in Computing, has been replaced by the Spoken Tutorial Programme being run (MOOCS) in collaboration with IIT-Bombay since 2015. Both these programmes have added value to the institution.

Students of both the BCA class and other Under-Graduate programmes like B.Com. and B.A. get enrolled in groups of forty for taking these classes. The programmes which are run live are managed by the members of the Department of Computer Science, who have been given Certificate of Proficiency for their work from time to time by no other institution than IIT Bombay. A minimum of three batches of forty students each attend these programmes at a time.

This programme has become an institutionalized practice of the College.

Another quality initiative which merits attention is having a lecture series in the College in the name of Guru Nanak Dev Lecture Series. It was on 24th June, 2016, an initiative was taken by the IQAC that Guru Nanak Dev Lecture Series be started in which distinguished and learned scholars be invited from outside College to address our students on various themes, which can be expansive and not just part of the syllabus. It was decided to shortlist such intellectuals and to request them for sparing time and to have the lectures in the College.

But it took quite some time, and the first lecture of the series was delivered by Dr. Gautam Sanyal, a renowned scholar of Hindi literature and former Professor & Head, Department of Hindi, Burdwan University on 26th August, 2017, on the topic “Shopping Mall Me Hamid” before a gathering of teachers and students of our College.

Since then, ten more lectures have been delivered in the series by equally important academic personalities and scholars, making this programme quite sought after by both the teachers and the students.

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

Response:

On 27th July, 2013 a resolution was taken in the meeting of IQAC to conduct regular practice of Parents’ Teachers’ Meeting. On 16th November, 2013 the first PTM was organized by the Department of Computer Science (BCA), which was a huge success.

In these meetings the parents as well as the students are invited to the College. These meetings are organized department-wise, and such eight meetings are scheduled in all. Along with interactive sessions, feedback forms are given to both parents and students during the meetings and they are encouraged to record their honest opinion.

All the teachers of the department and even the Principal make it a point to be available during these meetings which are organized generally on Sundays or public holidays keeping in view the convenience of the parents.

The feedback received from the parents and students are collected and submitted to the Coordinator of the IQAC, which convenes a meeting of the Review and Analysis Committee. The said committee takes note

of the feedback received on (a) teaching-learning process, (b) structures and methodologies of operations, (c) learning outcomes.

The report is prepared and submitted to the Principal, who takes the report to the meeting of the IQAC to be reviewed by all the members, and finally the report is taken to the Governing Council of the College for a review. Adverse remarks, if any, are seriously discussed by the IQAC and the Governing Council, and corrective measures are initiated. If there is any suggestion from the parents regarding the teaching-learning process, structures and methodologies of operations; those are discussed at length and genuine efforts are made to implement those.

For example, on the recommendation of parents corrective measures were taken against one particular office staff. The staff was reprimanded for poor behavior.

Students from a very popular department of Creativity came up with a proposal that we should have a diploma course in Art and Culture for the budding talents. On 31st August, 2015, the NAAC peer team also made a suggestion during its visit to the College to come up with a course in Art and Culture. There were also requests to begin a few more courses. Keeping them in mind, as per the recommendation of the IQAC, the College has applied for -

- (1) 1 year Diploma Course in Art and Culture (applied in 2020)
- (2) P.G. Course in Commerce / M. Com. (applied in 2019)
- (3) BBA Course to be run by the Department of Economics and Commerce of the College (applied in 2019)

The courses have not been started so far, as the process has not been completed by the University, and final approval is awaited.

File Description	Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The College has been sensitive to the issue of gender equity. And sensitization is carried out through various curricular and co curricular activities, and by creating facilities for women on the campus.

The College is functional at two places - one of which is known as the Women's Wing. In all, fifty five percent of the students enrolled with the College are girls. One of the two campuses is functioning exclusively for girls whereas even in the second campus, girls are admitted in accordance with their preference. The College has implemented the policy of the State Government where no tuition fee is charged from girl students.

Special care is taken by the College for safety and security of the girl students. Regular counselling is organised on issues related with the problems of the girls and for sensitization of the boys for a healthy coexistence in the College. So much so that the College went on to organize a UGC sponsored National Seminar on "Women, Society and State: A Historical Perspective" on 31. 07. 2015 and 01. 08. 2015. Academicians and scholars from various parts of the Country participated in the Seminar as resource persons and delegates. The papers presented and submitted for the Seminar were finally published in a Seminar Volume, edited by the Organising Secretary. This Seminar was impactful on students, particularly the girl students and helped them get acquainted with gender equity and sensitization.

The College has got a functional Women's Cell (cell against sexual harassment) working for the last more than a decade. On suggestion of this Cell, CCTV cameras were installed in both the campuses for better management of this issue. One sad incident so far was brought before this Cell in June, 2016 when a girl studying in BCA reported against a male member of the faculty. This Cell was authorised by the College Administration to make a thorough enquiry and to make recommendations on the basis of their conclusions. Finally the teacher was found guilty, and the College Administration took no time in terminating the services of the guilty teacher.

There is a separate Common-Room for girls in the Bhuda Campus of the College with facilities of running water and toilet. Such games as Carrom-Board and Table-Tennis have been made available in the Common-Room for the girl students.

As a whole it can be emphasised that the College has been quite alive to the issues related with gender equity and sensitization of students. Not only that, but it has helped empower these girls by providing them a good number of opportunities by offering a host of co curricular and extracurricular activities. This can also be reflected by the fact that only during the last academic session, four of our students topped in the University: 1st and 2nd toppers in English, 1st in Hindi and 1st in BCA. The College invites successful ladies from various walks of life and organizes their lectures on International Women's Day, which helps the girls get inspired and motivated.

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

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

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

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document

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

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

Response:

With the passage of time, a system of Waste Management has evolved in the College during the years.

Waste paper-baskets and dustbins have been placed strategically in both the campuses so that the papers and leaves along with other waste material are not found littered. There is a system of the Municipal Corporation of Dhanbad to collect both dry and wet waste in the morning hours, and that is how the dustbins and the baskets are cleared every day.

There are many toilets and washrooms in the campus and the liquid waste from those toilets and washrooms go to the soak pits and septic tanks specially created on the campus. No liquid waste is allowed to be littered on any space within the College.

The College has got three Computer laboratories and many systems for use in the Library and College Office. As a result, the issue of e-waste surely crops up. So far it has been the practice of the College to return the sick e-machines (computers) to the dealers who supply new machines to the College. There are shops in Dhanbad who take back e-waste for a price. The College generally tries to dispense with the e-waste material through that.

The College does not have Science teaching and Science Laboratories, so the question of liquid (Chemical) waste coming out of the labs does not arise.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: E. None of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

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

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

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

Response:

The College has been quite alive to the issues of tolerance and harmony towards cultural, regional,

linguistic, communal, socio-economical and other diversities. Some of the initiatives taken to attain the desired level in these efforts have been institutionalised in the College.

The College has had a very active unit of the National Cadet Corps for nearly thirty years. One Hundred and Sixty cadets are admitted every year, who undergo rigorous training throughout the year. Many of these NCC cadets go to higher levels such as National Integration Camps, representation in Republic Day Parades, Mountaineering Camps, Rifle Shooting Camps, etc. In NCC the cadets are trained and groomed to become tolerant beings in all aspects: cultural, regional, linguistic, communal, socio-economical and any other diversity.

The College organises seminars and workshops on such diversities rather frequently. The students are sensitized to these issues even in class seminars. During the last five years a national seminar was organised on “Matribhasaha, Shiksha aur Vikash” (<http://gncollege.org/seminarroom.html>) in which scholars came from many regions of the Country - from Punjab, Odisha, West Bengal, Bihar, Mumbai and the import of this national seminar was such that it helped sensitize the students, staff and teachers to the linguistic and regional issues.

Besides, it is an annual practice of the College to collaborate with its parent body in organising Sadbhavna Diwas Samaroh every year on the next day of Guru Nanak Dev’s birth anniversary. This practice has been going on for a long time. The teachers and staff of the college along with many students participate actively in organising this function, which is one of its kind in the whole of Jharkhand state, and helps sensitize people on the issues of tolerance and harmony towards cultural, regional, linguistic, social, and other diversities.

The College has got two wings of NSS headed by two senior teachers who act as Programme Officers. The Two Hundred volunteers admitted to NSS every year work as ambassadors of the College in the fourteen villages which surround the College. The College has adopted a village Dhokra, where three day camps and seven day camps are organised every year and the issues related with sensitization of people towards cultural, regional, linguistic, communal, socio economic and other diversities are sincerely organised. The impact of these programmes have been quite appreciable.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations:

values, rights, duties and responsibilities of citizens (within 500 words).**Response:**

During the last five years, various initiatives have been taken by the College for sensitization of students and employees to their constitutional obligations: values, rights, duties and responsibilities. As is mentioned in the vision statement of the College, the College strives in a focussed manner to create responsible citizens.

We can begin with the classroom seminars which are held at regular intervals so as to inculcate values among students. Apart from that, celebration of important days such as Independence Day, Gandhi Jayanti, Youth Day, National Unity Day, International Women's Day, International Yoga Day, Constitution Day are organised every year. Students are asked to write essays, make speeches, recite poems, sing songs and present dances on the relevant subjects during these days. All the teachers including the Principal are generally present in all such functions and many of them present their views in a very inspiring way. Organising such functions go a long way in sensitizing the students and employees to their Constitutional responsibilities. (<http://gncollege.org/nss.html>)

The College has got a very active wing of Rotaract Club under the leadership of a senior member of the faculty. The rotaractors carry out several activities such as plantation of trees, organising blood donation camps, working and supporting Jeevan Jyoti School (a school for mentally and physically challenged). They also participate in activities such like "Run for the Nation", polio eradication, and other serious social responsibilities in collaboration with the Rotary Club of Dhanbad. (<http://gncollege.org/rotaractclub.html>)

The College collaborates with a very ancient club known as the Freemasons Lodge and one annual feature which is noteworthy is the blood donation camp organised every year on 24th of June, which is observed as Universal Brotherhood Day. Many units of blood are donated and handed over to the Pataliputra Medical College Hospital's Blood Bank. (<http://gncollege.org/masoniclodge.html>)

The College has organised five national seminars - all on issues of social and national importance. These seminars have contributed much towards sensitization of students and employees to their constitutional obligations. (<http://gncollege.org/seminarroom.html>)

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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

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

Response: D. 1 of the above

File Description	Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

It is believed that celebrating/organising the important commemorative days can help impart truly holistic education among the students. The following national and international commemorative days are celebrated every year, which can be amply borne out by the reports on the website, pictures of the events and newspaper reports appended below each event:

1. National Youth Day: The first event celebrated by the NSS is National Youth Day (Swami Vivekananda's Birthday) on 12th of January.
2. National Girl Child Day: This day was organised this year only, on 24th January, 2020 by the NSS. Inspiring speeches were made by the teachers and Principal, and nukkad plays on "Beti Bachao Beti Padhao" were staged.
3. National Voters' Day: Making the students aware of their democratic rights and duties, it has been organised by the NSS during the last two years. The College NSS led by teachers take out a procession in nearby villages for an awareness campaign among the people of the villages.
4. The Republic Day: The Republic Day is celebrated with fanfare. Apart from the rituals of the flag-

hoisting, singing of the National Anthem, NCC parade and performance of the NSS volunteers; the College celebrates its Founder's Day every year on 26th January. Students performing well in University examinations, in various sports activities, in Youth Festivals and cultural programmes, NCC and NSS are shortlisted and felicitated on this day by the College Management.

5. International Day of Yoga: Since 2015, International Day of Yoga is celebrated in the College by NSS. Yoga experts are invited, and teaching and practice of yoga is done in which the teachers and the students participate.

6. Universal Brotherhood Day: It is celebrated every year in collaboration with the Masonic Lodge of Dhanbad. Officials and doctors from the Blood Bank of Medical College are invited and a blood donation camp is organised.

7. Independence Day: The College celebrates Independence Day. Apart from the flag-hoisting ceremony, singing of the National Anthem with salute to the Indian Flag and parade by the NCC; sweets are distributed among students and teachers who are present in big numbers.

8. NSS Day: On 24th of September every year, NSS Day is celebrated.

9. Gandhi Jayanti: Gandhi Jayanti is celebrated every year by all the students, teachers and staff of the College.

10. Unity Day: During the last two years, National Unity Day has been celebrated to highlight the contribution of Sardar Vallabhbhai Patel.

11. Constitution Day: Constitution Day of India was celebrated last year only in which the Preamble of the Constitution was read aloud by all, promising to pledge their life for upholding the Constitution of India.

12. International Women's Day: It is celebrated on 8th March in which it is stressed that the dignity of women and their importance in the society be upheld, so that the society becomes a better place to live in.

(<http://gncollege.org/nss.html>)

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Title of the Practice: Enrichment Programme: Performance of the Department of Creativity

Objectives of the Practice: The Department of Creativity was set up with the dream and objective of providing training to the creative urge of our students. In 2011, this Department was created with the support of the College Management. The only thing which weighed uppermost was that our students had been doing consistently well at competitions and festivals. The need was felt that some organised training and teaching be imparted to these talented young boys and girls.

The Context: It was felt by the members of Art and Culture Society of the College that the students who had been performing consistently well at Youth Festivals needed better attention. There being no department of Music and Performing Arts sanctioned in the College; the members suggested that the College should take some innovative initiative to develop a system which could be effectively used for providing training to the students. With this objective in view, many art and music teachers were shortlisted and they were requested to provide training to our students.

The Practice: A list of teachers was prepared by the Coordinator, who had also been the team leader for the Youth Festival contingent of the College for many years. The list included most of the experienced and talented teachers in the field of music, dance, theatre events, fine arts, etc. They were all invited for a meeting and with the support of the College Management, it was decided to pay some honorarium to all these resource persons for their services. It was decided by the College Management that no extra fees be charged from the students who enroll themselves for training in the Department of Creativity. The classes were started at the end of the year 2011 and sincere efforts were made by the Coordinator to give it an organised shape. Before long, even the results started showing. Our students looked more confident than before, appeared to be better groomed and had been able to polish their talent to the level of refinement. As every innovation is looked upon with suspicion and doubt, people were watching this development with critical perspective. But the very next year it became clear that the effort made with such dexterity and sincerity had shown results. Naturally the department started receiving more attention from the College Management and was being discussed even in other institutions. Without having a regular department of Music and Arts, it was an effort worth appreciation. In succeeding years many more teachers and experts joined our initiative with their unqualified support, which made the department all the more rich. Most of the talented young boys and girls who joined this College were happy that their talent was being chiseled

and they have been able to attain a level of competence. From that year onward till 2019, this College has earned distinction of being a place where effort was made to polish the creative talent of students to perfection. In 2018, our College got a new University and the first Inter College Youth Festival was organised by this College. That year also the College was declared winners of the event and the talent of our performers was showcased beautifully. The Department of Creativity has lived up to its expectations and has caught the attention of other Colleges and the University.

Evidence of Success: The Department, which has been functioning for nine years now has got both fame and reputation and is likely to grow into a one year Diploma course in which certificate would be awarded by the University. There is no hesitation in saying that apart from winning laurels at different Inter College/Inter University events, this department has helped build a cultural climate in this College which is highly conducive for an institution of higher learning.

The evidence of success can be seen by the result our students have shown. Our talented students of the Department of Creativity were invited to the Raj Bhawan, Ranchi, to perform before Her Excellency - The Governor of Jharkhand - on the eve of Baisakhi. Many of our students from this department have participated with a fair amount of success at the zonal level and even at the national level. So far nine of our students have gone to the national level of Youth Festival and have won prizes even in those tournaments. Sixteen of our students from this Department got selected to represent our University in the Chancellor's Trophy (2019) of Inter University Youth Festival at Ranchi, and they were declared winners.

Problems Encountered and Resources Required: The journey of the Department of Creativity nonetheless has not been hassle free. In initial years it required a lot of patience and convincing on the part of the Coordinator to get good and experienced teachers from sister institutions. Many of these teachers would quote exorbitant fees, not easily affordable by the College and naturally would not cooperate. But such things happened only in the beginning. Gradually everyone had come to know that the Department being run with such tenacity will be unstoppable. One thing which needs to be mentioned is the fact that many of our own ex-students who were good at these genres got associated with us and provided solid support to the department. The College Management was sensitive to the problems encountered and was generally quick to provide required support in solving the issues.

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Title of the Practice: Guru Nanak Dev Lecture Series

Objectives of the Practice: It was decided by the IQAC to request the College Management that a lecture series be started in the name of the Guru after whom the College is named. The request was formally approved. The objective was to request eminent and learned academicians from outside for addressing our teachers and students.

The Context: In order to add quality to the teaching-learning programme, the IQAC Coordinator prepared a list of academicians and themes (subject wise) in consultation with other teachers. It was decided to have a minimum of four lectures in a year. Very soon many proposals were shortlisted, and discussed in detail at various fora, the main concern being the interest of the students and the relevance of the subject.

The Practice: It was doubtless a very ambitious project, but the challenges were many. Everyone appreciated the uniqueness of the project.

The first of these lectures was organized by a very experienced teacher of the College, Prof. Arvind Kumar, Associate Professor, Department of Hindi, on 26th August, 2017. Dr. Gautam Sanyal, former Head of the Department of Hindi, Burdwan University, West Bengal was invited to address. Prof. Sanyal talked about the latest trends in literature, *vis-a-vis* the unpredictable and inevitable social changes obtained in society through his lecture “Shopping Mall me Hamid”.

The second lecture of the series was delivered by Prof. R. N. Sinha, Professor and Head, Department of English, St. Xavier’s College, Ranchi on “The Predicament of Modern Indian Writers in English”. These two lectures proved to be trend setters. After this nine more lectures have been delivered under the banner of “Guru Nanak Dev Lecture Series” on a variety of subjects by the below mentioned academicians:

- Dr. Sajal Mukherjee
- Sri Pritam Kumar Lala
- Dr. I. K. Choudhary
- Dr. B. K. Sinha
- Prof. Hema More
- Dr. Surjeet Kaur Chahal
- Colonel Harpal Singh Grewal
- Dr. Dhurvath Ramesh
- Dr. Gurdeep Singh

Evidence of Success: Everyone is unanimous that these lectures by such distinguished personalities have made new benchmarks in the field of knowledge.

Most of the above lectures were attended by a huge number of students and teachers, who seem to have benefitted a great deal. Although it is difficult to quantify (measure) the success of the lecture series, it is an undeniable fact that the series has worked wonders for the academic climate of the College.

There were more lectures in the pipeline to be delivered in April and July, which could not be possible during Corona times. It is hoped that the series will be continued once normalcy returns.

Problems Encountered and Resources Required: Generally it was found that the personalities who were approached for delivering talks were busy persons with not much time to spare. Getting appointment from such academicians and teachers was a serious problem.

As for resources required to implement the practice, there was not much problem as the College Management has been ever so supportive. With the semester system, even preparing a schedule of these lectures has been an arduous task. Most of the time the teachers of the College are preoccupied with preparing lectures, selecting questions for internal assessment and scheduling various internal examinations. So, the scholars invited to deliver lectures are given only such dates to choose from which

can be free for the students and the teachers of the College.

File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

The College has earned the reputation of imparting quality teaching and training as also having focus on sports and cultural activities in order to empower students in all spheres.

2019 - 2020 was the Golden Jubilee year of the College and that being so, it was decided at the top level of the Management that there should be celebrations of all kinds throughout the year. Certain suggestions were put forward by the IQAC, which were discussed at length in the meeting of the College Governing Council, and necessary finance was sanctioned.

On 23rd of February 2019, the inaugural programme of the Golden Jubilee year was started, which was rightly named "Nostalgia 2019". The Programme was so planned as to create a sense of emotional well-being for those who had in the past associated with the College and had played major roles in consolidating the growth and development of the College. Many of them were invited from far off places. The function began with the presentation of the Principal. Many of those people who had been part of the College Management, and had turned octogenarians had come and added value to the function. They presented their reminiscences from the past and were happy to note the growth of the institution.

The Governing Council of the College in its meeting, dated 6th April 2019, approved the proposal of the Principal, that there should be at least one programme - academic/cultural every month in the Golden Jubilee Year.

The programme began with the hosting of Annual Day Function on 1st May 2019 of the Department of Creativity, which is an annual feature and is organised every year. It was followed by a Workshop on 3rd May 2019, organised by the Department of English on "How to Read Poems". Both these programmes were organised side by side to buttress the point that academic and cultural activities would be organised hand in hand.

A National Seminar on "Imagining the World: Literature, Philosophy, Myth and Reality" was organised on 27th and 28th July 2019. Five celebrated teachers of English Literature joined as resource persons whereas, more than forty delegates participated from all over the country. The Seminar Volume of the papers submitted by the scholars has already been published.

On the 17th of August a lecture on “Fundamentals of Taxation” was delivered by Sri P. K. Lala, who happens to be a senior practitioner of Corporate and Taxation Law in the High Court as also the author of many books including that on “GST”.

On 13th September 2019, the fifth Guru Nanak Dev Lecture was organised. by the Department of History. Prof. I. K. Choudhary, a distinguished professor of History and the former Dean, Faculty of Social Science came from Ranchi University to deliver a talk on “History and Historiography: Indian Perspective”.

On 28th September, the sixth lecture of Guru Nanak Dev Lecture Series was delivered by Prof. B. K. Sinha, Head, Dept. of Political Science, St. Xavier’s College, Ranchi on “Living Gandhi: Leadership Lessons”.

On 2nd October 2019, the 150th birth anniversary of Mahatma Gandhi was organised. There were lectures and discourses by the teachers of the College and the students as also a performance of patriotic dance and songs presented by the students.

On 11th November 2019, two lectures were delivered by (1) Dr. Hema More, Head, Dept. of Buddhist Studies, Pune University and (2) Dr. Surjit Kaur Chahal, former Head, Dept. of Philosophy, Pune University.

From 7th of December 2019, the College organised the Inter College Cricket Tournament of the BBMK University, Dhanbad, which continued for eleven days. The tournament was organised as part of the Golden Jubilee Celebration of the College.

The College has got a very active wing of NCC and it was felt important that a lecture cum counselling session be organised with a distinguished resource person from the Defence. Colonel Harpal Singh Grewal posted in Fort Williams, Kolkata came to deliver a presentation on 13th January 2020 on “Career Options in Defence”.

On 17th January 2020, two important events were organised simultaneously: (1) a career counselling programme for students on “Employability Skills” and (2) “Sahityashala” - a literary exhibition and poetry recitation session organised by the Department of English.

On 21st January Dr. D. Ramesh, a member of the faculty from IIT-ISM Dhanbad, delivered a lecture organised by the Dept of Computer Science on “Data Mining and Applications”.

On 26th January, the Republic Day was celebrated along with the prize distribution ceremony with usual fanfare.

The last of the cultural presentations was again a gala function - a two days’ feast to the senses of the audience. On 7th of February 2020, a lyrical play on “Heer-Ranjha” was organised by the Department of Creativity, which was a wonderful presentation in the open air theatre. It was unique because this was the first of its kind organised by the College in open air. On 8th of February 2020 the programme named “Epilogue to Nostalgia” was yet another rendition of music and dance which lasted for around two hours. Programme was attended by people from across the society including the Vice Chancellor of the University. With this, the Golden Jubilee Celebration should have ended, but one scholar who was abroad for a long time returned and agreed to deliver a talk on “Management of Environmental Challenges”. Professor Gurdeep Singh is a nationally renowned academician and environmentalist, presently Professor

HAG, Dept. of Environment Science and Engineering, IIT-ISM Dhanbad, and also former Vice Chancellor, Vinoba Bhave University, Hazaribag. He presented the eleventh lecture of the Guru Nanak Dev Lecture Series on 29th February 2020.

Thus ended the journey of the Golden Jubilee Year of the College. In all, many cultural programmes were organised, Guru Nanak Dev Lectures were delivered, meaningful workshops were organised and the game of Cricket was hosted by the College, besides having organised a National Seminar of two days.

File Description	Document
Appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

This is to inform that the College was supposed to send the IIQA for the second cycle in March itself, just on completion of five years. But the Pandemic Novel Corona Virus hit this part of the world in March and the higher education institutions were closed down even for office work. It is therefore that the College submitted its IIQA on 21st of September 2020, after things became somewhat in control.

But what is important to be conveyed by way of additional information is the fact that the College made good use of the COVID situation by shifting to online mode of teaching and functioning. Just after the middle of March some teachers of the College started online teaching on Google with a fair amount of success. In June 2020 when the College office resumed functioning, a review meeting of online classes was organized in four parts, not involving more than ten teachers per day with norms of social distancing followed strictly. It was realized that online classes was already a very successful programme with the students, so there was need for giving it a proper structure and the teachers needed to be made aware about the details of web classes. Four workshops were conducted by a very knowledgeable teacher of the College for all the teachers and a time-table was prepared with a unanimous decision that all teachers will work on Google Classroom and Google Meet.

Online classes have proved to be a huge success in the College, with more than seventy five percent of the students connected. Even internal examinations have been conducted online. Many guest lectures of high quality and webinars have been conducted by the teachers during this period. Weekly feedback sessions are in place, and the report has been updated in the College website.

This would perhaps be Corona gains for the College.

Concluding Remarks :

By way of summing up, it would be only fair to say that College has gained much from the first cycle assessment and accreditation by NAAC. The report received from NAAC with comments of the peer team, SWOC analysis done by them and suggestions recorded by them were helpful. Soon after the College went through the exercise of preparing a perspective plan "Vision 2025 Document", and started working in accordance with that.

It would be appreciated that the College tried to implement the perspective plan with utmost dedication and sincerity of purpose. The real help came from RUSA during this period, which gave financial support to the tune of 1.8 Crore to the College that helped the College in getting the desired infrastructure as also procurement of furniture fixture. During the last five years, the changes are noticeable. Even the recruitment of the teachers against vacancies, which occurred on account of retirement of personnel, was done in a proper way, which has given the College the right mix of experience and youth.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Updated as per the supporting documents</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 5 Answer after DVV Verification: 0</p> <p>Remark : No supporting documents provided to support programmes in which choice based credit system elective course system has been implemented</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are added within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Updated as per SOP.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	1	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
570	1061	1247	912	403

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	403

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

1.3.3.1. Number of students undertaking project work/field work / internships

Answer before DVV Verification : 183

Answer after DVV Verification: 41

Remark : Updated as per supporting documents.

2.1.1 Average Enrolment percentage (Average of last five years)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1233	1216	907	860	978

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1233	1248	1112	1063	1088

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1822	1872	1872	1872	1872

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1822	1822	1822	1822	1822

Remark : Updated as per supporting documents.

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 22

Answer after DVV Verification: 0

Remark : List of mentor-mentee and the issues resolved have not been provided as per SOP by HEI.

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	6	5	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	6	5	5

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 284

Answer after DVV Verification: 0

Remark : Experience letter as per SOP not provided by HEI.

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years**3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Updated based on UGC Care list.

3.3.2	<p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 472 1046 607"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>00</td> <td>02</td> <td>01</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 685 1046 819"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>00</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	10	00	02	01	02	2019-20	2018-19	2017-18	2016-17	2015-16	1	00	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
10	00	02	01	02																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	00	0	0	0																	
3.3.3	<p>Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)</p> <p>3.3.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1218 1046 1352"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>16</td> <td>23</td> <td>16</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1431 1046 1565"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>16</td> <td>23</td> <td>16</td> <td>15</td> </tr> </tbody> </table> <p>Remark : Updated as per supporting documents.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	22	16	23	16	15	2019-20	2018-19	2017-18	2016-17	2015-16	17	16	23	16	15
2019-20	2018-19	2017-18	2016-17	2015-16																	
22	16	23	16	15																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
17	16	23	16	15																	
3.3.4	<p>Average percentage of students participating in extension activities at 3.3.3. above during last five years</p> <p>3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1962 1046 2096"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>16</td> <td>23</td> <td>16</td> <td>15</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	22	16	23	16	15										
2019-20	2018-19	2017-18	2016-17	2015-16																	
22	16	23	16	15																	

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1753	1288	1337	1095	1304

Remark : Updated as per supporting documents.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
41	39	35	20	46

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	2	1	0

Remark : Updated based on supporting documents.

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	0

Remark : Updated based on supporting documents.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 4

Answer after DVV Verification: 0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7.66	8.94	0.85	27.81	27.93

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9.86	8.94	0.85	2.78	27.93

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4.21	0.36	0.22	0	0.45

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.4	0.36	0.22	0	0.45

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

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

Answer before DVV Verification : 38

Answer after DVV Verification: 11

Remark : Only 11 attendees in library on an average

4.3.3 Bandwidth of internet connection in the Institution

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: B. 30 MBPS – 50 MBPS

Remark : Updated based on supporting documents. Each connection has less than 50 MBPS

speed.

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

5.1.2.1. Total number of students benefitted by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1842	1517	1383	1721	1946

Answer After DVV Verification :

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

Remark : no proofs submitted

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Updated as per supporting documents.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
242	100	00	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	00	00	00

Remark : Updated as per SOP.

5.1.5	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Updated as per SOP.</p>																				
5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="306 869 1046 1003"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>04</td> <td>20</td> <td>00</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1084 1046 1218"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Updated as per SOP.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	01	04	20	00	12	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
01	04	20	00	12																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progressing to higher education. Answer before DVV Verification : 259 Answer after DVV Verification: 0</p> <p>Remark : Updated as per SOP</p>																				
5.3.1	<p>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="306 1975 1046 2087"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

26	8	2	1	1
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	0	0	0

Remark : Updated based on supporting documents.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	11	5	4	6

Answer After DVV Verification :

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

Remark : Updated based on SOP.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: B. 3 of the above

7.1.5 Green campus initiatives include:

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

Answer before DVV Verification : Any 4 or All of the above

Answer After DVV Verification: E. None of the above

Remark : Updated as per SOP. No geotagged photos or circulars or policy document provided by HEI.

7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>381</td> <td>381</td> <td>381</td> <td>381</td> <td>381</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>381</td> <td>381</td> <td>381</td> <td>381</td> <td>381</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	381	381	381	381	381	2019-20	2018-19	2017-18	2016-17	2015-16	381	381	381	381	381
2019-20	2018-19	2017-18	2016-17	2015-16																	
381	381	381	381	381																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
381	381	381	381	381																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>17</td> <td>17</td> <td>17</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	5	5	5	5	5	2019-20	2018-19	2017-18	2016-17	2015-16	17	17	17	17	17
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	5	5	5	5																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
17	17	17	17	17																	

2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 309 986 421"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3209</td> <td>2873</td> <td>2523</td> <td>2882</td> <td>3221</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 501 986 613"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1204</td> <td>2381</td> <td>2632</td> <td>2439</td> <td>2723</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	3209	2873	2523	2882	3221	2019-20	2018-19	2017-18	2016-17	2015-16	1204	2381	2632	2439	2723
2019-20	2018-19	2017-18	2016-17	2015-16																	
3209	2873	2523	2882	3221																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1204	2381	2632	2439	2723																	
3.1	<p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 37</p> <p>Answer after DVV Verification : 1</p>																				
3.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 936 986 1048"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>62.83</td> <td>89.94</td> <td>43.28</td> <td>60.82</td> <td>44.07</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1128 986 1240"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	62.83	89.94	43.28	60.82	44.07	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	1	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
62.83	89.94	43.28	60.82	44.07																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	1	1																	
3.3	<p>Number of Computers</p> <p>Answer before DVV Verification : 90</p> <p>Answer after DVV Verification : 49</p>																				
3.4	<p>Total number of computers in the campus for academic purpose</p> <p>Answer before DVV Verification : 80</p> <p>Answer after DVV Verification : 49</p>																				