



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ANUGRAH NARAYAN SINGH COLLEGE, BARH

A.N.S. COLLEGE, NH 31, BARH PATNA

803213

www.anscollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anugrah Narayan Singh College was established in 1951, just after independence, at Barh, a sub-divisional town of Patna district, during an era of national awakening and reconstruction, under the stewardship of Late Harivansh Narayan Singh Ji, and some of his enlightened camaraderie to cater to the educational needs of the poor and studious students of the area, whose parents could not afford to send their ward to Patna, which is 70 km away, for higher education. The establishment of the college was necessitated by the fact that the entire sub-division was highly under-developed. The college is named after Anugrah Narayan, whose epoch-making success in chartering new paths and freeing the minds of dogmatic shackles serve as the guiding spirit for vision and mission of this college. The college is located in a semi-urban area on the National Highway-31, with a green environment-friendly campus. The college has a unique distinction of being administered by four different universities within a brief span of its establishment. At the time of its establishment, it was attached with Patna University, afterward it became an affiliated college of Bihar University for a brief stint, later on, it was placed under the administrative control of Magadh University. It became a permanent constituent college of Magadh University in 1975. After coming into existence of Patliputra University, on 18th March 2018, the college was finally placed under its jurisdiction as a permanent constituent unit. The college received the University Grants Commission recognition (under section 2f and 12B of the UGC Act 1956) in 1983.

Housed partly in a small structure, the college infrastructure and facilities are continuously being renovated and new facilities built. The college has a well-qualified and dynamic faculty that regularly upgrades itself to enrich teaching, research, and outreach process. As an institution of learning and in extracurricular activities the college has a commanding presence in the university. College while fostering a stimulating academic environment attempts at instilling in the student values and attitudes which recognized the human imperatives of a strife-free community.

Vision

Strive to inculcate the spirit of service along with professional development and skills for student's betterment through the state of the art education, research and extension by nurturing innovations, leadership and national development.

“*Vidya Shilen Shobhate*” with this motto our institution is engaged in promoting and propagating higher education in this under-developed region. The motto has some added significance, in a country like ours that is multicultural and a nascent one, especially in the era of globalization. True to the motto, our educational endeavor has been to inculcate the spirit of service and compassion along with the professional growth of students. The college endeavors to equip students with knowledge and global skills to compete in the life, by using latest learning resources and sensitizing them toward gender, social justice, environment, sustainability and human rights. The college encourages the development of scientific temper with a special focus on individual, family and community. Developing creative and critical thinking and nurturing innovation and excellence remained one of our thrust area of education. Since its inception, these have continued to guide and contour the curricular and extra-curricular thrust of the college.

Mission

Our college has the mission to uplift the rural and economically weaker sections of the society. As the total strength of the college consists of approx. 40 percent female students, elevating them through higher education is elevating the part of the suppressed section and help them enjoy social justice and empower them by providing employment opportunity. Most of our female students are first generation learner. Our student's experience at college are designed to facilitate self- development and nurturing them to become aware, active and enthusiastic member of society. We strive to-

- *Accomplish training and development of young students for professional employment.
- *Generate an appreciation and respect for our cultural heritage and traditions with a critical orientation towards social and economic advancement.
- *Develop research and critical analysis skills for analyzing and suggesting national development strategies.
- *Striving for a linkage with other teaching and research institutions and professionals at all level.
- *Give impetus to community outreach and extension.
- * To develop individuals who are committed to their personal and professional endeavor.

We communicate our vision and mission by publishing it in our prospectus, on college website and also by explaining it at our orientation programme.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college is located in semi-urban area on NH-31, about 70 kms from Patna and is well connected by road and rail (Delhi-Howrah main line). It is the lone government college of Barh, and the nearest government college is 18 kms away. It has a large campus with wi-fi and CCTV facility and adequate infrastructure such as spacious classrooms, few classrooms are fitted with smart board and LCD projectors, language lab, laboratories, computer lab, auditorium, canteen, conference-room, library with e-books and e-journals, gymnasium and sports infrastructure for effective teaching- learning process. The college offers 11 PG and 16 UG courses. The college has transparent and decentralized administration. The admission process is transparent and follows the rule and regulations of parent university and state government. The student have the choice of electing the optional subjects under choice based credit system (CBCS). The college has a very active NCC and NSS wing which regularly undertake the activities for promoting social welfare and to inculcate a sense of social responsibility. The college has a quick grievance redresser mechanism.

High quality inter-disciplinary research is a core strength of the college. The faculty has developed expertise in various current methodologies and research techniques and remains abreast with changing research environments.

The extensive publications of college faculty in reputed national and international journals, UGC approved journals and, books have synchronized with their participation in workshop, seminars and conferences.

Strong linkage on community outreach and extension at college has created linkage between theory and praxis. These have provided insights for strengthening development programme and policies from a multi stakeholder perspective.

The college has its own magazine "Vibhuti", published yearly.

The *Suraj child study centre* of the college is an experimental laboratory providing on-campus crèche and child care programme for over six months and has been a pioneer in ECCE theory and practice.

Institutional Weakness

Lack of adequate permanent faculty continues to increase the workload and administrative responsibilities of the regular faculty. The stagnation in permanent appointments affects the dynamics of the departments and impedes the professional growth of the discipline.

Non-teaching staffs are the backbone of a college. Recruitment rules and roles of these staff is not aligned to ICT based education. This poses tremendous pressure on teachers using these technologies

Rigidity in curriculum. No autonomy to frame need based syllabus.

Lack of formal tracking mechanism for student progression.

Lack of adequate infrastructure.

The college does not have commerce teaching.

More lecture-room is needed to accommodate the ever growing number of students.

A subsidized fee structure, limited grants-in-aid from a single funding agency, and late reimbursement of money incurred on government policy and programme for example full free-ship to girl students along with SC,ST students all these affect the growth of the institution.

Since some of the students are working/ supporting their family, thus they do not show much interest in education, this finally leads to absenteeism.

At present, the college has no linkage and collaboration with other institution in respect of the teaching and research facilities.

No financial support to teacher, going for conference, seminar or paper presentation.

Sports ground facilities are a bit restricted due to existence of a high school, sharing the same field.

lack of sponsorship for sports students.

Due to its geographical location, it is difficult to organize seminar or talks here.

Institutional Opportunity

There is an opportunity to further enhance the academic standards of the college given the potential of its students and faculty members.

In the coming years, we seek to utilize the expertise of the faculty members in formulating value added courses and use of ICT based course transaction.

College also seeks to strengthen the quality of community outreach activities planned in collaboration with the government and NGOs to expand internships and student exposure for holistic professional development.

Introduction of more add-on certificate as well as vocational courses to increase the employability of the student.

Enrolling students to online courses at Government of India *Swayam* portal would enhance their learning.

Creating campus interview opportunities.

A Centre for Entrepreneurship is to be established and effectively used to promote start-ups for student with innovative product development ideas.

Introduction of an organized system of soft skill training and industry exposure would enhance employability in the nearby NTPC.

Support of well settled alumni can be solicited to take college to new heights.

Institutional Challenge

The college works in resource constrained environment with the faculty and administration balancing dual challenges of undergraduate and post-graduate teaching and research.

Frequent changes of principal especially from 2015, is a stumbling block for the development of our college.

Irregular salary payment jeopardize the performance of both teaching as well as non-teaching staff.

Dynamic course curriculum with several pedagogical changes under semester, CBCS etc. has added new dimensions and strengthen teaching in college. However, frequent changes in the system can act as a challenge with limited funds and infrastructure available.

Completion of the courses with in the given time frame of the semester system considering the vastness of the syllabus of PG courses, and availability of teacher.

Catering to diverse student population brings with it certain challenges including problems in communication and non-availability of reading/ course material/ teaching aids in other languages.

Student's participation in both curricular as well as extra- curricular activities of the college need to be sensitized.

To prepare our students to communicate in English.

To make the IQAC more functional and vibrant.

In fact there is an urgent need to improve the entire school education system of the region, then only the college may hope to get better staff.

Creation of additional space (horizontal or vertical) for research facilities and introduction of new courses.

Reducing the institutional dependence on carbon remitting energy resources within the prescribed budget.

Last, but not the least, the college has had to suffer because of its geographical location. Teachers appointed here often try to get themselves transferred to Patna, in any college because of the better liveable condition there. In a order to put a curb on this practice, it is necessary to make the service of the teacher transferrable, or a teacher must serve in a semi-urban area atleast for five years.

The college continues to strive to work towards providing quality education to students and building core values of service, social justice, professionalism, integrity and sustainability for achieving excellence in all spheres of life.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In our understanding, the curricular aspects of an institution's existence and functioning comprises of curricula design, adoption, dissemination and evaluation.

Members of our faculty have been actively engaged in all the facets of curricula management. In the framework of a constituent college of a university, the primary authority for design and redesign of curricula lies with the university.

We offer eleven post-graduate and sixteen under-graduate programs as per the curricula prescribed and amended by Patliputra University. The curricular is best endeavored to prepare students to always 'think and review'. The college has always headed towards the active participation of students and teachers in the conferences, workshops and seminars organized by institutions. The teachers persuade the students not just to score good marks but also incline them to prepare for the future be it on further studies front or for placement and even for entrepreneur opportunities. Frequent meetings are held which plan programs and discuss key issues to meet the pedagogical and infrastructural requirements of the curriculum. The teachers of the college have too been keen to attend the training and development programme for higher education, imparting the in-depth knowledge to the students and making studies inter-disciplinary .The expertise of the faculty members allows the institution to provide flexibility to students in terms of subject choices in the current choice based credit system.

As a learning organization, we have always engaged in continuous process of obtaining feedback from different

stakeholders in a formal- informal manner and it has enriched the teaching learning processes. From this year these have been standardized and regularized.

Teaching-learning and Evaluation

Our faculty comprises the backbone of our curriculum delivery system. Not only do they have requisite academic qualifications, but also research experience that allow them to bring the latest knowledge to the classroom. All the permanent teachers have undergone or in the case of newly recruited teacher are undergoing Orientation and Refresher programme conducted by University Grants Commission.

Students are familiarized with the program outcomes, mode of internal assessment as well as college facilities during the orientation programme. Teachers plan strategies to reduce the gap in knowledge and skills.

Advanced and slow learner students are identified and efforts are made to meet their specific needs. Special classes and encouragement to participate in curricular and extra- curricular activities help in integrating students of varying abilities.

Students are encouraged to think critically and be innovative and creative in tackling assignments, projects and other tasks assigned to them. A repertoire of instructional methods and active learning approaches are used to foster constructive participation. Extension activities, internship and training ensure experiential learning for students. Library at the college is well equipped with books and e-resources necessary for teaching, learning and research.

ANS College houses a highly qualified faculty, of which, many have received awards for excellence.

Appropriate assessment is incorporated into the learning process to achieve the learning goals of the course. Continuous internal evaluation is done in a informal way.

Mentorship programme at the departmental level enables a closer teacher- student relationship besides addressing academic and other issues of the students. A formal student feedback system that enables the institution to measure the level of student satisfaction with regard to teaching, library,etc. from this year.

The college follows a completely transparent admission policy by printing the criteria in prospectus. Admissions are based on the merit score of the students. We follow the reservation policy of Governments as well as our university in letter and spirit. The gender inclusion ratio is ensured via 3 percent relaxation in merit to women candidates.

Research, Innovations and Extension

In spite of no budgetary support and dearth of teaching faculty, the college promotes research ambience through project works for students and for teachers granting study leave. Research committee take the quality initiative to publicize the facilities and resources available through the periodic meeting to disseminate research culture among the internal and external stakeholders. Recently one of our teacher has completed his UGC minor research project. In the last two years, three teachers have submitted their research work for Ph.D degree and many are on line. Faculty members of our college regularly published their research papers in national, international, referred and peer-reviewed journals and e-journal and attended conferences and seminars and

presented research paper.

The extension activities of the college are carried through NCC and NSS. The broad areas of extension activities of the college are community development, social work, health and hygiene awareness, blood donation camp, AIDS awareness, environment awareness, Sustainable development etc. Extension activity brings students close to the society.

Infrastructure and Learning Resources

The policy for infrastructure development focuses on-

1. Create an enabling environment for teaching- learning process equipped with ICT facilities.
2. Regular assessment of infrastructure needs to keep pace with changing needs due to increase in number of students and introduction of new courses.
3. Regular up-gradation and maintenance of college facilities.

The college has somehow adequate infrastructure with 16 lecture rooms, two of which are fitted with LCD projectors. There are two computer labs, one for BCA and other for BBM. It also has a language lab, seminar cum conference hall, a big auditorium, a common room for girls, a canteen, library and facility for both indoor and outdoor games. It has spacious playground and well maintained park and lawns. We have full power back-up. There is a PTI for Sports training. We also have adequate number of washrooms, provision of filtered cold drinking water, a small medical/First-Aid room along with a doctor who is available on call.

The library has a rich collection of approximately 50000 books. Another 6000 e-journals and 3135000 e-books are available to students and faculty remotely through the NLIST programme of INFLIBINET (UGC).

The campus is Wi-Fi enabled, computer and internet facility is available to all students and faculty. A number of software and customized packages are being used for teaching and management purposes. The college has made provisions for maintenance of the IT infrastructure and the basic amenities in the college.

Student Support and Progression

Most of our students, especially female students are first generation learner, They have come from rural or semi –urban area, so it is natural that they feel shy and inhibited. It is the responsibility of the institution to inculcate confidence and a sense of hope in them. Our aim is to send our students as a transformed, independent individual with self -confidence to face the new challenges in the world. Students gradually give up their shyness and inhibition by actively participated in any one of the extension activities, provided in the college. The OBC cell and SC/ST cell give counselling and moral support to the respective students.

In fact our college is committed to excellence in all sphere therefore every student who joins the college is extended academic, psychological, professional and financial assistance to make his/ her stay in the college an enriching experience. The college provides a meaningful partnership between student and teachers. This is seen

in planning of academic and extra-curricular activities, Students with financial constraints are offered a wide variety of support with scholarship and free ships, The college attempts to provide access to all kinds of reinforcements that students would need to complete their education such as special classes .Career counselling at various levels prepares them for progression to higher studies as well as finding suitable placements.

The college has a democratically elected student union. Various inter and intra college platforms are provided to the students to showcase a wide array of extra-curricular activities. The college also has a grievance redresser cell and internal complaints committee.

The college has a alumni association (which is in the process of getting registered) which work closely with the students and departments.

Governance, Leadership and Management

For fulfillment of the college mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formulation. The governance of the college is democratic and participative.

The chain of command is well defined and integrated for smooth execution of decisions. The college is governed by Patliputra University's statutes and the Government of Bihar orders. The Principal and faculty in several committees are always stepping in together for designing and proper application of the policy.

Since the college is a constituent unit of Patliputra University, it follows the guidelines of the university in matters of finance. There is an elaborate structure of both fund and resource mobilization and its utilization with documented proof of every initiative taken. The audit team of university visit the college at the end of the financial year and examines the process of financial transactions. A yearly external audit ensures that the college adheres to General financial rule with respect to income and expenditure. The college is in the process of adopting the Public Fund Management System. The college is in the process of implementing-governance in all areas of operation.

The newly reconstituted IQAC is another accountability and monitoring apparatus for an effective manifestation of policies and retroactive scrutiny of the same.

Institutional Values and Best Practices

ANS College has always pioneered in displaying the best institutional values and practices. The institution is committed to sustainable development and addresses most of the SDGs in small and large endeavors. The college put its thrust on being inclusive without compromising on quality of teaching learning process. The college is committed to interdisciplinary education and capacity building of young students in developmental and professional education. The college has emphatically addressed environmental, social and gender issues in its endeavor to sensitize the stakeholders on a regular basis. Organic linkages with outside world have also been established. The neighborhood villages were addressed on child-care, agricultural practices and sustainable development. Environmental concerns have been addressed by installing rain water harvesting and segregation of waste. The buildings been designed in a manner to have maximum light and air naturally so as to conserve energy. The power required for providing WiFi facility in the campus is provided by solar energy. We are in the process of installing solar light on the pathway. Differently abled students have been provided with facilities of

ramp and special washroom.

The establishment of OBC cell, SC/ST cell etc. can be cited as among the 'Best Practices'. These cells are also a mechanism to identify academic and other issues enabling the institution to draw a customized plan for their development.

From this year we have created a career counselling and placement cell for the training and placement of our students in different organizations.



2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANUGRAH NARAYAN SINGH COLLEGE, BARH
Address	A.N.S. College, NH 31, Barh Patna
City	Barh Patna
State	Bihar
Pin	803213
Website	www.anscollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Indrajit Prasad Roy	06132-243053	8083860424	06132-24221 6	principalanscbarh @yahoo.co.in
IQAC / CIQA coordinator	Binod Kr. Jha	6132-243053	9709738747	6132-242216	bkjpatna@gmail.co m

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1951

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

State	University name	Document
Bihar	Patliputra University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	16-06-1983	View Document
12B of UGC	16-06-1983	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
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
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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	A.N.S. College, NH 31, Barh Patna	Semi-urban	6.423	7881

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics	36	Intermediate	English,Hindi	233	207
UG	BSc,Chemistry	36	Intermediate	English,Hindi	233	168
UG	BSc,Mathematics	36	Intermediate	English,Hindi	233	182
UG	BSc,Zoology	36	Intermediate	English,Hindi	232	157
UG	BSc,Botany	36	Intermediate	English,Hindi	175	66
UG	BA,English	36	Intermediate	English,Hindi	198	153
UG	BA,Hindi	36	Intermediate	Hindi	134	122
UG	BA,Urdu	36	Intermediate	Hindi,Urdu	21	6
UG	BA,Sanskrit	36	Intermediate	Hindi,Sanskrit	21	3
UG	BA,History	36	Intermediate	English,Hindi	289	265
UG	BA,Political Science	36	Intermediate	English,Hindi	242	218
UG	BA,Philosophy	36	Intermediate	English,Hindi	43	26
UG	BA,Economics	36	Intermediate	English,Hindi	242	213

UG	BA,Psychology	36	intermediate	English,Hindi	242	223
UG	BCA,B C A	36	Intermediate	English,Hindi	60	40
UG	BBM,B B M	36	Intermediate	English,Hindi	60	5
PG	MSc,Physics	24	UG	English,Hindi	48	27
PG	MSc,Chemistry	24	UG	English,Hindi	48	31
PG	MSc,Mathematics	24	UG	English,Hindi	90	45
PG	MSc,Zoology	24	UG	English,Hindi	48	11
PG	MSc,Botany	24	UG	English,Hindi	48	6
PG	MA,English	24	UG	English,Hindi	135	3
PG	MA,Hindi	24	UG	English,Hindi	135	2
PG	MA,History	24	UG	English,Hindi	135	9
PG	MA,Political Science	24	UG	English,Hindi	135	7
PG	MA,Economics	24	UG	English,Hindi	135	5
PG	MA,Psychology	24	UG	English,Hindi	90	3

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				57			
Recruited	0	0	0	0	0	0	0	0	16	3	0	19
Yet to Recruit	0				0				38			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				93
Recruited	45	2	0	47
Yet to Recruit				46
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	5	0	0	3	0	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	4	3	0	8

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

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

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
PG	Male	109	3	0	0	112
	Female	35	2	0	0	37
	Others	0	0	0	0	0
UG	Male	1897	0	0	0	1897
	Female	733	0	0	0	733
	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	164	267	272	162	
	Female	102	200	250	147	
	Others	0	0	0	0	
ST	Male	4	11	0	0	
	Female	0	9	0	0	
	Others	0	0	0	0	
OBC	Male	530	849	1084	607	
	Female	348	600	504	436	
	Others	0	0	0	0	
General	Male	554	585	692	437	
	Female	301	471	401	298	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		2003	2992	3203	2087	

3. Extended Profile

3.1 Program

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

Response: 29

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	27	27	27	27

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8282	8198	6774	5580	4850

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1462	1447	1462	1030	1029

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1804	2034	1556	1536	1035

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	15	19	19	24

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
57	57	57	57	57

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 18

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

2017-18	2016-17	2015-16	2014-15	2013-14
357.38	342.89	369.48	194.49	183.48

Number of computers

Response: 107

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:

Curricular aspects of courses at ANS College are governed by the rules and guidelines of Patliputra University (Since the college erstwhile was under Magadh University, thus, for the time being, we are following the curricular as well as rules of both the universities). For the effective implementation of the curriculum along with these the broad vision and goals of college are kept in mind. We have various well-structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts.

The college level various committees prepare broad guidelines and frameworks to suit requirements of different courses. The staff committee in conjunction with the individual department and time-table committee provide directions. For the newly introduced CBCS system, we are going to form a coordination committee. In fact, the entire system has been structured in a way that promotes transparency, academic standards, and quality.

The departmental committee holds a meeting at the end of the semester, to discuss and plan for next semester in advance. Each department ensures that the study materials (prescribed/suggested) in the respective papers are made available in the college library and curricular related references are regularly updated. The online learning resources are made accessible to the students through our library. The time table is displayed on college notice-board, posted on the website of the college and available to students on demand.

The college has a practice of inviting externals for various projects, practical and theory evaluation.

The college infrastructure and facilities are continuously being upgraded to suit the needs of changing curriculum and pedagogy. Smartboard and LCD projector equipped classrooms to facilitate lecture delivery in the technology-enabled milieu. Remedial/special classes for needy students are conducted to enable them to cope with the curriculum. In case of a differently abled student in any class, we try to engage that class on the ground floor of the building itself. Link for subject wise syllabus has been provided on the website. Curriculum related specific talks are also organized.

To ensure learning outcomes of each subject continuous evaluation is carried out, sometimes in a formal way, sometime in an informal way. The IQAC in tandem with college administration monitors the effective implementation of all aspects of the curriculum.

Besides, we have a feedback mechanism which enables the students to provide inputs on curricular related issues.

1.1.2 Number of certificate/diploma program introduced during the last five years**Response:** 0**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

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

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

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 5.1**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

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

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

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 10.34**1.2.1.1 How many new courses are introduced within the last five years****Response:** 3

File Description	Document
Details of the new courses introduced	View Document

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

Response: 39.29

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

Response: 11

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

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

From 2018 onwards the issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics have become concomitant part of the Master's curriculum. There are two specific papers AECC-1 and AECC-2 addressing these issues.

AECC-1 (Environmental Sustainability and Swachh Bharat Abhiyan Activities):

Major topics that are covered under AECC-1 are

- 1.Environmental ethics and ecosystem
- 2.Development and its effect on environment
- 3.Concept of bio-diversity and its conservation
- 4.Swachha Bharat Abhiyan

AECC-2 (Human Values and Professional Ethics and Gender Sensitization):

Major topics that are covered under AECC-2 are

1. Variety of Moral Issues, Principals of Ethics and Morality
- 2.Holistic approach to corporate ethics
3. Professional Ethics
4. Gender-An Overview
5. Gender-contemporary perspectives

These cross-cutting issues are also an intrinsic part of the students' co-curricular activities. Students are encouraged to take part in many activities related to Swachhta Abhiyan such as regular campus cleaning, Gender sensitization programs such as "Beti Bachao Beti Padhao" Environment and Sustainability such as "Namami Gange" etc.

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

Response: 0

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

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
26	13	11	8	16

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 94.72

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

2017-18	2016-17	2015-16	2014-15	2013-14
2087	3203	2992	2003	1779

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

2017-18	2016-17	2015-16	2014-15	2013-14
2925	2895	2925	2058	1934

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 98.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
1352	1447	1462	1030	1029

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

- The teachers in our college identify students while taking classes, personal interactions, feedback, individual and group presentations, group discussions, various academic activities, etc. and accordingly take action. Through various means they are encouraged and motivated. Other capabilities noted by teachers include keenness for extra reading, debating, attentiveness etc. Slow learners are identified and special measures are taken to enhance their abilities.
- Teachers always motivate them to participate in various personality enrichment activities for example quiz, extempore, group discussion, creative writing competition, anchoring, various talks by experts, movie screening followed by discussion etc so that their talent can be utilized and at the same time they can be provided with proper exposure and opportunity.
- Congenial environment is created so that students come out from their inhibition and take part in each and every activity that eventually broadens their sphere of thinking academically as well as related to extracurricular activities.
- Teachers orient students in informal ways and help them channelize their energies in the right direction. Above all some of the teachers of the college are engaged to help students deal with their psychological issues. The college organizes extra-curricular activities to enhance critical thinking of the students and expose them to various socio-political, economic and literary issues to enhance their organizational acumen. Selected students are sent to represent the college in various inter-college competitions, in the fields of their interest. Selected students are also nominated to participate in symposia/conferences in order to keep them abreast of the latest developments in episteme.

2.2.2 Student - Full time teacher ratio

Response: 394.38

2.2.3 Percentage of differently abled students (Divyangjan) on rolls**Response:** 0**2.2.3.1 Number of differently abled students on rolls**

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

1. The teachers continuously encourage students to participate in discussions as it stimulates richness in the academic experience as well as it adds lot of diversity to it.
2. The college faculty uses new age methods of evaluation to strike the right balance between the established norms and the unconventional ones as these help in catering to varied mix of students.
3. The goal is to impart up-to-date knowledge, acquaint students with latest research and empower students to apply their skills to develop innovative solutions to present day problems.
4. Few of our classrooms are equipped with ICT and Wi-fi network to blend the traditional chalk and talk method of teaching with e-learning resources to make our teaching interesting and interactive. Two classrooms have smart-board facilities and two are equipped with LCD projector.
5. Students are encouraged to make power point presentations, individually or in collaboration with peers to promote independent learning. Classroom assignments emphasise individual thinking over received knowledge. Emphasis is on nurturing questioning, searching for answers, and acquiring information from various sources to enhance their critical thinking.
6. The college has well equipped laboratories in the departments of Physics, Chemistry, Zoology and Botany. Students are taught about the importance of waste management, pollution control, minimizations of energy usage, valuable nature of samples, how to take care of fossils, hand specimens, thin sections
7. College encourages students to join summer internships in various reputed organizations. Teachers give them many academic works like project, assignment, presentation, tests, group discussions etc which requires a lot of critical analysis and that helps them in having a deeper understanding of the syllabus.
8. We also emphasize our students to understand the content and write in their own language rather than mugging it up as it enhances their creativity and language proficiency.

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

Response: 75

2.3.2.1 Number of teachers using ICT

Response: 15

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

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

Response: 8282

2.3.3.1 Number of mentors

Response: 1

2.3.4 Innovation and creativity in teaching-learning

Response:

1. Students are encouraged to think critically and be innovative and creative in tackling their assignments, projects and other tasks assigned to them. Teaching pedagogies have been modified over time to facilitate innovation. The curriculum is planned in a way to complement a strong theoretical background with practical understanding. Innovations are conceived in such a way that they are sustainable. Students are encouraged to think of 'out of the box' solutions to issues like parenting, child care, resource utilization in communities and behavior change.
2. The faculty in our college ensures to conduct a warm-up session before start of lecture, this is a great exercise in terms of benefit for the student as it refreshes their memory and creates a bridge between previous lecture and current class. This session not only revises the portion discussed before but also creates interest in students who were absent earlier. We also encourage faculty members to conduct surprise tests to check preparation of students and focus on those areas where they are having difficulty in understanding the text.
3. There is a healthy ecosystem in our classrooms where we encourage students to review each other's work as part of peer to peer learning. This exercise gives them a wide angle perspective of learning. There is a healthy ecosystem in our classrooms where we encourage students to review each other's work as part of peer to peer learning. This exercise gives them a wide angle perspective of learning.
4. Students are assigned to teachers in small groups in order that they may be encouraged to participate in student-centered learning. These initiative help in one to one interaction and group discussions between teachers and students by indulging them in interactive, intense group discussions, case studies and paper presentations. This helps the teachers in giving personalized attention to the students with diverse levels of learning and quenching their thirst for wider knowledge thereby enhancing their ability to think critically, innovatively and independently, to analyze, evaluate, predict and solve problems.
5. An effective teacher plans practical work with specific learning objectives in mind. By using different pedagogical approaches the same practical task can be used to achieve different learning

outcomes. Wi-Fi enabled College Campus helps the students freely access e-resources. College organize many creative activities with children, women, youth, persons with disabilities and other stakeholders in the community.

2.4 Teacher Profile and Quality

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

Response: 33.33

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 84.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	14	18	18	21

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.32

2.4.3.1 Total experience of full-time teachers

Response: 174.7

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

Response: 10.2

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 1.05

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	0	0	0

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

2.5 Evaluation Process and Reforms

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

Response:

- University has taken various initiatives from time to time to improve the level of education like annual system, semester system, and now CBCS. Assessment and evaluation forms an integral part of the entire educational process. It is essential that, during and at the end of a course of study, both the teacher and the taught evaluate how far they have succeeded in the attainment of the objectives of teaching and learning.
Application of internal assessment methods varies from teacher to teacher, subject to subject and course to course. Faculty members use conventional and innovative evaluation methods in order to account for diversity in students' needs and abilities.
- Evaluation in a continuous mode has helped improve student regularity and participation in practicals as there are marks for each class attended and assignment completed. Each department has worked out the details of how the CIE will be carried out for each paper taking care that learning objectives of each paper are achieved through the different assignments. The schedule for class tests, submission of assignments, presentations and educational field trips are notified to the

- students well in advance by their respective departments.
3. For theory papers it has been kept in mind that the assignments should not only test the knowledge base of the students but also foster creativity and out-of-the-box thinking. CIE is a method of assessing whether learning outcomes for all courses are being achieved. It provides an opportunity to relook at and modify teaching strategies if the students are not performing well. Students who miss the assignments due to ill health or participation in extra-curricular activities of the college are given an opportunity to give the assignment on an alternate date. There is a set schedule for conducting the assignments which the students know in advance.
 4. It is essential that, during and at the end of a course of study, both the teacher and the taught evaluate how far they have succeeded in the attainment of the objectives of teaching and learning. Application of internal assessment methods varies from teacher to teacher, subject to subject and course to course. Faculty members use conventional and innovative evaluation methods in order to account for diversity in students' needs and abilities.
 5. Class tests are conducted with both subjective and objective questions. Multiple sets of question-papers are set by some to expose students to a larger variety of questions. Answers are discussed after the test to help students understand the topic more deeply and to improve their writing skills. Many teachers give small tests and assignments after they finish discussion on each topic. These multiple but small tests/assignments take off the pressure from the students while at the same time students can focus and prepare each topic more elaborately. It gives them more practice and they can improve their knowledge base. In the end it also gives the scope to the teacher to choose the best test/assignment from the lot for marking or they may take the average of all.

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

Response:

1. The Institution ensures that all students are aware of the evaluation process through the college prospectus which is updated annually. In each of the departments, for each subject (theory and practical) being taught at undergraduate and post graduate level a senior faculty member is nominated as convenor who then co-ordinates curriculum transaction with other faculty members teaching the subject during the semester. Before the session begins, teaching plans are prepared and discussed along with the mode of Continuous Internal Evaluation. The faculty members however have a certain amount of flexibility in deciding on the kind of assignment so that creativity is not compromised.
2. CIA offers plenty of liberty within this broad framework and is free to reinterpretation by individual teachers and/or departments. Actual methods and pattern used to carry out the internal assessment can be tailor-made keeping in mind the unique objectives of each course and the number of teachers involved in its teaching. Teachers at our college make full use of this inherent freedom to ensure robustness of the CIA mechanism.
3. Assignments offer teachers a chance to assess students in more innovative ways. Presentations enable students demonstrate their verbal communication skill, clarity of concepts and public speaking ability. Quiz allows students organize their thoughts and present their views lightening fast.
4. Dates for the tests/submission of assignments are notified on the college notice boards and announced by faculty in the respective classes at least a week in advance. After checking, answer sheets/assignments are shared with students and marking pattern is discussed. Students are asked to

sign in the internal assessment mark lists/ registers of teachers once they are satisfied with the marks obtained.

5. The institution has an effective mechanism for redressal of grievances pertaining to internal assessment. Students are also assessed by the teachers based on their participation in the class.

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

Response:

1. The Examination process (scheduling of examination, setting up of question papers, conduct of examinations, evaluation of scripts and declaration of result) in Patliputra University, Patna is controlled in its entirety at the university level. Colleges act as CIA examination centers for its students. Scripts of Ability Enhancement Compulsory Course and Ability Enhancement Course along with Core Courses are evaluated at the university headquarter as per Patliputra University, Patna guidelines. College in collaboration with the university, assures that students get admit cards at least one week before the commencement of the exams so that there is no scope of admit card related grievance at the last moment.
2. Two office assistants are deputed to redress the student grievances well before the start of examination. Student grievances during the conduct of the examinations (non-availability of question papers in time, delay in getting the question papers etc) are handled by the college in cooperation with Patliputra University Examination Branch. Such grievances are handled at the level of the Principal (who acts as Superintendent of Examinations) supported by a team.

Students need to apply to the University for correction in marks and reevaluation. The process is governed by Patliputra University, Patna Ordinances. The administrative office of the college guides the students about the process. For errors like the marksheets indicating that the student was absent, the college promptly sends the duly certified attendance sheet to assist in locating marks in exam branch and correcting discrepancies.

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

Response:

1. A.N.S. College, Barh adheres to the Academic Calendar and Examination Schedule of Patliputra University, Patna with regard to the conduct of CIA. All information pertaining to the academic calendar is available on the University website. This information is clearly conveyed to students during the college and departmental Orientation Programs. Notices and circulars about the evaluation process are displayed prominently on the college notice board
2. Internal Quality Assurance Cell (IQAC) has been constituted in the college to check, control and maintains quality of education in the institution. It also ensure adherence to the academic calendar of the university related to CIA. Student assessment test/assignment/presentation marks are shared with the students by the respective teachers. The science departments conduct practical exams within the time frame given by the Patliputra University, Patna. The H.O.D's. of the respective departments acts as coordinator and is appointed well in advance from Examination Cell who with

the help of college office makes all necessary arrangements for smooth conduct of the exams. Results for practical exams are prepared well in time as per schedule by the respective examiners.

2.6 Student Performance and Learning Outcomes

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

Response:

1. The College website, prospectus states the mission and objectives of all the departments of the college. The college has a website on which the details of courses offered are clearly mentioned. The College Website Committee ensures regular updating and smooth functioning of its Website. Completing the curriculum requires meticulous planning as the College has a vibrant matrix of extracurricular activities. The Academic Calendar of the College provides the broad schedule for the College's curriculum. The IQAC helps integrate all co-curricular, extracurricular events into this framework, by closely coordinating with Staff Council Committees and chalking out a calendar of all events before commencement of each semester.
2. The College Prospectus: Prior to the commencement of every academic session, the Prospectus Committee finalises and publishes a prospectus which contains all academic details such as a department-wise list of faculty members, infrastructural facilities available, fee structure along with the number of seats available. The concerned teachers on their own too communicate to the students the programme and course outcomes during departmental orientations and during the course of their lectures.
3. For each course offered by the college, a unique set of learning outcomes have been defined. These are linked to the broad program outcomes. Following effective pedagogic strategies, the faculty articulates the learning objectives and expected outcomes for each course at the beginning of the session as well as before each unit in the syllabus. This helps the students appreciate the topic being covered in class as they see the relevance. The syllabus depicting the learning objectives is readily available for students and teachers on college /Patliputra University website and college library.

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

Response:

1. The programme outcomes, programme specific outcomes and course outcomes of the students are evaluated at the university level after the semester end examinations. Internally the college evaluates these through the mechanism of Continuous Internal Assessment. The rationale of CIA is to help the faculty take a measure of attainment of course outcome of students. In the process of regular evaluation students also discover their strengths and weaknesses so that they can improve their performance in the end-semester examination conducted by the university. In the mid of each semester, CIA is conducted in systematic manner.
2. Continuous assessment provides feedback on the efficacy of the teaching-learning process and learning outcomes of each course. This is in the form of assignments which are a part of the CIE as

well as additional quizzes, tests and assignments which are periodically given to students.

3. The learning outcome of the students within the college is evaluated through class assignments, class tests, presentations, as well as practical (for science students). Students are given a time line for submission of their projects and assignments. Students having medical issues or other family issues are given additional time to submit these so that the process of internal evaluation of programme and course outcomes takes into account all eventualities that the students of the college has to go through during the course of their two year post graduation programme in the college.
4. The College IQAC monitors and sets a time line for evaluation of Internal Assessment, which is scrutinized both at the department and college level. During the course of centralized evaluation of UG and PG answer books of Patliputra University, Patna, faculty members of the college show their active participation. This is reflected in their role as paper setters and additional examiners during the process of evaluation of the scripts at the designated paper setting and evaluation centre.

2.6.3 Average pass percentage of Students

Response: 82.09

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

Response: 2310

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

Response: 2814

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 185000

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	185000	0

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 20

3.1.2.1 Number of teachers recognised as research guides

Response: 4

File Description	Document
Any additional information	View Document

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

Response: 0.14

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

Response: 1

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

Response: 35	
File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

Internal Quality Assurance Cell (IQAC) of the College in its meetings tried to frame a larger structure of qualitative development of the institute. The college IQAC, in collaboration with different committees of the college, takes initiatives to better the overall atmosphere of the college.

Some of the practices institutionalized as a result of IQAC initiatives are as under:

1. Introduction of field trips for newly recruited faculty members to nearby villages so that they understand the real-life situation of the area and to better prepare themselves against the demands of society which look upon our institution with reverence.
2. Heritage walk cum incubation program of newly recruited faculties to understand the cultural and archaeological significance
3. Establishment of the GYM to promote good health of students as many of them aspire to join the Army, Central, and State Police forces.
4. Introduction of smart classes to promote e-learning which is the need of the hour.
5. Opening of SBI branch in the campus

Besides, this the college is actively engaged in conducting Lecture series, workshops, and general awareness programs, etc. on currently relevant topics and areas and inviting novel ideas from students and faculty. In the academic session 2018-19, National Science Day was observed on 28 February 2019. The theme of the programme was "*Science for the people and people for the science*". Many of the faculty members and a few students were asked to present innovative ideas on the theme. The college also provides notice board space to display the articles related to current research projects. This works as a plank for creative ideas, articles, poetry, stories, and reporting of events held in college serving as a tool for transfer of knowledge.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**Response:** 0**3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years**

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

File Description**Document**

List of workshops/seminars during the last 5 years

[View Document](#)**3.3 Research Publications and Awards****3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** No**File Description****Document**

Institutional data in prescribed format

[View Document](#)**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response:** No**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0.25**3.3.3.1 How many Ph.Ds awarded within last five years****Response:** 1**3.3.3.2 Number of teachers recognized as guides during the last five years****Response:** 4

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

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

Response: 1.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	6	3	2	1

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.71

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	8	2	0

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

3.4 Extension Activities

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

Response:

Anugrah Narayan Singh College Barh organizes and participates in various extension activities through the NSS and NCC unit with a dual objective of not only sensitizing students about various social issues but also contribute to the community and strengthen community participation.

Several Initiatives following the guidelines of the Government has been taken from the NCC unit such as:

1. SWACHHTA ABHIYAN ON NCC DAY-BARH HOSPITAL, TO CLEAN UP THE AREA OF BARH HOSPITAL.
2. SWACHHTA PAKHWADA
3. BLOOD DONATION: FOR STRENGTHENS THE SENSE OF EMPATHY AND COMPASSION AMONG DONORS AND ALSO INSTILLS IN THEM A SENSE OF COMMITMENT AND ETHICAL RESPONSIBILITY
4. VAN MAHOTSAV: TO FULFIL THE GOAL OF THE TREE-PLANTING MOVEMENT IN INDIA
5. AIDS AWARENESS
6. HUMAN CHAIN (ANTI DRUG)
7. GANGA CLEANING – ALAKNATH GHAT – FOR RIVER-SURFACE CLEANING UNDER THE MISSION OF NMCG, GOVT OF INDIA
8. CHAT PUJA DUTY, BARH: FOR GANGA GHAT CLEANING DURING CHAT PUJA
9. BETI BACHAO BETI PADAO- TO GENERATE AWARENESS AND IMPROVE THE EFFICIENCY OF WELFARE SERVICES INTENDED FOR GIRLS IN INDIA
10. CAMPUS CLEANING-REGULARLY IN THE COLLEGE CAMPUS
11. SPECIAL CAMP OF 7 DAYS (19TH TO 25TH SEP 2017)
12. INTERNATIONAL YOGA DAY
13. DIGITAL INDIA: IMPROVED ONLINE INFRASTRUCTURE AND BY INCREASING INTERNET CONNECTIVITY OR BY MAKING THE COUNTRY DIGITALLY EMPOWERED IN THE FIELD OF TECHNOLOGY

In accordance, several Initiatives has been taken from the NSS Department such as:

1. SWACHHTA ABHIYAN
2. BLOOD DONATION
3. VAN MAHOTSAV
4. AIDS AWARENESS
5. STATION CLEANING
6. CAMPUS CLEANING- REGULARLY IN THE COLLEGE CAMPUS
7. NAMAMI GANGE
8. SPECIAL CAMP
9. HUMAN CHAIN

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

Response: 0

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

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

File Description**Document**

Number of awards for extension activities in last 5 years

[View Document](#)

e-copy of the award letters

[View Document](#)**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years****Response: 50**

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	13	9	8	2

File Description**Document**

Reports of the event organized

[View Document](#)

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

[View Document](#)**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years****Response: 5.32**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-

Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
646	492	371	312	83

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

3.5 Collaboration

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

Response: 0

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

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

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

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

Response: 0

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

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

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has a very good infrastructure and has adequate facilities to support teaching-learning activities. Given below is the list of facilities available for teaching-learning as per the specified requirements of university statutory bodies:

1. Classrooms- 16
2. Classroom/Laboratory with Projection System -2
3. Classroom with smart board facility -2
4. Computer laboratories-2
5. Available computers in the Institution -107 systems
6. The entire campus is Wi-Fi- enabled
7. Seminar Room ICT enabled-1
8. Separate, spacious and well-maintained Laboratories for each science and arts department viz. Physics, Chemistry, Botany, Zoology, and Psychology

9. Library

The expansive College Library is housed in the center of the campus in an exclusive building designed for the purpose. The library comprises separate sections: the Main Library, individual Departmental Libraries (Sciences), the Periodicals and the Text Book Sections. Together, all the sections of our library display a rich collection of approximately 50,000 titles . The Library has study spaces with a mix of quite individual and group-study areas. The Library provides a book-bank facility too for lending textbooks to needy & deserving students for a period of one year at a stretch. Internet facility is now available for students inside the library premises itself. Computerization and digitization of Searching/referencing of titles are now been worked upon and the work is expected to be completed in the near future.

Anugrah Narayan Singh College, Barh, is an authorized user as a college registered under NLIST programme, and has access for the e-resources (6,000+ e-journals and 31,35,000+ ebooks).

<http://nlist.inflibnet.ac.in/>

10. Student and Faculty Support Facilities include the staff rooms, Girls common room, Creche facility, Canteen, a big auditorium, seminar hall, among other things.

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

Response:

Sports and Games:

Sports has been an integral part of the institution since its inception. There is a dedicated Physical Training Instructor (PTI) who has a room for administrative and storage purposes. There is one very big playground (2.29 acres) for organizing sports like football, cricket, etc. and sufficient open space for

organizing multiple sporting events like Badminton, Wrestling, etc. We have also an indoor hall for sports and games for students like Table Tennis, Chess, etc. and staff. We have a gymnasium equipped with all adequate facilities. Further, yoga classes are held for students and staffs. Facilities for the following sports are available in the college:

Outdoor:

1. Football, Cricket, Volleyball, Kabaddi, Wrestling, Badminton
2. Athletic activities as per need we have adequate space for organizing different types of athletic events.

Indoor: Chess, Table Tennis

Cultural Activities: The college has a big auditorium to conduct cultural activities such as plays, drama, dance etc. In addition to these, we have a very active NCC and NSS department which regularly participates in various social events.

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

Response: 27.78

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 5

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

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

Response: 0

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

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

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

4.2 Library as a Learning Resource

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

Response:

The expansive College Library is housed in the center of the campus in an exclusive building designed for the purpose. The library comprises separate sections: the Main Library, individual Departmental Libraries (Sciences), the Periodicals and the Text Book Sections.

Together, all the sections of our library display a rich collection of approximately 50,000 titles and around 3,500 e-books. The Library has study spaces with a mix of quite individual and group-study areas. The Library provides a book-bank facility too for lending textbooks to needy & deserving students for a period of one year at a stretch. Library is in the process of getting digitalize and automated, for this purpose, bar coding of the books has already been almost done and also around 3000 books have been digitalize.

Internet facility is now available for students inside the library premises itself. Computerization and digitization of Searching/referencing of titles are now been worked upon and the work is expected to be completed in the near future. *Anugrah Narayan Singh College, Barh, is an authourised user as a college registered under NLIST programme and has access for the e-resources (6,000+ ejournals and 31,35,000+ ebooks).*

<http://nlist.inflibnet.ac.in/>

Presently, the library has a designated IT zone with sufficient desktops with wifi facility for accessing e-resources and web browsing. This IT zone also serves as the reading room for the faculty members.

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

Response:

The college library is one of the oldest and richest libraries in the erstwhile Magadh University and now Patliputra University in terms of books and manuscripts. We have many books that can be termed rare but the classification and listing of rare books have not been a priority before mainly because of a severe shortage of staff and only recently we have initiated steps in this regard. Subject wise listing of rare books and manuscripts are been looked upon and faculty members are trying their best despite their very busy schedule. We have listed some books and the list of the same has been uploaded under any additional information.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 2.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0.03	.2	8.9852	.97015

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

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 0.94**4.2.6.1 Average number of teachers and students using library per day over last one year****Response:** 78**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The college has good infrastructure support in terms of use of Information and communication technology services and constantly strives to upgrade and maintain its facilities. New Smartboards were installed in the classrooms and seminar hall in the year 2016 and the entire campus was made Wi-Fi enabled in 2017. The college administration and faculty encourages the students to use IT related services. The college library has been provided with a sufficient number of computers and internet facilities to be used by faculties and students alike. The Wi-Fi system in the college is constantly upgraded and recently solar panels were installed so that the facility gets an uninterrupted power supply. Regular upkeep and maintenance of the system are ensured by the college administration.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio**Response:** 77.4**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)****>=50 MBPS****35-50 MBPS****20-35 MBPS**

5-20 MBPS**Response:** 5-20 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response:** No

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 25.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
55.41	86.98	40.71	49.76	91.38

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Institutional mechanisms for maintenance and upkeep of infrastructural facilities and equipment of college:

Generally, as far as practicable to a fully government owned institution, a constant effort is made to provide dedicated and secure space for equipment and tools. There is Building committee/ Development committee to look after the maintenance, repair and constructional work related to building, construction, repair and maintenance of main building and physical infrastructure like water, power supply and is look after by the committee. All work is done through web tender and postal tender as per standard norms.

- During maintenance and upgrading work related to civil and electrical, a supervisor is assigned by the college authority to verify the work done by the college authority to verify the work done by contractors.
- All minor faults are attended and repaired by hired technicians, carpenters etc.
- The college has generator system for un-interrupted power supply.
- Maintenance of toilets and services are outsourced through various external agencies.

Computer and IT Infrastructure

- Maintains dead stock register regularly to keep account of the non-functional equipment and infrastructure like computers, printers, etc.
- Maintenance and upgrading is being looked after by computer maintenance committee from time to time.
- Annual maintenance for computers used in different departments as well as those used as a central facility like website etc. are renewed regularly to ensure their good services.

Laboratory Equipment's/Machineries

- Maintains stock register by laboratory for keeping list of chemicals, glassware and any other instrument used in laboratory.
- Maintains dead stock register regularly to keep account of the non-functional equipment and machineries etc.
- Annual maintenance contracts for different laboratory instruments, machines is done.
- The laboratory equipment is maintained at department level by the staff through hired technicians annually and/or whenever necessary.

Furniture/related items

- There is staff to stock after the maintenance and repair work of furniture and fixture and other physical infrastructure. He brings into notice of the authority the needs of repair work and certifies after the work has been completed.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 3.07

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

2017-18	2016-17	2015-16	2014-15	2013-14
280	280	75	198	189

File Description

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

Document

[View Document](#)

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

Response: 0.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	12	3	0	0

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

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

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

Response: 0

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

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

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

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

Response: 0

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

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

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

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

Response: Yes

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

5.2 Student Progression

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

Response: 0

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

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

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

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

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

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

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

Response: 0

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

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

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

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

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

5.3 Student Participation and Activities

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

Response: 4

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

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

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

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

Response:

1. College has a very organized and democratically elected Student Association. The student association has elected office bearers comprising a president, vice president, secretary, Joint secretary treasurer etc. There are elected positions for looking after extracurricular activities, hospitality issues, and other cultural and academic events throughout the year besides students in other supporting positions.
2. The Student's Union consists of President, Vice President, Secretary, Joint Secretary, Treasurer and nine central councilors (who act as link between A.N.S. College Student Union and its parent body Patliputra University Student Union). It is duly constituted through elections in the month of March, 2018. Voicing the student's problem, members of the students union look for amicable solutions and work for the betterment of the college. They also conduct departmental inter college festival where they get to interact with students of other colleges of Patliputra University, Patna.
3. The Students Union works for the welfare of all the students, ensuring that all sections of the student community have representations in all decision making initiatives. The Students Union keeps the welfare of students on the forefront, and works for an inclusive growth of students across disciplines.

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

Response: 0.6

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

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

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

5.4 Alumni Engagement

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

Response:

Anugrah Narayan Singh College was established in the year 1951 on the name of (Dr.) Anugrah Narayan Singh. This is one of the oldest and widely acclaimed constituents colleges under Patliputra University and erstwhile Magadh University. It has got a rich legacy and its alumni base is very wide and diverse. The college has many illustrious alumni, some of them being elected representative of people and civil servants, etc. But unfortunately, no sincere efforts had been made to integrate the alumni into the corporate structure of the institution until now. Now we are putting forward a sincere effort in this regard. We are in constant touch of many alumni and every effort possible from our side is being made with utmost sincerity. We have collected the feedback of many alumni and their views are taken into consideration. We are grateful to them as they feel a duty to give back to their beloved institution.

We have already formed an Alumuni Association and after meetings and deliberations applied for its registration. The fee has been deposited, docket number has been issued and we have been informed that registration number will be issued after 30 days.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description

Document

Alumni association audited statements

[View Document](#)

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

Response: 1

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

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

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vidya Shilen Shobhte 'Education that leads to Enlightenment of one's character and persona' such is the vision which guides and gives us encouragement for constructing policies and frameworks aimed at developing versatile human beings who can shoulder the responsibilities of the society and the nation. With a wide variety of departments in Science, and Humanities and Social Science, we equip our students with all the qualities needed to build a good character required to attain emotional stability, social maturity and economic independence.

The college administration through its various committees formulates the guidelines to be followed both at department and administrative level through various rounds of discussion with Principal and other stakeholders. The college is committed to providing a liberal, participative work environment for its faculty and inclusive quality education leveraging every possible opportunity for personal growth of its students.

While the Development Committee of the college is mandated to ensure implementation, to direct and manage every aspect of these policies and plans, the Principal is the chief executive head at the college level. In turn, the faculty members are delegated responsibilities through various committees and they return to the Principal with their experiences, learning and challenges, hence informing the college of implementation details and improvement possibilities. Some of the recent developments incorporated in the functioning of the college are presented below:

Encouragement to faculty and students to indulge with societal causes: Human beings and the natural world are on a collision course. Sustainability education is the need of hour. Field trips, workshops, awareness campaign and other activities which sensitize the students and faculties on societal issues and environment are being encouraged

Flexible time table: Given the area in which our college is situated, the mainstay of the people around is mainly agriculture and related work. Financial compulsions force our students to assist the parents in the fields during the sowing season and harvest season. We maintain a flexible time table so that they come to the college after finishing their work in the field

Interaction with stakeholders: Feedbacks from various stakeholders such as teachers, alumni, students and parents are being sought on curriculum, library services, various institutional provisions and institutional performance. Foremost on the list are the parents and families of students; the former students and staff. The college endeavors to maintain strong personal bond with them. The faculty and students are closely knit with those in other colleges and universities in the region. Feedback link is available on the college website. We are in the process of setting up an alumni association and plan to have annual Get together.

6.1.2 The institution practices decentralization and participative management

Response:

Our college encourages a culture of participative management by involving staff members in a number of administrative roles. The college promotes a culture of participative management as all college operations are managed by committees constituted for academic and non-academic activities. Major committees comprise of teachers, and many include non-teaching staff such as financial committee, admission committee, development committee, purchase committee etc.

Case study

Admission committee

Admissions of students to the colleges is one of the most important event of the college and requires a collaborative effort of both teaching and non-teaching staff. As per the instructions and schedule received from the parent university, committee/s are formed for ensuring a smooth admission process.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Strategy: Digitize student records and online admission system.

Action Plan: Introduce an online admission system for bringing transparency in the Admission system.

1. To identify the requirements for the academic session.
2. To select a suitable online admission system provider through the web tendering process.
3. To implement the system and optimize its efficiency through real-time monitoring.

Process and Outcome of Implementation

The college started its online admission system for P.G classes from the academic year 2017-19. Later the online centralized admission process for U.G and P.G started by the university itself.

The process of online admission starts every year after the publication of class 12th results of the Bihar School Examination Board (BSEB)

1. The college has a separate online admission committee in addition with academic sub-committee to

coordinate the admission process.

2. The implemented online admission system ensures ready availability of data regarding the admission procedure vacancy of seats, college regulations, etc. to the prospective candidates. It also ensures greater clarity regarding the ongoing admission, as students are able to check the readily available data at the leisure of their home.
3. Prospective candidates who aren't compatible with computers or face technical issues otherwise regarding the online issues may avail the facility of a help desk operated by Principal's office assistant Mr. Navin Kumar Singh during the college hours. This temporary help desk remains active during the entire period of admission. Further, the teachers on duty during the admission, also assist and guide those candidates in such a scenario.

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

Response:

Governing body: *There is no governing body in the college.*

Administrative setup: The Principal is the executive head of the college, who heads both academic and non-academic sections. The academic section comprises various departments of the college. HOD's of the respective departments head the departments. Professors, Associate Professors and Assistant Professors help their HOD's in the academic activities in the department. Support staff in the departments who assist in the day to day activities of the department are Lab-in-charge, demonstrators, store keepers and departmental peon. Non academic section has two wings namely administrative wing and Library. Under administrative wing there is establishment section and accounts, Bursar of the college heads the Accounts section who is assisted in the work by Accountant, Assistant Accountant and sectional peon. Establishment section has two wings namely Principal Office and General Administrative office respectively managed by their respective Head Assistants, assisted by various Assistants and sectional peons. Library -in-charge is responsible for library related services assisted by Assistant Librarian, routine clerk and sectional peons. There are various daily wagers for performing mundane activities in the college such as sweeping, guarding etc. who report to the Head assistant Principal office.

The organogram of the institution is shown below.

[http://anscollege.org/1%20Particulars%20of%20organization%20\(1\).pdf](http://anscollege.org/1%20Particulars%20of%20organization%20(1).pdf)

Functions of various bodies in the college is well defined and displayed on the college website

<http://anscollege.org/>

Service rules, procedures, recruitment, promotional policies are governed as per the rules and regulations of Patliputra University and Government of Bihar

Grievance redressal mechanism: The college has various committees to address issues related to sexual harassment at workplace, student grievance, equal opportunity for SC/ST, OBC and minorities and

ragging. The duties, functions and names of office bearers of various committee is displayed on the college website.

<http://anscollege.org>

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: D. Any 2 of the above

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

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

Response:

College development Committee (CDC) is a statutory committee being constituted as per provisions of Bihar State Universities Act 1976 and relevant statutes. The members of this committee consists of Principal, Bursar, University Engineer, Faculty members, Accountant as well representation from Non teaching staffs. This committee looks after requirements for new rooms, laboratories and upgrading the college facilities and also development and upkeep of residential campus. The CDC creates necessary arrangements for adding new academic infrastructure in the college. It also carries out required civil work and other repair work. Requisition of items to be renovated/repaired/constructed by the concerned

department is given to the committee and consultant architect and engineer prepares BOQ (Bill of Quantity), estimates based on latest DSR rates and then plan are prepared according to the availability of funds. Through its several meetings, the CDC has approved several works in the college such as repair and reconstruction building of boundary wall, construction of Garden in the campus, installation of water coolers, etc. Attached are the minutes of the CDC reflecting its functioning.

6.3 Faculty Empowerment Strategies

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

Response:

The Institution has various effective welfare measures for teaching and non-teaching staff, some of them are;

1. Group life insurance for Teaching and Non-teaching staff: Employees are covered under this insurance scheme by paying a meagre amount..
2. Festival advance for Non-teaching staff: A maximum of Rs. 8000/- for group D staff and a maximum of 12000/- for group C staff is allowed as festival advance.
3. Ex-gratia for Non-teaching staff: A sum of Rs. 10000 is given as lumpsum amount to the families of deceased staff (Non-teaching) for performing his/her last rites..
4. P.F. loan without interest for Teaching and Non-teaching staff:
5. Co-operative loan for member staff: The institute has a registered Co-operative society which provide loans to the staff members.
6. **Medical leave:** There is provision of 10 days medical leave with full pay or 20 days is allowed with half pay per annum.
7. **Reservation for Admission under Ward Quota:** there are some seats reserved each for wards of teaching and non-teaching employees.
8. **Conveyance charges:** Conveyance charges incurred for official work are reimbursed as per entitlement.
9. **Study Leave:** Study Leave for pursuing higher education for a maximum period of six months is granted to Teachers with salary excluding conveyance allowance.
10. **Duty leave:** Duty Leave is granted to teacher for conducting examinations, attend Conference/Seminar/Symposia and official meetings.
11. **Maternity Leave:** There is provision for maternity leave with full pay for six months up to a maximum of two children.
12. **Paternity Leave:** There is provision for maternity leave with full pay for 15 days up to a maximum of two children.
13. Job on Compassionate ground for a family member of non teaching staff who died during service period and there is no other earning member in his/her family.
14. Crèche, day care and play school within the college premises is available for all employees.
15. Few Residential Quarters are provided on campus to fourth grade non-teaching staff.
16. Faculty appointments prior to 2004 are eligible for pension benefits on retirement. Faculty after 2004 are covered under New Pension Scheme. GPF, gratuity and leave encashment are availed by retiring faculty as per University norms.

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:** 0

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

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

File Description**Document**

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

[View Document](#)**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 0

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

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

File Description**Document**

Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).

[View Document](#)

Reports of Academic Staff College or similar centers

[View Document](#)

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

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five**

years

Response: 4.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	0	0	0	0

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

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

Response:

Being a constituent unit of Patliputra University, Patna, The College follows the guidelines of UGC, BSUA and parent university with regard to performance appraisal system for teaching staff and BSUA and parent university rules and regulations for non-teaching staff.

All teachers fill a comprehensive Self- Assessment Performa at the time of their promotion. The teachers maintain records of teaching, examination, college work, research and project to calculate API scores.

For non-teaching staff Annual Performance Assessment Report is maintained for every employee. Every year individual employee and their reporting officer fills the APAR, this is taken into consideration along with examination and interview for their promotion. In 2017, one teacher applied for promotion and he was promoted to the rank of Professor, w.e.f 2013 itself. As far as non-teaching staffs are concerned, no promotion has been made since 2011.

Recently notifications have been issued regarding promotion, appointments and other issues related to nonteaching staff from Governor office of Bihar. Please find the required documents in the additional information.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly**Response:**

The college has a mechanism for both internal and external audit. Competent Auditor is appointed by the Principal for internal audit. The external/statutory audit is carried out by a Govt. auditor appointed by the University/the Department of Higher education, Government of Bihar. The internal audit has been completed up to the session 2017-18. The process of auditing of 2018-19 alongwith, is in progress. There are no major objections raised by the auditor so far. Attached are copies of some of external and internal Audit records of the college.

Date of external Audit for Financial Year 2014-15: 31.12.2015

Date of external Audit for Financial Year 2015-16: 11.02.2017

Date of external Audit for Financial Year 2016-17: 17.02.2018

Date of external Audit for Financial Year 2017-18: 09.11.2018

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

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**Response: 0**

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

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

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

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

Response:

The income of college is mainly from the amount of money collected from students as annual fee, UGC funds, self financing courses, funds received from the parent university and rent from shops and from hiring of auditorium is used to meet the expenditure towards upkeep of laboratories, stationary requirement, expenditure towards co-curricular activities and others. The college ensures proper utilization of resources through combined efforts of Development Committee, Accountant, Principal, Bursar, and several Staff Council Committees like Infrastructure Committee, Library Committee, Fee Concession and Student Aid Fund, Departmental Committees etc. The departments submit their requirements to the Infrastructure Committee which assesses and submits the major infrastructure requirements to the office of the Principal who in turn presents the same before the Development Committee for approval. The Library Committee consists of faculty members as convenor and deputy convenor and the Librarian. The Convener, Library Committee looks after the matters related to purchase of books, journals, periodicals etc. Library fund is divided among the periodicals, journals, books, news papers and magazines. The part of fund devoted for books is further divided among different departments as per their requirement. For work in various department, the department HOD's have to submit estimated budget of the planned event to the principal for approval. The funds are released against the original bills after scrutinizing them thoroughly by the Accountant and the Bursar. The college observes checks and makes scrutiny at all levels. Internal as well as external auditing ensures smoothness and transparency in the financial matters.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The primary aim of IQAC is

1. To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
2. To promote measures for institutional functioning towards quality enhancement and transparency through internalization of quality culture and institutionalization of best practices.

Having stated the aim; to achieve these aims and to fulfill the expectations required by IQAC a vibrant and fully functional administrative structure is required. But unfortunately our institution is going through a turbulent phase especially after 2015 where we are seeing retirement of old guard both in teaching and non-

teaching positions, a general reluctance on the part of the administration towards IQAC, resource crunch due to subsidized fee structure (full freeship to girl students along with SC and ST; which forms nearly half of our total student strength and frequent changes of Principal (9 principals in last five years!). The only relief that has come in our way through, is in the recruitment of 10 new faculty members between May 2017 to Nov. 2017. These faculty members are from some of the very prestigious institutions of India such as IIT, CSIR-CDRI, University of Delhi, IACS, etc. who are not only young and vibrant but also from a very diverse work and social culture with very quality publications and research and teaching experience; lauded of their efforts by many awards.

Given the grim situation of our college prevailing due to some policy decisions beyond our control; the rural backdrop with remnants of feudalism existing, and to fulfill our duty as a Higher Educational Institution the IQAC under the guidance of Coordinator IQAC (who happens to be members of various bodies which deliberates on the corporate culture of institutions such as Indian Institute of Public Administration, New Delhi etc.) decided to introduce a series of measures which could knit these pearls into one necklace, channelize their energy and expertise for betterment of the institution and also sensitize them of the socio-economic environment of the area. Some of the practices institutionalized as a result of IQAC initiatives are as under:

1. Introduction of field trips for newly recruited faculty members to nearby villages so that they understand the real-life situation of the area and to better prepare themselves against the demands of society which look upon our institution with reverence.
2. Heritage walk cum incubation program of newly recruited faculties to understand the cultural and archaeological significance
3. Establishment of the GYM to promote good health of students as many of them aspire to join the Army, Central, and State Police forces.
4. Introduction of smart classes to promote e-learning which is the need of the hour.
5. Opening of SBI branch in the campus.

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

Response:

Although we cannot make changes in the curriculum which comes to us by our Parent University we constantly review the situation of teaching and learning environment through the formal and informal meeting of college staffs and other stakeholders. Also, we try to keep ourselves abreast of the new pedagogical techniques available and try to implement them to the extent as far as possible.

1. One such area is the setting up ICT enabled smart classrooms. In the era of fast changing world and the present scenario of the college where we are facing a severe shortage of faculties, students cannot solely

rely on the textbooks and the traditional chalk and talk mode of learning for their overall growth. It is of utmost importance that we use information and communication technology in our way of delivering knowledge. Smart classes have been setup in the college and more are being planned to achieve this objective.

Experiential learning is important not only for students but also for faculty members since the knowledge attained through experience not only gives you first hand knowledge of the real life situations but also motivates and enlightens the persona and character. IQAC encourages such activities in the college and our college always remain in the forefront in participating in and organizing such events in and around the college.

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

Response: 1.2

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

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

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above**Response:** D. Any 1 of the above

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

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

As IQAC was not very active (reasons mentioned in section 6.5.1.) in the past and only has become active in the last one and half years that too mainly because of the initiatives taken by Coordinator IQAC and personal enthusiasm shown by newly recruited faculties, incremental improvements for the past five years are not much. But for the past one year or so, we have taken some serious steps to improve the corporate culture of the institution. Some are described below:

1. We have initiated a regular process of collecting feedbacks from stakeholders namely Students, Teachers, Alumni and Parents. The response from this has been analyzed and we are in the process of implementing the suggestions where ever possible.
2. As an outcome of the Students' feedback regarding infrastructure, mapping of college facilities has been initiated and washrooms are being renovated.
3. Students' request for a flexible time table especially during sowing and harvest season has been taken into account.
4. Documentation is helping us to map lacunae and revisit policies.
5. Given the rural background of the college and limited number of job opportunities in the area, it is now the endeavour of IQAC to promote skill development initiatives in the college.
6. The college has been fortunate that there has been recruitment of faculties with exemplary academic records and with very diverse work and social culture. It is another endeavour of IQAC that they properly gel into the corporate fabric of the institution and channelize their energy for good. Several steps are being initiated in this regard such as organizing field trips, heritage walks and improvement in research facilities.
7. Dissemination of salient findings on quality parameters and feedbacks in a General Body meeting.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	1	3	0

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

Safety and Security:

The Internal Complaints Committee (ICC) has been constituted in the college under “**The sexual harassment of women at workplace (prevention, prohibition and redressal) act, 2013**” . ICC meets on need basis to address any complaints from students, teaching and nonteaching members and takes necessary action.

The Institute has adopted the following procedure for determining complaints filed to the Internal Complaints Committee (ICC) constituted under the Act.

Step I: An aggrieved woman should give a written complaint either in person or through post or email within 3 months of the date of the incident. The time limit may be extended for a further period of 3 months if, on account of certain circumstances, the woman was prevented from filing the complaint. If the aggrieved woman is unable to make a complaint, her legal heirs may do so.

Step II: On receipt of the complaint, the ICC will proceed to make an inquiry in accordance with the service rules or in their absence, in accordance with rules under the Act. The inquiry will be completed

within 90 days. And the inquiry report will be submitted within 10 days from the date of completion of the inquiry.

Step III: If the ICC finds that the allegations against the respondent are proven, it will submit a report to the Principal to take action for sexual harassment as misconduct in accordance with the provisions of the applicable service rules or where no service rules exist, in accordance with rules framed under the Act.

Step IV: Appeal against the decision of the ICC is allowed within 90 days of the recommendations.

Anti-ragging Committee is formed as per the U.G.C. guidelines. The students at the entry level sign an affidavit and submit to the University about non- involvement in ragging activities. Anti-ragging Committee and Squads make sure that there are no instances of ragging anywhere in the campus. Anti-ragging posters are prominently displayed at all prominent places within the campus with women help line numbers prominently displayed.

Counselling:

A.N.S. College strives to address issues related to women concerns, safety, equal opportunity and security etc. through constant interaction with and among the stakeholders and help students gain experiences at college and nurture them so that they become aware, active and energetic members of the community. Regular counselling is being done under classrooms as and when need arises for individuals.

Common Room:

There is a Girls common room in college. There are separate toilets for gents, teaching staff and students.

7.1.3 Alternate Energy initiatives such as:

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

Response: 7.14

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

Response: 3

7.1.3.2 Total annual power requirement (in KWH)

Response: 42

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 24

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

7.1.5 Waste Management steps including:

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

Response:

Solid waste management:

Being in a rural setup most students are well aware of bio-organic waste management though not theoretically but consciously and we have a small vermicomposting unit and composting unit to take care of garden and canteen food waste. The need of the hour is plastic waste management and we are finding innovative ways for reducing the use of “single use plastic” which is the biggest culprit. One such step forward is use of “kulhads cups” for serving beverages instead of plastic disposables to minimize the use of “single use plastic items” in sync with the India’s commitment to stop using all single-use plastics by 2022. We are also encouraging students for not using single use plastics. A lot of used paper waste is generated in the college and we sell them to different vendors for reuse instead of burning them.

Segregation of waste is the most crucial step in solid waste management program. We have installed several dustbins specially labeled and color coded for biodegradable waste, paper waste and non-biodegradable waste.

E-waste management:

Printer Cartridges are generally refilled and not disposed. Wherever refilling is not possible, the cartridge is returned to the vendor.

UPS batteries are exchanged for a nominal cost (buy back offers) with the vendor of the new batteries.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college has a large green area covered with many trees which allows for percolation of water in the soil thereby facilitating recharging of underground water reserves. Most of rainwater collected on the rooftops of buildings in the campus is not let to flow down the drain but is collected and diverted through pipes to a well in the campus. The well has a borewell pump attached to it which is used to pump out water. This water thus harvested is being used for watering the plants in the campus. For more effective management of rain water and given the importance of rain water harvesting in the present times new water pits are being constructed in the campus.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The axiomatic location advantage of the college being situated on NH-31 and nearby Barh Railway station promotes the staff and students either to use public transport or by foot to commute to the college. Also we encourage students to commute either by foot or to use bicycles and discourage use of personal vehicles.

We have introduced the use of “kulhads” in place of plastic cups to serve beverages in the canteen and elsewhere in the campus to keep our campus Plastic-free. Students and staffs of college are encouraged to use jute bags and shun single use plastics such as polythene bags etc.

We are working towards dissemination of information regarding admission, examination, events, activities, notices and other information related to working of the college through our website to minimize use of paper.

There are large numbers of trees and lawns adding to improved quality of indoor air and lesser air pollution. Plantation of trees in and around the campus is being done and awareness is being created about the keystone tree species such as Peepal, Banyan etc. and native tree species such as Neem etc. There are large numbers of trees adding to improved quality of indoor air and lesser air pollution. Impetus is given for plants like *Mangifera indica* (Mango), *Syzygium cumini* (Jamun), *Delonix regia* (Gulmohar), *Azadirachta indica* (Neem), *Saraca asoca* (Ashoka) etc. Newly established Eco club “Pratवेश” and NCC and NSS of college has organized activities such as Swachh Bharat Abhiyan, “Namami Gange”, plantation drives etc.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary

component during the last five years**Response:** 0.92

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.2103	2.775	0.035	0.03	0.025

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

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

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

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

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

Response: 2

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

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

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response: 0**

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

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

7.1.12**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response: Yes****File Description****Document**

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

[View Document](#)**7.1.13 Display of core values in the institution and on its website****Response: Yes****File Description****Document**

Provide URL of website that displays core values

[View Document](#)

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: 19

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	4	1	3	0

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

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

Response:

Yes, the College celebrates with great fervor birth anniversaries, the national festivals and memorials of great Indian personalities like Mahatma Gandhi, Sardar Vallabhbhai Patel, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan.....

Independence Day, Republic Day, Gandhi Jayanti, National Science day, World environment day, International Yoga, NCC Day, Flag Day and Human Rights Day day are also celebrated with great enthusiasm.

To mark the unified diversity of the nation, the government had announced the birth anniversary of Sardar Vallabhbhai Patel on October 31 to be celebrated as Rashtriya Ekta Diwas (National Integration Day) every year. On this occasion, A.N.S. College also celebrates Ekta Diwas in the college. The day starts with the "Walk for Unity", event by the NCC and NSS volunteers, followed by the college students to pay tribute to the efforts made by Sardar Patel to unite India.

Cleanliness drive or Swachhta Abhiyan has been organized by A.N.S. College on 2nd October (Birth of Mahatma Gandhi), where all the members of the society along with college staff members march in the entire campus, cleaning the roads of the campus. The college congregates to mark the event and a special assembly is held.

On 5th September, we celebrate Dr. Radhakrishnan's birthday as Teacher's Day with great fervour.

NSS Day was celebrated on 24th September, 2015 in which the various events were organized in the college comprising of the quiz, debate etc. followed by the cleanliness drive in the entire college campus along with a street play competition organized by the NSS Society.

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

Response:

Yes, financial audited statements are sent to University Grants Commission, Patliputra University, State Government and concerned departments. All the current events and their processes, including

admission and examinations, is posted on the college website notice board as well as the college notice board. All the RTIs are replied to by PIO and related information is displayed on the website. The admission process at the graduate and post graduate levels is transparent and well organized by the Patliputra University, Patna for the College. Throughout the admission process, publicity is ensured through Website, PR Committee, and Help Desk, assisted by student volunteers. The process is absolutely transparent and follows all the norms and procedures laid down by the Patliputra University, Patna. For public dealing, there is a grievance committee helpline number being displayed on the college website. Minimum disclosure information has been duly uploaded on the college website. The college promotes a culture of participative management as all college operations are managed by committees constituted for academic and non-academic activities. Major committees comprise of teachers, and many include non-teaching staff such as admission committee, development committee, purchase committee etc.

7.2 Best Practices

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

Response:

1. Title of the Practice: Adaptation of “Kulhaads” for serving beverages in place of plastic or styrofoam cups in the college campus and elsewhere.

2. Objectives of the Practice

1. To minimize the use of “single use plastic items” in sync with the India’s commitment to stop using all single-use plastics by 2022.
2. To create awareness among student and staffs about the ill effects of single use plastics.
3. To contribute in promoting the sustainable traditional practices and employment generation.

3. The Context

Use of “single use plastics” have become a rather a central part of our way of living primarily because of the ease it brings in carrying out day to day activities, be in storage, transportation, non-toxic nature, stability and durability. Like Chlorofluorocarbons (CFC’s) which was considered to be a boon earlier, plastics too have now become one of the biggest threat to environment and is a threat to human existence. Luckily in case of CFC’s which was more concentrated at industrial production levels it was controlled with strict rules and regulation but in case of plastics it is a “necessary evil” which has percolated into our habits and our way of life and cannot be controlled only by strict rules and regulations. Awareness, education and sensitization towards sustainable practices are equally important. Earthen pots which was earlier popular in use for storage, transportation etc. is rarely been used these days with the invent of plastics and it needs to be urgently revived before this tradition dies from our consciousness. Pottery making is no longer a lucrative business because of its very less demand, and people involved are moving into other professions. Pottery status in our conscience is slowly shifting from necessitous category to antique category. Situated in rural background it is duty of our college to help revive this traditional method and bring it back to our daily life.

4. The Practice

Education is recognized as a crucial component of sustainable development and this led to the concept of sustainability education. Highlighting the importance of education in such endeavors, UN adopted a Decade of Education for Sustainable Development (DESD) The goal of the DESD is to: “integrate the principles, values, and practices of sustainable development into all aspects of education and learning” with an idea that, such an input will “encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations” and will encompass how individuals and communities behave and interact with the Earth. Higher education institutions (HEI’s) like our college have a critical and tangible role in developing the principles, qualities and awareness not only needed to perpetuate the sustainable development philosophy, but to improve upon its delivery. HEI’s form a link between knowledge generation and transfer of knowledge to society for their entry into the labour market.

Keeping this duty of HEI’s in mind we deliberated on practices to be adopted in the college that is well connected to the conscience of the people of the region and equally important to the environmental aspect. The idea of using “Kulhads” for serving beverages instead of plastic and Styrofoam cups is not novel or new. The Indian Railways introduced this idea in the railways but slowly this practice disappeared. One of the factors that was responsible for this, was lack of education, awareness and sensitization of the masses towards the cause. We are trying to reintroduce this idea in our college with an aim to sensitize and educate the masses towards the cause. On events like *National Science day*, *World Environment Day* etc. we try to speak on these aspects and invite ideas. During informal interactions with the students, staffs and locals when we inquired about the condition of potters in the villages the answer was that there remain very few in business and many have changed their professions, some working as laborers. It is becoming very difficult to get requisite number of earthen items during religious functions. (It is important to mention here that “Barh” happens to be a religious place of the area and people from far away places visit this place to perform many functions like “*Mundan Sanskar*”, “*Dah Sanskar*” etc. and earthen items are in quite demand).

On the environmental aspect plastic pollution is creating havoc to the environment. Disturbing images of carcass of animals and fishes with their bellies full of plastic surface regularly on the media. It is very common to see street cows eating plastic bits mainly small plastic cups which easily gets mixed with their food and filthy sites near railway tracks (which are normally used as illegal dumping sites) full of polythene bags.

Fortunately the situation in rural areas is not as acute as compared to urban areas because here collective responsibility and conscience towards issues concerning environment still exist as compared to urban areas where people are more concerned towards fulfilling their materialistic needs. But still we need to act fast and in every possible way because with changing lifestyle habits and migration from rural areas. The inclusiveness culture of rural areas is disappearing.

In this context and the backdrop in which we are in, we need to place such practices in place in HEI’s which truly educate the students and cultivate the spirit of inclusiveness with the environment and also bring employment to the people around.

5. Evidence of Success

Although aware to some extent about the drastic environmental affects plastic pollution, students of the college and people in the area are slowly understanding its wider implications. They are highly appreciative of this step using kulhads to serve tea as many find the taste of tea improves in kulhad.

Many tea selling shops around the college have started using kulhads. They also tell that customers are more satisfied when served the tea in Kulhad instead of plastic cups and willing to shell out one or two rupee extra.

Littering of plastic cups and Styrofoam cups in and around the college area has reduced and the sore sights it presented earlier has reduced to much extent.

6. Problems Encountered and Resources Required

- (i) . The profitability of the tea vendors have decreased because kulhads are slightly expensive as compared to plastic cups. This could make the vendors less interested in using it.
- (ii). Storage of kulhads require more space as compared to plastic cups.
- (iii). Damage during storage and handling of kulhads.
- (iv). Inadequate supply of kulhads in “monsoon” season.
- (v). Reluctance of some customers to pay the extra amount for tea.

1. Title of the Practice: Namami Gange

2. Objectives of the Practice

- 1.To participate and contribute our part in the national mission of abatement of pollution and rejuvenation of the river Ganga.
- 2.To participate and contribute our part in cleanliness drive during very many festivals held on the banks of River Ganga.
- 3.To create a sense of inclusiveness with River Ganga among the student and staff and create awareness about the benefits of wetlands and their protection.
- 4.To make aware of student, staffs and general public about the mindless introduction of invasive species and destruction of ecosystem thereby caused into our riverine ecosystem.

3. The Context

Barh, is a small satellite town of Patna situated on the bank of River Ganga. It is well known for Umanath (Shiv Temple on shore of the Ganga). Umanath is a famous place for Hindu rituals such as “*Mundan Sanskar*” and “*Dah Sanskar*”. These activities along with immersion of idols during various pujas creates a lot of littering on the banks of Ganga and also pollutes it. Cleanliness of River Ganga and issues related to River Ganga has always been a central part of extra curricular activities of the college. Even administration of Barh also makes us a part during important events such as *Chat Puja*. We have now expanded our role further and now we are creating awareness about destruction of wetlands around the river and hazards of construction in the catchment area. Also we discuss with the local people, students and staffs about the presence of invasive species in the riverine ecosystem and disappearance of native species in the rivers. We have collected all these efforts under the “Namami Gange” Umbrella.

4. The Practice

River Ganga is the biggest and one of the most sacred rivers of India. Due to general apathy of previous governments and public alike this once mighty river is plagued with many problems such as pollution, sediment deposition, degradation of ecosystem and so on. Till independence it played a prominent role in transportation of goods. This is validated by official records as well as literature classics such as “Namak ka Daroga” by Munsii premchand. To reclaim the glory of River Ganga and address the issues concerning the river Government of India launched “Namami Gange”. We as an institution is making our contribution towards this noble campaign and our NSS and NCC wings arrange regular cleanliness drives to clean the banks and ghats of Ganga.

Education for Sustainability is a lifelong learning process that leads to an informed and involved citizenry committed to engage in responsible individual and co-operative actions. We human beings in the blind race of development have since long have looked forward only and forgot to look sideways that what aftermath this progress has brought upon us causing untold environmental damage and resultant pollution of our biosphere.

Pollution of Ganga is just one of the many problems plaguing this mighty river. One problem that is bound to create problems in the area and even our college is feeling the heat of it, is the decrease in water table. As we have observed lot of construction activity is happening in the catchment area of the river, consequently groundwater recharge has been badly affected. During summer season we are seeing problems and borewells and handpumps are failing. We are creating awareness towards this vital aspect through formal and informal discussions.

Other important thing, though felt but not given proper attention, is the vanishing of native species from our rivers. Certain species of fishes such as *Calarias guirepinus* commonly known as *African catfish* or *vilayti mangur* were bred in aqua farms across the country due to economic reasons, have somehow made their ways into the river system. These are very aggressive species naturally adopted to the conditions of Africa and with no natural competition here they have multiplied very fast and created havoc. Many native species which were once in abundant are now a rarity. We are also creating awareness about this, so that people in these areas do not breed these species in their ponds, lakes and aqua farms.

5. Evidence of Success

1. Our work of cleaning ghats and banks of Ganga has been well appreciated by the public and local civil administration.
2. During our field visits and interaction with the local people regarding issues of presence of invasive species and falling ground water table we have seen increase in participation. Due to their appreciation and encouragement we are planning to take the discussion to the next level and conduct workshops, seminars etc. and we have been assured of their cooperation and participation.

6.. Problems encountered

We wish to organize mass scale awareness campaign as well as workshops and seminars to address this important issue and present the public with facts and figures to make them understand the severity of the problem and what possible solutions can we have to tackle this. But due to severe shortage of faculties, resource crunch and heightened workload along with the frequent change of principals we are unable to do anything concrete in this area.

7.3 Institutional Distinctiveness

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

Response:

True to our motto *Vidya Shilen Shobhte* 'Education that leads to Enlightenment of one's character and persona' we strive to develop versatile human beings who can shoulder the responsibilities of the society and the nation. Despite very trying conditions of a severe shortage of teaching and non-teaching staff, resource crunch, heightened workload, the teacher-student ratio of around 1:400 (in some subjects it is 1:850) and frequent change in leadership, every staff of the college tries to contribute to his level best. People in the area also trust our college and we have a special bonding with the local people. Children in the area use our playground for playing and training activities. In the evening it looks like children from the whole of Barh have gathered in the playground and the ground is brimming with activities. We lend our auditorium at very nominal rates to be used for functions and activities of social relevance such as rojgar mela, skill development programs, etc. held by the local administration or other organization. Our library is well equipped with text and reference books and is equipped with Wi-Fi. We also have a large reading room. Presently the library is open during working hours but we are planning to extend it beyond working hours. We have a flexible time table system where we take care of the needs and demands of society. Being situated in an agriculture intensive area sowing and harvest times are very important period. Students in our college mostly belong to agrarian families. They assist their parents in the field during these periods and we have taken this account in our time table and have adjusted accordingly. Teachers in the college possess the highest qualification and have very good experience in teaching and research, with many publications in international journals of repute. The pass percentage of students in our college is around 75%. In sports and extracurricular section our college has excelled and we have many students who have received awards at regional, state, national and international levels. Though earlier we did not maintain employment data of ex-students and outgoing students but, now we have started. Preliminary studies in this regard suggest that we have also achieved well. Data have started pouring in and we see our many ex-students have qualified civil services, other central and state government examinations and are placed at respectable positions. Many ex-students are successful entrepreneurs and running their business smoothly.

One area in particular where we have performed very well and is distinctive to our vision, priority, and thrust is our NCC. Over the years this section has added many feathers to its cap. Our ANO Captain (Dr.) Anuj Kumar is a decorated officer. He has received DG commendation which is a recognition given at National Level. Earlier he has received an award as Most Enterprising ANO which is a recognition given at state level to its leader for outstanding performance of his NCC unit. He has been invited to present his views on Doordarshan Bihar on the occasion of National Safety Day. Our NCC team has participated in Republic day celebration *Parade in New Delhi*. In addition to these our NCC cadets are involved in various activities that involve social causes like participating and organizing Blood donation camp, cleaning of River Ganga, Aids awareness, etc. Our students average receiving "C certificate" is over 12 out of 52 in the last five years and average of students receiving B certificate over the last five years is over 32 in the last four years out of 52. Outgoing students of our college are having a good selection record in military and paramilitary forces.

NAAC

5. CONCLUSION

Additional Information :

Additional Information

Before the establishment of Patliputra University, Anugrah Narayan Singh College was a constituent unit of hitherto existing Magadh University. Still, we have to follow the rules and regulations of our erstwhile university in certain matters. Due to reasons beyond their control, the rules were often not executed in its literal form. The orders were issued both in a formal and informal way. Consequently, we have had been under tremendous pressure during the admission process. From the last couple of years the admissions are being done through OFSS system Of Bihar School Examination Board in Collaboration with Department Of Higher Education, Government of Bihar (college has virtually no role). Because of its nascent stage and magnitude of the colleges and students, it has further created some confusions. Considering the ground realities and future of students, over the years the universities also reciprocated by allotting the registration number to all those students, who exceeded the sanctioned strength, in other words, the excess admission was condoned. After taking into account this fact, our parent university has considerably increased the number of total sanctioned seats in our college.

Notwithstanding this, after coming into the fold of the new university, things started changing, our college has embarked on a Long March. It is coming out of its procedural glitches. Institutional mechanism for admission in the past did not have any provision of collecting the data related to student's mobile number or e-mail. Learning from our past experience, now we have become more focussed on student's data. In the coming years, we are planning to add some more vocational courses as well as add on courses, for which cells have been created. Admission has become online and data are getting digitalized. Automation process already initiated. In recent years we have also adopted two villages and launched various programs. Assessment and accreditation by coveted NAAC will inspire us in a long way. Ultimately it will fulfill our vision of providing 'a clarity in learning' to the economically weaker sections of the society and also our mission to get them employed well be realized.

Concluding Remarks :

ANS College being the premier college of the area is conscious of its role as a model institution. We are firmly rooted to the cause of education in this region plagued by under-development of several manifestations. Infact, ours ' is a upcoming college and the present leadership with the assistance of hard working faculty members are making best efforts to match its infrastructural and other facilities with its academic standard.

The college has continuously upgraded its facilities and infrastructure to respond to the changing pedagogic and research environment. The college curriculum has changed twice in the last few years (semester and CBCS system) and has helped contemporize the syllabus. Since ours is the only old-renowned constituent college in the area, the horizontal and vertical movement of our college will be of immense help for the economically weaker section of the society. Since education is virtually free of cost for female students, more female students have been enabled to continue their study even after marriage. Elevation of this section is real social justice.

The college faculty and students have responsibly engaged with people and community, fulfilling its role in making knowledge and information accessible to people. It lives up to the vision and mission of the institution

and stood the test of time. Truly, it is a tribute to founding members.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 4 Answer after DVV Verification: 3</p> <p>Remark : HEI input edited because conversion of programme is not accepted.</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise Answer before DVV Verification : A.Any 4 of the above Answer After DVV Verification: A.Any 4 of the above</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 15 Answer after DVV Verification: 1</p> <p>Remark : circular of mentor scheme and allotment order of mentor mentee not provided.</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>13</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>14</td> <td>18</td> <td>18</td> <td>21</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided information.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	11	13	16	16	16	2017-18	2016-17	2015-16	2014-15	2013-14	11	14	18	18	21
2017-18	2016-17	2015-16	2014-15	2013-14																	
11	13	16	16	16																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
11	14	18	18	21																	
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p>																				

Answer before DVV Verification:

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

Answer After DVV Verification :

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

2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 2073 Answer after DVV Verification: 2310</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 2819 Answer after DVV Verification: 2814</p> <p>Remark : HEI input edited according to provided information.</p>																				
3.3.1	<p>The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p> <p>Remark : HEI input is edited because there is no proof for supporting documents for the following UGC guidelines.</p>																				
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1570 1046 1704"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>10</td> <td>6</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1783 1046 1917"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>6</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	17	10	6	1	3	2017-18	2016-17	2015-16	2014-15	2013-14	13	6	3	2	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
17	10	6	1	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
13	6	3	2	1																	
3.3.5	<p>Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years</p>																				

3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	6	2	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	8	2	0

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	4	2	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
119.25	166.25	131.5	161.5	152

Answer After DVV Verification :

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

Remark : HEI input edited because supporting documents does not match with metric.

4.2.4	<p>Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)</p> <p>4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0.025</td> <td>.2</td> <td>8.9852</td> <td>.97015</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0.03</td> <td>.2</td> <td>8.9852</td> <td>.97015</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided data.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0.025	.2	8.9852	.97015	2017-18	2016-17	2015-16	2014-15	2013-14	0	0.03	.2	8.9852	.97015
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0.025	.2	8.9852	.97015																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0.03	.2	8.9852	.97015																	
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>103.45</td> <td>137.09</td> <td>131.26</td> <td>105.82</td> <td>137.21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>55.41</td> <td>86.98</td> <td>40.71</td> <td>49.76</td> <td>91.38</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided data.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	103.45	137.09	131.26	105.82	137.21	2017-18	2016-17	2015-16	2014-15	2013-14	55.41	86.98	40.71	49.76	91.38
2017-18	2016-17	2015-16	2014-15	2013-14																	
103.45	137.09	131.26	105.82	137.21																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
55.41	86.98	40.71	49.76	91.38																	
5.1.3	<p>Number of capability enhancement and development schemes –</p> <ol style="list-style-type: none"> 1. For competitive examinations 2. Career counselling 3. Soft skill development 4. Remedial coaching 5. Language lab 6. Bridge courses 																				

7. Yoga and meditation

8. Personal Counselling

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

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

Remark : HEI input is edited because scheme are not in assessment period.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
83	27	47	38	34

Answer After DVV Verification :

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

Remark : HEI input edited to zero because required documents are not provided by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	8	1	2	3

Answer After DVV Verification :

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

Remark : HEI input edited because placement through HEI only considered here.

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 314

Answer after DVV Verification: 0

Remark : HEI input is edited because supportive documents is incomplete.

6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>6</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	0	6	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	0	6	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	2	0	0																	
7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 976 1046 1111"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>3</td> <td>1</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1189 1046 1323"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>1</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided documents.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	9	3	1	3	0	2017-18	2016-17	2015-16	2014-15	2013-14	2	3	1	3	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
9	3	1	3	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	3	1	3	0																	
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 22 Answer after DVV Verification: 0</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 24 Answer after DVV Verification: 24</p> <p>Remark : HEI input edited because there is not any supporting document as a proof.</p>																				
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 																				

4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : D. At least 2 of the above

Answer After DVV Verification: D. At least 2 of the above

Remark : HEI input is edited because resource like ramp facility is there.

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	7	3	0

Answer After DVV Verification :

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

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 : 29</p> <p>Answer after DVV Verification : 29</p>																				
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>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>28</td> <td>29</td> <td>26</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>27</td> <td>27</td> <td>27</td> <td>27</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	28	28	29	26	26	2017-18	2016-17	2015-16	2014-15	2013-14	27	27	27	27	27
2017-18	2016-17	2015-16	2014-15	2013-14																	
28	28	29	26	26																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
27	27	27	27	27																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>18</td> <td>16</td> <td>19</td> <td>22</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	20	18	16	19	22										
2017-18	2016-17	2015-16	2014-15	2013-14																	
20	18	16	19	22																	

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
21	15	19	19	24

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
159.28	211.00	233.63	243.92	281.65

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
357.38	342.89	369.48	194.49	183.48