# SELF STUDY REPORT

## FOR

## 4th CYCLE OF ACCREDITATION

## ANUGRAH NARAYAN COLLEGE

S. K. PURI, BORING ROAD
800013
www.ancpatna.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2023**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

**Anugrah Narayan College, Patna a** was founded in 1956 in the name of visionary leader and a freedom fighter, "Bihar Vibhuti" Dr. Anugrah Narayan Sinha. This institution is a constituent unit of Patliputra University, Patna   It is located in Patna town within a periphery of 6km, from airport as well as railway station. This college imparts holistic education to the students believing that "**Education is not only the learning of facts but the training of mind to think".** This college, has been accorded "College with Potential for Excellence (CPE) status thrice by UGC. It was accredited with Grade 'A' by NAAC in 2005, 2011. Re-accredited in 2017 with Grade' A' in the third cycle with CGPA 3.27 / 4. It has been included under Star College scheme by DBT, Govt. of India. Recently in India Today ranking, in Science Stream got 41st rank in India.

 The college has scaled new heights and has earned accolades at national and international levels. It is a co-educational and multi-disciplinary College. The college has 27 departments including Science, Social Sciences, Humanities, Vocational, Professional, Education and Language courses. Most of these departments run U.G., P.G. courses and Ph.D. supervision.

        The college is conducting pioneering research works with funds provided by agencies like UGC, DST, DBT, DAE, NEERI, UNICEF and various agencies from U.K. and Europe. Researches in Arsenic, Fluoride, Materials Science, Physical, Chemical, Biological Sciences and Electronics, Social Sciences and Humanities have been internationally acclaimed. The college had been a distinguished partner of "Erasmus Mundas Academic Exchange Programme, EUR India, India 4 EU, NAMASTE, SVAGATA and HERITAGE and ExpertsAsia Programme sponsored by European Economic Commission and U.K.-India Education Research Initiatives (UKIERI). The college has collaborations with Universities of Europe and other institutions. We endeavor to preserve heritage and environment. The college has gardens, parks, solar energy installations, large auditorium, e- learning centre, central instrumentation centre, rain-water harvesting units to conserve water and recharge ground-water, vermi-composting units to minimize solid waste Hazards. NSS and NCC units of the college are intensively engaged in extension activities.

**Vision**

 "???????? ???? ??????" (Absolute Enlightenment through Knowledge)

This is embedded in our logo which forms the core-value of the institution. This institution is committed to provide high quality, affordable education to all sections of society. Being the critical component of human development, the college aims to equip our students with knowledge and skill that allow them to make greater contribution to society. This institution draws inspiration from a famous quote of Bihar Vibhuti Dr. Anugrah Narayan Sinha "Stand by Merit". Our motto is to prepare our students to face new challenges of the inexorable march of technology, solving growing demands and aspiration of the society in unlocking and harnessing new knowledge and innovative ideas, building cultural understanding and modelling environment that promote dialogue and debate. We believe that "We cannot always build future for youth but we can build youth for future."

**Mission**

- To promote scientific temper among the students to adapt to technological advancement and innovative ideas.
- To inculcate ethical, human, and cultural values imbued with sense of participation facilitating holistic growth.
- To provide education accessible to all sections of the society.
- To prepare future generation of skilled professional with essential scruples to compete in diverse global environment.
- To lay emphasis on "ICT Oriented Teaching and Learning" along with "Chalk and Talk" method.
- To encourage critical thinking and analytical skills among the students to instill sense of responsibility actuated by indomitable courage to scale new heights of excellence.
- To inculcate "Gender Equality" and "Respect for Individual's Right" in a multi-cultural society as sacrosanct principle.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

A.N. College Patna since its modest beginning in 1956 has relentlessly strived for achieving academic distinction in the field of higher education evolving itself into a multi-disciplinary, co-educational institution, imparting teaching in science, social sciences, humanities, vocational and educational courses. Almost all teachers of different departments are Ph.D. supervisor. Most glaring attributes of its strength are:

**(i) Brand Reputation (ii) Dedicated set of teachers and staff (iii) Robust Infrastructures (iv) co-educational multi-disciplinary nature of the college (v ) Conducive ambience ( vi) well – equipped laboratories (vii) Comprehensive research and ( vii) International linkages .**

Since 2005, our college has been **thrice accredited as Grade "A" by NAAC** and also accorded **CPE status thrice by UGC.** The college has made a giant stride in imparting quality education and has grown into one of the most prestigious institution of the state. It has become a cherished destination for academic pursuits, not only for students of Bihar but for neighbouring states also.

Unflinching resolve and unremitting efforts of the teachers and staff to stay ahead of the crowd, has paid dividends in transforming this college into a prestigious institution. Almost all teachers are engaged in research. The old adage "charity begins at home is true for our teachers. More than **95% of the teachers are doctorate.**

The college has a sprawling 13-acre campus clustered with lush green trees and plants. It has 16 large imposing buildings, 30 well equipped laboratories, playground, examination building, central library , an auditorium of 500 seating capacity, gardens, and other amenities. A large multi-purpose building is under construction. The college continually endeavours to augment and renovate its infrastructures.

Alongwith boys, large number of girls drawn from different strata of society including the weaker section pursue their studies in this college. Good infrastructures coupled with comity among students and teachers provide conducive ambience for teaching and learning.

In A. N. College Patna, teaching and research capabilities are concomitantly being developed.

Pioneering researches are being carried out in Arsenic, Fluoride, Material Science, Physical, Chemical and Biological Sciences, Social Sciences, Humanities etc. Researches in Arsenic, Fluoride and Material Science have earned national and international recognition. It has got rare distinction of having Bilateral/ Multilateral research collaborations and linkages.

**Institutional Weakness**

Take-Over of the College by Election Commission of India:

Since 2018, the college was taken over thrice by the Election of India for Parliamentary, Assembly and Municipal Elections as it was declared counting centre for these elections. EVM were kept in several buildings for the period over a month. This resulted into disruption of academic activities causing irreparable loss to the students.There is huge disruption in teaching and research in the college due to election duty of teaching and non-teaching staff even in Local Bodies Elections.

Inadequacy of Teachers :

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Although the process of appointment of teachers is being carried out by the University Service Commission, yet only a few teachers have been made available to the college against the sanctioned posts projected by Rationalisation Committee.

Weak Facilities at Health Centre:

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In the health centre, only a part time doctor and nurse are available which is inadequate to cater to the need of the students, teachers and non-teaching staffs.

Inadequate Infrastructure in Sports:

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Although the students are excelling in various sports, yet the sports infrastructures are not commensurate with the strength of students in the college.

Lack of Sanctioned Posts in Vocational Courses:

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Posts are sanctioned by the Government of Bihar and the government has yet not sanctioned any post vocational / professional in colleges of Bihar. Due to this the sustainability of the teaching-learning process is affected and the retention of the best talent becomes difficult.

**Institutional Opportunity**

**Skill Oriented and Vocational and Professional Courses:**………………………………………………………….

The rise of Indian as well as global economy have provided opportunities of rising demand of skilled persons breaking the geographical boundaries, therefore in order to bridge the disconnect between the demand and supply, vocational and skill oriented courses have great prospects. NPE 2020 has also emphasized on skill-oriented education. Having necessary infrastructure, the college is in advantageous position to tap these opportunities.

**Collaborations and Internationally Linkage:**……………………………………………………….

The industries, academia, national and international level institutions are becoming increasingly interdependent in pursuit of opportunities and excellence, therefore, needs for collaborations and linkages are ever increasing. There are vast opportunities for college for collaboration with national and international institutions as well as industries.

**Acquisition of funds for Research Projects**…………………………………………………………………

As more than 95% of the college teachers are Ph.D. degree holders and most of them have keen interest in research, therefore, by virtue of research oriented human resources the college has better opportunities for acquisition of more and more projects to strengthen its research base.

**Prospects for Social Sciences Students**………………………………………………………………….

Vibrant and dynamic Indian economy has put greater thrust on auxiliary and allied services to drive growth and development, creating a demand for quality human resource talent. Social Sciences and Humanities students of different streams like Economics, Public Administration, LSW etc. may grab these opportunities.

**Institutional Challenge**

**Fierce Competitions**

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The college faces stiff challenges from established institutions of high quality and from upcoming institutions. Now many central and state government institutions such as IIT, Patna, CUB, Aryabhatt University, Chandragupta Institute of Management have cropped up. These are posing challenges to the previledges enjoyed by A.N. College, Patna over the decade.

**Financial Crunch**

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In order to cope up with rapidly changing technology, the developmental strategies need to be re-oriented

which require huge expenditures. Due to limited resources of the college, it is becoming difficult to modernize the infrastructures accordingly. Luke warm response of the

**Students to traditional courses is also posing danger for their sustainability:**

……………………………………………………………………………..

The students taking admissions in traditional Degree Programmes is showing a declining trend. To rejuvenate these courses is becoming a challenging task.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

A.N. College Patna is multi-faculty institution with a rich blend of traditional, vocational and professional courses. Traditional courses comprise Science, Social sciences and Humanities. Vocational courses are comprised of MBA, MCA, BBM, BCA, B.Sc. (IT), Biotechnology, Environment, EWM etc. Most of the departments run courses from UG, PG to Ph.D. supervision. As enshrined in Vision and Mission, the college being critical component of human development is steadfastly striving to equip students with knowledge and skills that allow them to make greater contribution to the society.

The college is a constituent unit of Patliputra University Patna. The curriculum is prepared by the University and is relayed to the college. At the college, the curriculum is translated into action through lectures, practical's, assignments, discussions, seminars workshops etc. The college provides necessary infrastructures and accords flexibility to teachers to adopt pedagogy of their own. Most of the teachers use a judicious mix of traditional and ICT enabled teachings. The college for the benefits of students run Student Development Programs in different subjects. During pandemic, the college introduced MOOCs like A N College on Coursera, IIRS-ISRO courses and NPTEL-SWAYAM courses. A sizeable proportion of students have taken advantage of these courses. CBCS is operational since 2018. To address cross- cutting issues, several ability enhancing courses are taught in the college. In most of the subjects at PG level and in some of the subjects at UG level, projects/ dissertations/ field works are part of the curriculum. In addition to it, many teachers assign small projects as assignment to students even in courses where it is not mandatory. Feedbacks are collected and analyzed regularly. The college tries strike a judicious between objectives of the curricula and their effective implementation within a limited precinct of academic flexibility. Diligent efforts are made by the college to blend institutional goals objectives with the university's curriculum in a harmonious way.

**Teaching-learning and Evaluation**

A.N. college Patna is a premier college of higher learning in the state of Bihar; therefore it has overwhelming response from the students of Bihar and neighboring states. The college stands by its unwavering commitment to National Policy of Diversity and inclusion of ST/SC/OBC, women and other students from all strata of the society. Enrollment percentage and percentage of seats filled against reserved quota remain high. Admissions are done by the University on centralized basis in which merit lists are published based on choices of colleges given by the applicants. Admissions are done as per state government reservation policy. The academic calendar is formulated by Patliputra University as per the guidelines of the Governor's secretariat. A centralized routine prepared by routine- in charge is sent to each department. HoDs in consultation with

teachers of respective departments finalize the routine of their departments in consonance with the centralized routine. Apart from regular teachings, co- curricular co-curricular activities like seminars, work- shops, quizzes, debates, student development programs etc. are regularly organized. The college tries its best to meet changing requirements of the curricula by engaging contractual teachers of high calibre and retired distinguished teachers having adequate expertise in their respective fields, in addition to permanent teachers.

Teachers are well qualified. More than 95% of the teachers hold Ph.D. degrees. Campus is WiFi enabled and teachers have autonomy in delivery of the curriculum. They freely interact with the students and two way teaching strategy dispels the passivity of the students. Evaluation process is robust and unbiased. The college within the scope of university guidelines tries to bring better reliability and accountability in the evaluation process.  Cos, PSOs and POs are explicitly delineated for all programs. The average passing percentages in all programs during five years have been above 96% and over 75% of the students have obtained marks 60% and above. The college endeavours to provide holistic education by providing opportunities to students for critical thinking and creativity.

## Research, Innovations and Extension

At A. N. College Patna, both teaching and research capabilities are concomitantly being developed. The college research centres and departments by virtue of R&D activities have been nationally and internationally acknowledged. Researches on water issues, Material Science etc. are par-excellence.  Major individual/ national/ international/ multinational/transnational projects worth 4.3 crore  are undergoing in several departments. These projects have been funded by national and international funding agencies like EU, U K. DST, CSIR UGC- DAE, UNICEF etc. Almost all teachers having   Ph.D. qualification have doctoral students registered under them. Departments engaged in researches have requisite infrastructures and support systems. The college has a separate Central Instrumentation Centre (CIC) equipped with state-of-the-art equipments like XRD, PL meter, HPLC, Double Beam Spectrophotometer.

Recognizing the fact that "Science – Society connect is a prerequisite for researches in Science and Technology", We have been doing it successfully by monitoring Arsenic and Fluoride contaminations and devising appropriate mitigation strategies for various districts of Bihar. Our findings on Arsenic and Fluoride contaminations form the basis for arsenic mitigation strategies of PHED, Govt. of Bihar, while the central government has used our database to initiate formation of a national arsenic task force.  Significant researches are also being carried out in Social Sciences and Humanities. Our college is the knowledge partner in 6- nation social sciences project funded by EU under the Water-JPI call 2018. P. I and Co-P. I are from Geography and History departments respectively. The Project is titled "Nature based solutions in Water Management in the Peri- Urban : Linking Ecological, Social and Economic Dimensions .In our institution, comprehensive researches are being carried out in Water Contamination, Material Science, Electro- ceramics, Materials for sensors and actuators,  Nanoscience, Organic, Inorganic and Physical chemistry, Induced Variability in different plants, medicinal plants, Physiology, Bacteriological, Toxicology etc. Significant number of research papers have been published. The college regularly organizes seminar /workshops/ conferences on Research Methodology, IPR, entrepreneurship etc. In 2022, college has registered itself for Institution's Innovation Cell with Ministry of Education, Govt. of India.

## Infrastructure and Learning Resources

Infrastructures form integral part of effective implementation of curriculum for quality teaching-learning

process. It directly impacts the performances of the students and teachers. The college policy has been to provide requisite infrastructure to teachers, staff and students. The college has 16 large buildings spread over 13 acres, 88 classrooms, 31 laboratories, 06 wifi enabled seminar halls , large examination block, one large auditorium with 500 capacity, separate common- rooms for girls and boys, Administrative Block with 10 large and 18 small rooms (in which administrative, finance sections, offices of the Principal, IQAC, International office, NSS office, NCC office, creche, Placement and Guidance cell etc. are housed, one student union room, health care centre with part time doctor and nurse, adequate number of washrooms, drinking water facilities, one canteen, 6 gardens, 05 smart class setups, 26 wifi enabled all- in – one smart class devices ( KYAN), one Central Instrumentation Centre ( CIC) equipped with sophisticated devices/ instruments like XRD, PL meter, HPLC, UV- Vis Spectrophotometer, Trinocular Microscope, High Temperature Furnace, and other specialized laboratory devices like Impedance Analysis Package, ball milling machine, ESPIN- NANO, Microwave Units, Spectrum Analyser, DSO, GIS software etc.

In Central Library, Soul 2.0 Integrated Library Management Software/ System ( ILMS) designed and developed by INFLIBNET centre is operational since 2017. It's updation to Soul 3.0 is in process. Central Library is three storyed building having three reading halls for students, one e- library equipped with 30 computers, 3 printers and one photocopier . This library contains more than 45 thousand books and journals. There are 23 departmental seminar libraries having more than 25 thousand books.

The college has a large playground with a corner for yoga centre, 02 badminton courts, one volleyball court, one cricket practice pitch, one gymnasium with essential equipments, one indoor sports room for table tennis, carrom, chess etc. Cultural activities are held in ground and seminar halls.

ICT facilities include 753 desktop computers, 20 laptops, 40 printers/ scanners, 11 photocopiers, 3 servers – 01 IBM Xeon, 2 HP services Xeon, Licensed softwares like Windows, MS- Office etc.

LAN facilities are available in all computer laboratories and library. The campus is WiFi enabled having total bandwidth of more than 250 Mbps.

## Student Support and Progression

As per the direction of the state government the scheduled caste, scheduled Tribes and girl students are given full exemption in tuition fees, while BC- I students are given partial exemptions. Financial assistance/ scholarship is provided by various agencies/ departments of the State Government and Central government. On the average, 7 to 8 % of the students receive financial assistance from different sources.

The college has a language lab and an e- learning centre equipped with about 200 computers and ICT facilities. This is in addition to several computer labs of different departments. In Language Lab, students are imparted trainings in communication skills. In computer centres, those students who lack adroitness in computer operations, are imparted trainings. For soft skills life skills and computer skills. seminar/ workshops / SDPs and yoga trainings are organised. MOOCs like Coursera courses, IIRS-ISRO courses and NPTEL-SWAYAM courses are also conducted.

The college has a basic health centre and a day care center.

The college publishes a journal in social sciences, with ISSN number and an annual magazine "Anugrah Jyoti" also with ISSN number. In addition to these, the college also publishes Annual Report. For IQAC

activities during Lockdown period of the pandemic, two volumes of coffee table books have been published.

On the average, about 15% students pursue postgraduate studies after completing graduation. About 1-2% of them move to Ph.D. courses. Overall passing percentage during five years is above 95%. Sizeable number of students have been benefitted by guidance of competitive examinations and career counseling.

The college has a Student Grievance redressal cell, Women's cell and Anti-ragging cell. Student Grievance Redressal cell redresses the grievance of the students. Women's cell takes care of complaints of sexual harassment at work place and acts for prevention, prohibition and redressal.

Despite devastating impact of covid 19 and consequent lockdown, significant number of students have got placement.

A. N. College Patna has registered Alumni Association. Election is held every two years for office bearers and the executive committee. It has well chartered memorandum of association and it is conducted by the rules framed therein.

**Governance, Leadership and Management**

Our Vision statement delineates our long-term goal to provide high quality affordable education to all. The Mission Statement outlines the course of our current operations.

The Principal is academic, administrative and Financial head of the institution. The Principal and IQAC prepare the road map of development of the college and prepare guidelines for qualitative improvement in teaching-learning environment. Each traditional and vocational department has Head/ Prof-in-charge who heads that department. Head/ Prof- in Charge, receives instructions from the Principal and directly reports to him. At departmental levels, departmental councils take decisions pertaining to their respective departments. There are various committees/cells like Admission Committee, Development and Building Committee, Purchase Committee etc.

College Management Information System (CMIS) is already implemented in the college. Many welfare measures available to Bihar Government employees are accessible to permanent employees (teaching and non-teaching staff) of the college:

- General Provident Fund (GPF) cum Pension cum Gratuity Scheme for old employees appointed before 2004.
- Earned Leave (EL)Encashment
- National Pension Scheme (NPS) for newly recruited employees.
- Group Insurance (G I )

When teachers seek financial support for attending conferences/ workshops or membership fee of professional bodies, they are given partial/ full help.   The college has organized large number of Faculty Development Programs (FDPs), including ATAL FDP, Professional Development/ Administrative programs for teaching and non- teaching staff.

IQAC with core members and other senior teachers under the chairmanship of the Principal has succeeded in mobilizing resources to the tune of about 40 crores. Two years 2020 and 2021 witnessed COVID 19 Pandemic.

IQAC endeavoured hard to bring Massive Online Courses with certificates like Coursera courses, IIRS- ISRO, NPTEL- SWAYM courses alongwith online classes and co- curricular activities. As library remained closed, steps were taken for inclusion of students and teachers in NLIST for availing access to e- books and e- journals. In addition to these, Webinars, Student Development Programs (SDPs) , Faculty Development Programs ( FDPs) etc. on important topics were run on regular basis. Class tests, debates, quiz, etc. were conducted. Activities carried out by IQAC during Lockdown have been published in two volumes of coffee table books.

## Institutional Values and Best Practices

The college is conscious of its responsibilities for preserving and sustaining environment. It has several times been given Appreciation Certificates by concerned departments of the state government. Students of Environmental Sciences, EWM, NSS, Physics and under the supervision of teachers scarry out green and energy audits. These students have exhibited their unflinching resolves for preserving the heritage and environment. Apart from massive awareness programs in the campus and neighbourhood relating to environment, a large number of plantation drives are launched regularly. For preserving environment and harnessing energy, several initiatives have been taken and these include:

- The energy is conserved by making optimum use of electricity by using LED bulbs.
- The college has solar energy installations of 250 kW provided by Bihar Renewable Energy Development Corporation by the courtesy of Education Department, Govt. of Bihar.
- The college campus is green with many gardens which help in reducing the carbon.
- Many buildings have water harvesting units
- The college has also vermi composting units.
- For e- waste disposal, the college has MoU with NGO "Karo Sambhav.

Lectures/ seminars/ webinars are organized for promotion of gender equity, inclusive environment, cultural, regional and linguistic harmony, values, rights and duty of citizens. National and International commemorative days and festivals are celebrated. NSS volunteers also launch several awareness programs on gender sensitization, gender equity etc.

Recognizing the fact that students are greater resources with enormous potential to transform the society, we have adopted "Directing **Youthful Exuberance towards welfare of the society** and **Nurturing the potential of students and empowering them to build future for themselves "** as two best practices. Our distinctive feature is extension of researches to society.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | ANUGRAH NARAYAN COLLEGE |
| Address | S. K. PURI, BORING ROAD |
| City | Patna |
| State | Bihar |
| Pin | 800013 |
| Website | www.ancpatna.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Pravin Kumar | 0612-2540482 | 9431012332 | 0612-2540482 | profspshahi@gmail.com |
| IQAC / CIQA coordinator | Ratna Amrit | 0612- | 9431005701 | - | ratnaamrit@gmail.com |

| 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 minroity institution | No |

| Establishment Details |
|---|
| |

| State | University name | Document |
|---|---|---|
| Bihar | Patliputra University | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 01-06-1963 | View Document |
| 12B of UGC | 01-06-1963 | 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 |
|---|---|---|---|---|
| AICTE | View Document | 03-06-2022 | 12 | |
| NCTE | View Document | 15-05-2015 | 84 | |

**Recognitions**

| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | Yes |
|---|---|
| If yes, date of recognition? | 06-01-2015 |
| 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 | S. K. PURI, BORING ROAD | Urban | 13 | 19385 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Economics, | 36 | Intermediate | English,Hindi | 188 | 185 |
| UG | BA,English, | 36 | Intermediate | English,Hindi | 188 | 184 |
| UG | BA,Geography, | 36 | Intermediate | English,Hindi | 160 | 158 |
| UG | BA,Hindi, | 36 | Intermediate | English,Hindi | 140 | 136 |
| UG | BA,History, | 36 | Intermediate | English,Hindi | 188 | 184 |
| UG | BA,Maithili, | 36 | Intermediate | English,Hindi | 26 | 0 |
| UG | BA,Philosophy, | 36 | Intermediate | English,Hindi | 72 | 66 |
| UG | BA,Political Science, | 36 | Intermediate | English,Hindi | 188 | 183 |
| UG | BA,Psychology, | 36 | Intermediate | English,Hindi | 72 | 67 |
| UG | BA,Sociology, | 36 | Intermediate | English,Hindi | 130 | 127 |
| UG | BA,Urdu, | 36 | Intermediate | English,Hindi | 42 | 17 |
| UG | BSc,Botany, | 36 | Intermediate | English | 109 | 98 |
| UG | BSc,Zoology, | 36 | Intermediate | English | 209 | 204 |
| UG | BSc,Physics, | 36 | Intermediate | English | 209 | 200 |
| UG | BSc,Chemistry, | 36 | Intermediate | English | 209 | 187 |
| UG | BSc,Mathematics, | 36 | Intermediate | English | 209 | 199 |
| UG | BSc,Electronics, | 36 | Intermediate | English | 100 | 41 |

| UG | BSc,Information Technology, | 36 | Intermediate | English | 90 | 89 |
|----|----|----|----|----|----|----|
| UG | BSc,Biotechnology, | 36 | Intermediate | English | 80 | 69 |
| UG | BSc,Environment And Water Management, | 36 | Intermediate | English | 48 | 8 |
| UG | BCA,Bca, | 36 | Intermediate | English | 120 | 120 |
| UG | BBM,Bbm, | 36 | Intermediate | English | 150 | 149 |
| UG | BCom,Bcom, | 36 | Intermediate | English,Hindi | 180 | 180 |
| UG | BEd,Bed, | 24 | Graduation | English,Hindi | 50 | 50 |
| UG | BLibSc,Blis, | 12 | Graduation | English | 90 | 44 |
| PG | MA,Economics, | 24 | Graduation | English,Hindi | 127 | 124 |
| PG | MA,English, | 24 | Graduation | English,Hindi | 127 | 126 |
| PG | MA,Geography, | 24 | Graduation | English,Hindi | 64 | 64 |
| PG | MA,Hindi, | 24 | Graduation | English,Hindi | 127 | 114 |
| PG | MA,History, | 24 | Graduation | English,Hindi | 127 | 125 |
| PG | MA,Maithili, | 24 | Graduation | Maithili | 30 | 2 |
| PG | MA,Philosophy, | 24 | Graduation | English,Hindi | 60 | 31 |
| PG | MA,Political Science, | 24 | Graduation | English,Hindi | 127 | 127 |
| PG | MA,Psychology, | 24 | Graduation | English,Hindi | 64 | 64 |
| PG | MA,Sociology, | 24 | Graduation | English,Hindi | 127 | 85 |
| PG | MA,Urdu, | 24 | Graduation | English,Hindi | 30 | 12 |

| | | | | i | | |
|----|----|----|----|----|----|----|
| PG | MSc,Botany, | 24 | Graduation | English | 64 | 64 |
| PG | MSc,Zoology, | 24 | Graduation | English | 64 | 64 |
| PG | MSc,Physics, | 24 | Graduation | English | 64 | 64 |
| PG | MSc,Chemistry, | 24 | Graduation | English | 64 | 64 |
| PG | MSc,Mathematics, | 24 | Graduation | English,Hindi | 127 | 127 |
| PG | MSc,Electronics, | 24 | Graduation | English | 58 | 33 |
| PG | MSc,Biotechnology, | 24 | Graduation | English | 20 | 20 |
| PG | MBA,Mba, | 24 | Graduation | English | 60 | 60 |
| PG | MCA,Mca, | 24 | Graduation | English | 60 | 60 |
| PG | MSc,Environmental Sciences, | 24 | Graduation | English | 48 | 28 |
| PG | MA,Public Administration, | 24 | Graduation | English,Hindi | 60 | 36 |
| PG | MA,Labour And Social Welfare, | 24 | Graduation | English,Hindi | 60 | 11 |

**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 | 20 | | | | 28 | | | | 47 | | | |
| Recruited | 9 | 11 | 0 | 20 | 15 | 13 | 0 | 28 | 10 | 19 | 0 | 29 |
| Yet to Recruit | 0 | | | | 0 | | | | 18 | | | |
| 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 | | | | 120 |
| Recruited | 99 | 20 | 0 | 119 |
| Yet to Recruit | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 70 |
| Recruited | 60 | 10 | 0 | 70 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 27 |
| Recruited | 17 | 0 | 0 | 17 |
| Yet to Recruit | | | | 10 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 10 |
| Recruited | 10 | 0 | 0 | 10 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 10 | 10 | 0 | 15 | 13 | 0 | 10 | 19 | 0 | 77 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 34 | 22 | 0 | 56 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 5382 | 51 | 0 | 0 | 5433 |
| | Female | 2670 | 45 | 0 | 0 | 2715 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 1491 | 12 | 0 | 0 | 1503 |
| | Female | 1725 | 10 | 0 | 0 | 1735 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 704 | 847 | 847 | 972 |
| | Female | 231 | 245 | 236 | 390 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 87 | 100 | 93 | 113 |
| | Female | 29 | 32 | 28 | 45 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 3125 | 3389 | 3839 | 3867 |
| | Female | 1057 | 1264 | 1456 | 2099 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 2700 | 2543 | 1979 | 2190 |
| | Female | 1154 | 1271 | 881 | 1248 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 9087 | 9691 | 9359 | 10924 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | a) Our vision is to prepare our students face new challenges arising from inexorable march of technology, solving growing societal demands and aspirations in unlocking and harnessing new knowledge and innovative ideas, building cultural understanding and modelling environment that promote dialogue and debate for peaceful ends. Our mission encompasses vital attributes of holistic, multidisciplinary higher education to promote scientific temper among the students to adapt to technological advancement and innovative ide-as; inculcate ethical, human and cultural values imbued with sense of participation facilitating ho-listic growth; prepare future generation of skilled |
|---|---|

professional with essential scruples to compete in diverse global environment; lay emphasis on "ICT Oriented Teaching and Learning" along with "Chalk and Talk" method; encourage critical thinking and analytical skills among the students to instill sense of responsibility actuated by indomitable courage to scale new heights of excellence; inculcate "Gender Equality" and "Respect for Individual's Right" in a multi-cultural society as sac-rosanct principle. b) Attempts are being made by stakeholders of higher education to make such course cur-riculum flexible so as to facilitate multiple entry-exit system. Additionally, our college is already engaged in multidisciplinary research projects at national and international levels since the last two decades. The ethos of transdisciplinarity is also reflected in the lan-guage courses (Korean, Japanese and functional English) open to all students of our col-lege. c) Our college , under University prescribed syllabi, incorporates multidisciplinary learning at the post graduate level through the CBCS format, under courses clubbed as Ability Enhancing Compulsory Course ( AECC), Ability Enhancing Course (AEC) and Generic Electives (GE), cutting across disciplines. Such courses include Bharat Swacchata Abhi-yan; Solid Waste Management; Human Values and Professional Ethics; and, Human Rights. d) Our institutional plan is guided by the rules and regulations of Acts and Statutes of Uni-versities of Bihar. Multidisciplinary flexible curriculum can be adopted and implemented by the universities and colleges of Bihar after the ordinance is passed by Secretariat of the Chancellor of Bihar and Ministry of Education, Govt of Bihar, to allow multiple exits and entrances, including lateral entry to courses. Ordinance on CBCS courses at under-graduate level will enable the students to apply for certificate/diploma/degree/research degree from the university of their choice on the fulfilment of required credits. e) Future multidisciplinary research ventures will include more multi-disciplinary research and collaborative studies relevant to present glocal issues, including climate change, man-environment synergies, social integration of technologies, nature-based solutions including revival of traditional knowledge base, etc. f) In keeping with the ethos of multidisciplinary/interdisciplinary approach of NEP 2020, within the CBCS-based post

| | graduate curricula, Ability Enhancement Compulsory Courses and Ability Enhancement Courses in the first, second and third semesters followed by Generic Electives in the fourth semester. These courses are Environmental Sustainability and Swachcha Bharat Abhiyan, Human values and ethics & Gender sensitization, Computers and IT Skills, Solid waste management. Our college promotes multi-disciplinary research projects in which students are also involved as a part of their project assignments. |
|---|---|
| 2. Academic bank of credits (ABC): | a) By making Academic Bank of Credit fully functional by Secretariat of Chancellor, Govt of Bihar and Ministry of Education, Govt of Bihar and drafting of National Level Credit Bank Description for proposed 1,2,3,4-year under graduate and post graduate courses. After that all universities of the state will be able to implement Academic Bank Credit, for which our college is fully equipped. b) Since the concept of ABC is under active consideration by state and Hon. Chancel-lor's office, registration of our college for the same will occur once the scheme is im-plemented. c) The college has been continuously engaged in International and National collabora-tion in the research fields of Water Management, Materials Science and Energy studies. For Undergraduate and Graduate studies the seamless academic and edu-cational collaboration on National and International level will be possible once the proposed NEP 2020 is implemented in the education system of the state of Bihar. d) The faculty provides reading list available in our libraries and Inflibnet, solution of problems related to subject content and framework of allocated assignments and in-ternal assessment of the students on a regular basis. e) Moreover, the design of curricular and pedagogical approaches (Collaborative, Inte-grative, Reflective and Inquiry Based Learning) towards teaching and learning will be functional once the NEP 2020 framework is approved by the authorities. |
| 3. Skill development: | a) A N College has collaborated with Coursera for Campus, the leading online learning platform, IIRS-ISRO, NPTEL-Swayam, to grant our students and teachers greater international and professional exposure. Our students and teachers are undergoing or have completed certificate courses, like GIS and RS, Data analytics, Anatomy, Physiology, Psychology, Sustainability, Law, Business |

| | |
|---|---|
| | Management, AI, Machine Learning, Cloud Computing, Blockchain, Deep Learning, etc. Under NEP 2020, there will be no rigid boundaries between the learning of science, arts and humanities. We already conduct a few professional and soft-skills courses like BBM, MBA, BCA, MCA, B.LiS, B.Sc.IT, B.Ed., language courses, etc.. Based on employability requirements,, we plan to start few more soft skill develop-ment short courses such as Presentation skills and public speaking, Computer courses, Interpersonal communication and Networking. b) A N College offers vocational education in various subjects as listed below: Bachelors and Masters in Biotechnology, Bachelors in Information and Technology, Bachelors in Library Science, Masters in Labour and Social welfare, Masters in Public ad-ministration, Bachelors in Environment and Water Management, Masters in Environmental Science, Masters in Business Management, Masters in Computer Applications, Bachelors in Computer Applications and Bachelors in Business Management. Masters in Library science and Masters in IT courses have been proprosed for early im-plementation. c) Our Course curricula includes studies on human rights, gender-sensitization, environ-mental awareness, health and sanitation, societal values, traditions and culture in Indian context. We prepare our students to face new challenges of the inexorable march of tech-nology, solving growing demands and aspirations of our society in unlocking and harness-ing new knowledge and innovative ideas, building cultural understanding and modelling en-vironment that promote dialogue and debate. Seminars and syposiums have been orga-nized on character-building (Charitra nirman), nationalism (Rashtriyata), Religious unity, etc. Our National Service Scheme volunteers are trained in social service and responsibilities. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | i. Hon Chancellor's secretariat and University have initiated plans to implement NEP 2020 from 2023 onwards. As per the guidelines of NEP, courses will be so de-signed that all students will be enabled to take up at least one vocational course before graduating. ii. Upon implementation of NEP, our college plans to enter into an MoU with TRTC, thereby enhancing skill and employment prospects. Already, software courses like Python, etc. have been |

conducted with the assistance of m/s Aztec Computers, Patna. We envisage to employ some industrial experts as well as Master crafts-men to impart teaching and hands-on training for different vocational skills. iii. Online distance learning (ODL) since the outbreak of pandemic and resultant lock-down, has changed the teaching-learning process, so that now, apart from class-room teaching online teaching is also implemented. iv. We are endeavoring hard to enter into an agreement with NSDC to run NSQF courses in which skill mapping as well as certification will be done. v. Skilling courses have already been run through MOOCs in our college. These in-clude, A.N.College on Coursera, IIRS-ISRO, NPTEL-SWAYAM courses which will be continued. Many Student Development Programs were run by the college with the help of our own resources and also with the help of Spoken Tutorials, IIT, Bombay. e) During pandemic, the entire concept of teaching-learning process was transformed. In addition to online classes, adoption of MOOC like Coursera (A N College on Coursera), IIRS- ISRO courses and NPTEL-SWAYAM courses. These courses enabled our students to learn and imbibe the requisite skill sets on new technologies like Data Analytics, Data mining, Machine Learning, Python, Java, Web designing, Business Analytics, GIS and RS, Global Navigation System, Sustaibility, etc. from national/international insti-tutes/universities. In addition to these, we conducted many Student and Faculty Develop-ment Programs. a) India has rich and diverse linguistic and cultural heritage. Language and culture are inextricably intertwined. Preservation and promoting of languages is one of the tar-gets of the College in future. b) At A. N. College Patna, subjects like Hindi, Urdu, Maithili, Philosophy, History and Sociology offer comprehensive view of the languages, culture, society, tradition and thoughts. c) All the subjects, except the Language and Literature subjects are taught bilingually. In addition, certificate courses in Korean, Japanese and Functional English are taught. d) Indian languages taught in college include Hindi, Urdu and Maithili. Traditional knowledge is sought to be promoted as nature based solution to environmental prob-lems in the form of research projects and papers, environmental conservation initia-tives. Student activities include promotion of Indian Arts like

| | |
|---|---|
| | Madhubani painting, Tikuli Art, Rangoli, etc. This college celebrates all major festivals like Holi, Makar Sankranti, Id, Christmas to promote national integration. Our faculty with students visit Bodh Gaya, Nalanda, Pawapuri, Vaishali and Rajgir (cities associated with Bud-dhism and Jainism) as educational trips. e) As a future initiative, A N College Patna strongly advocates and plans to promote the interdisciplinary research on all aspects of "Indian Knowledge Systems" which will preserve and disseminate "Indian Knowledge Systems" for further research and soci-etal applications. 5. Focus on Outcome based education (OBE): |
| 5. Focus on Outcome based education (OBE): | i. OBE comprises of four major components, (1) curriculum design, (2) teaching and learning methods, (3) assessment, and (4) continual quality improvement and moni-toring. Outcome Based Education lays more emphasis on what has been learnt by the students than what has been taught to them. What students are expected to learn are made evident by the currculam design through COs, PSOs and POs. Students' progress is constantly monitored and quality based evaluation is done at regular in-tervals. ii. Continuous Internal Evaluation forms an integral part of an effective teaching – learn-ing process which is diligently practised by our college. Besides helping continuous learning, it provides necessary inputs to teachers for modifying their teaching strate-gies towards realisation of their stipulated teaching- learning objectives. iii. Adopting appropriate pedagogy is essential to ensure an effective teaching-learning process. A teacher is no longer just a mere transmitter of information or knowledge but he/she has to turn into a facilitator, counselor, mentor, course designer, content creator, ICT expert, evaluator, reflective practitioner and life-long learner. The college sends its faculty to various FDPs and training programs to prepare themselves to play these roles. A robust assessment and evaluation system is a key to check the attainment of learning goals and the effectiveness or the changes to be made in the pedagogy used. One of the good practices of college is to ensure continuous, com-prehensive and transparent process of the internal Assessment mechanism based on the following important ingredients : Written Tests, Oral Tests, Practical Tests, Assignments/ Homework, regularity, |

| | |
|---|---|
| | punctuality, attentiveness, behaviour, participa-tion in co-curricular activities (seminars, discussions, quizzes, projects, debates) and extra-cuurricular activities (sports, cultural activities, awareness programs, community services etc). Students are encouraged to have focused reflection for enhancing their knowledge. |
| 6. Distance education/online education: | i. During COVID pandemic, we realized that apart from traditional mode, there is an-other Online/ Distance mode in which effective teaching can be imparted. Three phases of 2020-22 session (i) one during (July 2020 - November, 2020) first wave and consequent Lockdown periods (ii) the second during a brief recess ( December, 2020- March, 2021) in COVID situation before the onset of the second wave and (iii) during the second wave, reflected comprehensive participative management and co-ordination among Principal, teachers, staffs, students and stakeholders. The college accrued full advantage of it, especially during Lockdown period in managing online classes and large number of SDPs, FDPs, online lectures, seminars and workshops. ii. Blended learning adopted by our teachers have promoted deeper learning, reduced stress, and increased student satisfaction. Teachers have become more academical-ly engaged with their students, enhance students' level of motivation and promote learning. iii. Teachers, staffs and students are members of various committees and are involved in decision making process which renders it participatory in nature. 2020-21 had three distinct phases (i) one from July 2020– November 2020 the first wave of COVID 19 in which online activities played dominant role (ii) the second the diminishing phase of the first wave( December 2020- March 2021) in which physical infrastructures with proper sanitization played pivotal role and (iii) the third during rise of the second wave of COVID 19 and consequent Lockdown period in which digital platforms (Zoom, Google meet, Cisco Webex, Microsoft teams) proved to be of immense significance and utility. We have been continuing with 20 % online teaching component along with offline teaching.Two good practices of the institution pertaining to the Distance educa-tion/online education are: (a) Access to global resources and materials that meet the students' level of knowledge and interest through Coursera, NPTEL, SWAYAM, |

| | IIRS, Spoken Tutorials IIT Mumbai, e-pathya and e-pgpathshala, INFLIBNET Center Gandhinagar, (b) Self-pacing for slow or advanced learners organised by the college (tutorial classes, one to one interaction, brainstorming sessions for problem solution) resulting in reduced stress, increased satisfaction, information retention and substan-tial improvement in academic grades. |
|---|---|

**Institutional Initiatives for Electoral Literacy**

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Voting is an integral part of democracy. The college plays an important role in educating the students on Universal Adult Franchise. An Electoral Awareness Committee was set up by the college on 08/01/2019 with Sri Jyotish Kumar, Department of Physics and Sri Abhishek Dutta, Department of Economics as Teacher Coordinators. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Student members have always been also incorporated into the Electoral Awareness Committee with equal Gender representation. The current student representatives are ten in number. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | A. N. College has been polling centre and counting centre since last three decades. Awareness programme in Shivpuri Slum was undertaken by the students under the supervision of teacher coordinators. The students used pamphlets and placards and organised 'Nukkad Natak' to educate the residents on the importance of exercising their voting rights. The Department of Political Science celebrates Constitution Day which involves other departments also. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Awareness drives and community interactions take place regularly. Students are acquainted with their voting rights and importance of voting, more so as our college has been both polling and counting centres from local to national elections. Our teachers and non-teaching staff are deputed on election duties all over the state. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to | Most of the students are enrolled as voters in the electoral roll. Student representatives play a pivotal role in spreading awareness about voting rights , |

| institutionalize mechanisms to register eligible students as voters. | particularly when elections are round the corner |

# Extended Profile

## 1 Students

**1.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11187 | 10468 | 9035 | 8454 | 8050 |

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

## 2 Teachers

**2.1**

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

**Response: 92**

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

**2.2**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 92 | 82 | 85 | 86 | 91 |

## 3 Institution

**3.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1147.38 | 715.82 | 129.23 | 184.86 | 442.12 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

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

The college is a constituent unit of Patliputra University, Patna. This University was created in 2018 through bifurcation of erstwhile Magadh University, Bodh Gaya. Curriculum is

prepared by the university and many teachers of the college are also the members of

syllabus committee ( BoS). The curriculum prepared by the university is relayed to the

colleges and the academic calendar circulated by the university is followed by every

department of the college. In consonance with the University Academic Calendar, we also prepare an Academic Calendar of our college.  The college taking into account the number of

departments, number of teachers, students and infrastructures meticulously

prepares a routine which is circulated to every department of college. The

departmental council of each department in consultation with Routine Incharge

finalizes its own routine accordingly.

The curriculum is translated into action through lectures, assignments, discussions,

seminars, workshops etc. For example, time schedule of UG and PG classes of a

particular department say Physics is allotted in the time table of the college. Their

after, the Physics department in its departmental council distributes the topics as per

expertise of teachers.

Academic planning for the ensuring session 2020-21 was done amidst COVID Stricken situation. On 2nd

July ,2020 a meeting of HoDs alongwith IQAC was organised to discuss academic planning in an unprecedented situation. In this meeting, we planned the following:

1. Holding of interactive online classes, teaching and interaction with the students through various digital media like Whatsapp, video classes to be uploaded on website and You tube, uploading of study materials on website etc.
2. Review regarding coverage of syllabi and latest detailed status report pertaining to it  to be submitted by HoDs to the office of the Principal.
3. To discuss strategies for starting teachings in next semesters.
4. Time table for conducting interactive  Online Classes  and imparting teachings through various Apps , video conferencing platforms and other digital modes.
5. Modalities/ Mechanism for collection and compilation of reports to be submitted on weekly basis to the University.

For ensuring curriculum delivering strategies and modalities were discussed at length. It was resolved that (i) HoDs of the concerned departments will assign topics / chapters of different papers of various courses to each teacher. HoDs will continuously monitor the progress and will devise strategies accordingly for effective teaching and coverage of the syllabi. (ii) Before start of the teaching, the departments concerned will organise on their own Induction programs for students to make them aware with the nuances, priorities and requirements. It was decided that online classes would run  in full swing until the situation improves. It was also decided that even after the improvement in the situation, classes will be held in hybrid mode.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 432

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

**1.2.2**

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

**Response:** 7.67

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 159 | 1107 | 2303 | 52 | 0 |

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

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

In each semester of postgraduate classes , there is one complete paper which addresses crosscutting issues like Professional Ethics, Gender, Human Values, Environmental Sustainability, Gender Sensitisation etc. Ability Enhancing Compulsory Course-1 (AECC-1) in semester-1, pertains to the issue of Environmental Sustainability and Swachchha Bharat Abhiyan. It encompasses Environmental Ethics, Development and effect on environment, Concept of Biodiversity and it's conservation, concept of Swachchha Bharat Abhiyan etc.

Ability Enhancing Course( AEC) in semester-2, deals with Solid Waste Management and it comprises Health and Environmental issues related to Solid Waste Management, Sources of its reduction, treatment and disposal techniques etc.

AECC- 2 in semester -3 , is related to Human Values and Professional Ethics as well as Gender Sensitisation. It deals with variety of Moral Issues, Ethics and Morality, Corporate Ethics, Professional Ethics, Gender Sensitisation, Gender Justice and Human Rights in contemporary perspectives , etc.

Generic Elective ( GE) in semester- 4, has the central theme Inclusive Policy and it focuses on Inclusive Policy and Human Rights, Rights of Individual and their redressal etc .

At UG level also some papers of Sociology, Philosophy, Political Science, Geography etc. have chapters/

units on these crosscutting issues.

As enunciated in vision and mission, the college being the critical component of human development, is striving to equip students with knowledge and skills that allow them to make greater contribution to society. Therefore, the college is more conscious of its social responsibilities and is endeavoring hard to inculcate a value system among the students to address the cross cuttingissues such as gender, climate change, environmental education, human rights, etc. Seminars/ webinars, workshops, awareness programs etc, are frequently organised to address these issues. It is continually engaged in providing eco-friendly ambience by developing green parks / garden to preserve environment and heritage. It has rain-water harvesting plant to conserve water and recharge ground water, vermi-composting units to minimize solid waste hazards.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.3.2**

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

**Response:** 13.85

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

Response: 1549

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

## 1.4 Feedback System

**1.4.1**

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

**Response:** Yes

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 82.55

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4489 | 4098 | 3398 | 3528 | 3729 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4776 | 4776 | 4813 | 4853 | 4091 |

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

**2.1.2**

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

**Response:** 98.12

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2382 | 2382 | 2385 | 2263 | 1995 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2382 | 2382 | 2402 | 2422 | 2038 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 121.6

## 2.3 Teaching- Learning Process

**2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools**

**Response:**

Experiential Learning pertains to a learning methodology in which students get direct experience and focused reflection for enhancing their knowledge , developing skills and clarifying their conceptual understanding.  Confucius aptly remarked " I hear and I forget, I see and I remember, I do and I understand. "Learning by doing yourself" lead to carefully chosen experience supported upon by reflection, critical analysis, and synthesis.  Students get self-confidence and sense of belonging towards their process of learning in the fields of thier choice. More than the product of learning, the process of learning matters most.

 Participative learning is the process of collaborative learning by groups of students. Problem Solving Methodology inculcate the spirit of enquiry, critical thinking, essential scruples of problem solving skills and decision making in students.

The following strategies are adopted for these learning methodologies :

(i)The students are exposed to the latest

developments in the fields of their choice.

(ii). The teachers acts as facilitator and motivator while the student acquire knowledge on their own initiatives in the areas of their interest.

(iii)By assigning  independent and group projects to a group of students as per their choices,  students are encouraged  for  experiential  and  collaborative  learning. (iv).Poster  exhibitions  on  social  issues, environmental issues promote experiential learning .

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## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 91.79

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 95 | 95 | 95 | 95 | 95 |

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### 2.4.2

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

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 92 | 82 | 85 | 86 | 91 |

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

Continuous Internal Evaluation forms an integral part of an effective teaching - learning process. Besides helping continuous learning, it gives necessary inputs to teachers for modifying their teaching strategies towards realisation of their stipulated teaching- learning objectives.
The college ensures continuous, comprehensive and transparent process of the internal assessment mechanism based on the following important ingredients :
Written Tests, Oral Tests, Practical Tests, Assignments/ Homework, regularity, punctuality, attentiveness, behaviour, participation in cocurricular activities like seminars, discussions, quizzes, projects , debates and extra- curricular activities like sports, cultural activities, awareness programs, community services etc.

Fig 1. Important components of Continuous Internal Assessment/ Evaluation
Thus, emphasis is laid on both (i) Quantitative as well as (ii) Qualitative Assessment. Qualitative Appraisal is also important as it helps in recording behavioural pattern, motivational and attitudinal changes in the overall behaviour of the students and at the same time enable teachers to deal with the students accordingly.
    Each department at the commencement of the semester informs
the students about procedures to be adopted for internal assessment. The subject teacher conducts Internal Assessment. Transparency is maintained by showing answer sheet to the
students and if the students has any grievance, it is redressed immediately by the teacher concerned who has evaluated his answer sheet. Internal assessment also include weightage for regularity
(attendance), assignments, behavioural aspects. At U.G. level, internal examination in theory papers, practical, presentations
on various topics given by the students, are regularly conducted and students
are evaluated on the basis of performances. At P.G. level, CBCS (Choice Based Credit System) is operational since 2012. Every paper has 30 marks for
continuous internal evaluation (CIA). Mid semester tests pertaining to CIA
consists of MCQ, Short Answer Type and Long Answer Type Question> Besides the internal examinations, students are evaluated on the basis of assignments, seminars / quiz, attendance, punctuality and conduct. Every department endeavours to make the process more reliable, more comprehensible and transparent to make the evaluation more authentic and credible. On the basis of performances, slow and advance learner are distinguished and adequate attentions are given to slow learner while advance learner are mentored to undergo indepth studies and researches on various advanced topics.

There is a well-established mechanism for redressal of grievances relating to external evaluation. This comprises –

In case of dissatisfaction with the marks obtained, a student can apply for redressal. The university has provisions for re-totaling.

The application of the student is forwarded by the college to the university.

The university looks into grievance and after re-totaling takes a final decision.

If there are discrepancies in the mark sheet, the student submits a written application with relevant document which is forwarded by the college to the university. The controller of examination after scrutinizing the mark sheet make necessary corrections.

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## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

COs, POs and PSOs for all programs are clearly delineated and displayed on the college website. For ensuring curriculum delivery and attainment of outcomes, a joint meeting of HoDs and IQAC is held in which detailed strategies and modalities are planned in general. In addition to it , Departmental council of each department meticulously chalks out its plan of curriculum delivery with punctilious details in consonance with the academic calendar. HoDs of respective departments monitor the implementation of these strategies. Attainment of COs, PSOs and POs are assessed through two pronged strategies involving quantitative framework and qualitative framework.

Quantitative Framework - It involves direct

.......................................................

measure based on the result analysis. In Post Graduate classes semester system was operational since 2012 and CBCS was implemented from 2018. For PG classes External evaluation is assigned the weightage 70 % and CIE/ CIA ( Continuous Internal Evaluation/ Assessment) is assigned 30% weightage. Assessment based on internal class tests, regularity/punctuality ,seminars/webinars, projects/ dissertations by the students, quiz competitions, and conduct of the students and marks obtained in external ( university) examination, form the basis for the evaluation of students' performances and consequently the attainment of COs, PSOs and POs. If more than 60 % of the students secure more than 60% marks, the attainment level is high. When more than 60% of the students obtain marks between 50% to 60%, the attainment level is average. When more than 60% of the students secure marks between 45% to 50%, the attainment level is below average.

In UG classes, CBCS is yet to be implemented, therefore, there is no provision of CIA/CIE but despite this internal class tests are held to monitor the progress of the students. In some subjects projects /

dissertations by the students are also required . Students' performances and hence attainment goals are primarily assessed through analysis of university results. The levels of attainment are assessed through the same methodology as adopted in case of PG.

In 2017 , overall paasing percentage in UG ( inclusive of Science, Arts and Vocational streams) was 99.27 %, out of which 82% of the examinees obtained marks 60% and above.

In 2018, overall passing percentage in UG was 99.80%, out of which 74% of the examinees got 60% and above marks .

In the year 2019, overall paasing percentage in UG, was 98.66 %, out of which 75% of the examinees obtained 60% and above marks.

In 2020, overall passing percentage in UG, was 99.95%, out of which 91% of the examinees secured 60% and above marks.

In the year 2021, overall passing percentage in UG was 99.51%, out of which 75% of the examinees got 60% and above marks.

Similarly, in PG overall passing percentage since 2017 has been more than 95% and out of which on the average more than 79%, of the examinees obtained 60% and above marks.

Thus, students of our college have excelled in external examination and attainment of COs, PSOs and POs has been magnificent.

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**2.6.2**

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

**Response:** 98.45

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2759 | 2574 | 2683 | 2874 | 3079 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2783 | 2609 | 2755 | 2925 | 3117 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.42

| File Description | Document |
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# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 854.3

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 187.15 | 129.68 | 100.68 | 198.23 | 238.56 |

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## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

A. N. College Patna is endeavouring hard to establish a robust and coherent ecosystem for intensive research to foster innovation and entrepreneurship. A Central Instrumentation Centre was established to give impetus to meaningful researches in diffrent areas of emerging trends. This centre is equipped with the state of the art equipments like X-ray diffractometer ( XRD), PL meter for photoluminescence measurements, High Performance Liquid Chromatograhy (HPLC), Double Beam UV- Vis Spectrometer, High Temperature Furnace, Trinocular Microscope etc. facilitating high end researches in diverse fields.

In 2022, the College has also established an Institution's Innovation Council ( IIC) through Ministry of Education ( MoE) , Govt. of India to promote innovation and to provide an ecosystem for entrepreneurship and startups.

In our institution, comprehensive researches are being carried out in Water Contamination, Material Science, Electro- ceramics, Materials for sensors and actuators,  Nanoscience, Organic, Inorganic and Physical chemistry, Induced Variability in different plants, medicinal plants, Physiology, Bacteriological, Toxicology etc . We have requisite infrastructural facilities and expertise in these areas.

Recognising the fact that " Science - Society connect is a prerequisite for researches in Science and Technology", We have been doing it successfully by monitoring Arsenic and Fluoride contaminations and devising appropriate mitigation strategies for various districts of Bihar. We have successfully executed many national and international projects funded by DST, UGC- DAE, CSIR, UNICEF, ICMR, DST- UKIERI, DST- NIAS, DST- WTI, BSPCB and other funding agencies. During the last five years , national and international projects worth several crores have been acquired and on the basis of investigations , large number of research papers were published. Our findings on Arsenic and Fluoride contaminations form the basis for arsenic mitigation strategies of PHED, Govt. of Bihar, while the central government has used our database to initiate formation of a national arsenic task force. Researches in these fields got active supports from UNICEF Bihar, CSIR- NEERI Nagpur, ICMR- NIRTH Jabalpur, and P.H.E.D. Govt. of Bihar. Thus, this institution is dauntlessly striving to create an ecosystem for creation and transfer of knowledge and in identifying societal problems and their solutions.

Two patents have been published and two more have been filed.

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**3.2.2**

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

**Response:** 68

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 19 | 12 | 16 | 18 | 3 |

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## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 1.24

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16      | 21      | 16      | 35      | 26      |

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**3.3.2**

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

**Response:** 0.33

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12      | 7       | 7       | 4       | 0       |

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## 3.4 Extension Activities

**3.4.1**

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

**Response:**

Recognising the fact that youths are future of the Nation and their prodigious amount of energy, enthusiasm and exuberance can be purposefully directed towards Welfare of the Society. This is accomplished through meticulous planning of NSS and NCC wings of the College.

Besides launching awareness programs on various issues of social and environmental significance, plantations, blood donation camps, organising free health check-up, gender issues yoga etc, NSS and NCC volunteers work with community to solve their problems and mitigate their sufferings. Even during the pandemic period , our students became active in their surrounding neighborhoods to help people belonging to different strata of Society. NSS volunteers helped different branches of Banks in maintaining Social distancing, assisted the administration in managing migrant labourers coming from different parts of the country and worked in close unison with the Government. NCC. In association with government agencies, and CARE India foundation  they played pivotal role to aware people about dates of their second vaccination. They also assisted govt. agencies by managing crowd for vaccination. Volunteers besides preparing masks , also helped the district administration in controlling traffic at various points of the City. The College endeavours hard to inculcate and embed the sense of social responsibility towards the holistic development of the society. Therefore to address this issue, various initiatives are undertaken by the College to impart trainings and envisage programs for welfare of the society. Such initiatives enhance self-confidence and alacrity among the students towards works of amelioration in the society.

   Researches are more meaningful if these are aimed at benefitting the society by improving the quality of lived of the people. Researches in Fluoride and Arsenic have immensely contributed in improving the quality of water in  the neighborhood communities of Patna and Nawada districts. Our Fluoride and Arsenic researches are aimed at provisions for regular supply of fluoride and arsenic safe drinking and cooking water to the entire population inhabiting fluorosis and arsenic endemic habitations, extensive awareness cum interaction programmes to educate the inhabitants about health hazards due to ingestion of fluoride and arsenic contaminated water. Our Integrated Fluorosis Mitigation Programme  has been extended to 130 villages of 17 gram- panchayats of Nawada district, Bihar. It has been a collaborative Socio- Scientific Research cum Mitigation Programme. Another such Socio-Scientific  programme in collaboration with Bihar State Pollution Control Board ( BSPCB) is related to survey of cremation ghats by NSS students of our college. Students associated with these programs, apart from collecting data also create awareness among the community. Students' feedback on their field work indicate that their classroom knowledge when linked to ground realities has enhanced their perceptions and alacrity to the societal problems.

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**3.4.2**

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

**Response:**

The college provides adequate ambience and platform to the students so that they can understand social values and merge their personal development with the social responsibilities. Emphasis is laid upon the translation of theoretical aspects into practicality by detailed exposition to ground realities of the society. The numerous social issues like sanitation, drug abuse , gender sensitisation, inequality , environmental pollution, environmental sustainability etc  have been successfully addressed by our students. The college is conscious of its responsibilities for preserving and sustaining the environment.

The students of NSS, NCC , Environmental Sciences, Environment and Water Management, Biological Sciences, Geography and other departments have shown tremendous keenness and tenacity to protect environment. This is exhibited by their willingness and efforts to maintain lush green campus by planting saplings and plants in the campus and its surroundings.

     Principal of the College got Appreciation Certificate for exceptional contributions to Environment Protection, from the Chief Minister, Govt. of Bihar .

       Principal of the College also got Appreciation Certificate during Forest Festival from the Department of Environment, Forest and Climate Change , Govt. of Bihar for his valuable contribution to environmental sustainability.

    Bihar State Disaster Management Authority, Government of Bihar issued Appreciation Certificate to the Principal of the College for his magnificent  leading role during COVID 19 Pandemic.

        District Magistrate cum Returning Officer, Patna also issued Appreciation Certificate to the Principal of the College for his commendable contribution during Lok Sabha Election 2019. It may be noted that A N College Patna has been the Counting Centre for Lok Sabha and Assembly General Elections.

   15 NSS students were awarded Appreciation Certificates by the Principal Secretary, Disaster Management Govt. of Bihar for praiseworthy contributions in fight against COVID 19 Pandemic. NSS volunteers actively participated in promoting social distancing awareness among the people.

    5 students of NSS got Certificates of Merit  issued by Principal Secretary Industries and the Director Industries , Govt. of Bihar for active participation in Ideation Challenge organized under STARTUP Bihar Policy 2022. They bagged 1st to 5th Prize.

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## 3.4.3

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

**Response:** 76

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 40 | 9 | 9 | 10 | 8 |

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

## 3.5 Collaboration

**3.5.1**

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

**Response:** 11

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

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

**Response:**

Infrastructures and physical facilities quintessentially form the integral part of the curriculum delivery through quality teaching and learning process. The college is cognizant of the fact that a good infrastructure with adequate physical facilities provide conducive ambience, which directly impacts the performance of the students, teachers and staff. The policy of the college has been to provide requisite infrastructural facilities to students, teachers and staff.

The college has 16 large buildings spread over in 13 acres of land, 88 classrooms, 31 laboratories, 06 wifi enabled seminar halls , large examination block, one large auditorium of 500 persons capacity, separate common- rooms for girls and boys, Administrative Block with 10 large and 18 small rooms (in which administrative, finance sections, offices of the Principal, IQAC, International office, NSS office, NCC office, creche, Placement and Guidance cell as well as various cells are housed), one student union room, health care centre with part time doctor and nurse, adequate number of washrooms, drinking water facilities, one canteen,  6 lush green gardens,  05 smart class setups, another 26 wifi enabled all- in - one smart class devices ( KYAN), one Central Instrumentation Centre ( CIC) equipped with sophisticated devices/ instruments like XRD, PL meter, HPLC, UV- Vis Spectrophotometer, Trinocular Microscope, High Temperature Furnace, and other specialized devices in laboratories like Impedance Analysis Package, ball milling machine, ESPIN- NANO, Microwave Units, Spectrum Analyser, DSO, GIS software etc.

Central Library is a two/ three storied building having three reading halls for students, one e-library equipped with 30 computers, 3 printers and one photocopier. This library contains more than 45 thousand books and journals. In addition to it, there are 23 departmental seminar libraries having more than 25 thousand books.

The college has a large play ground and one corner of this ground is marked for yoga centre, 02 badminton courts, one volleyball court, one cricket practice pitch, one gymnasium with essential equipments, one indoor sports room for table tennis, carrom, chess etc. Cultural activities are held in ground and seminar halls.

ICT facilities include 753 desktop computers, 20 laptops, 40 printers/ scanners, 11 photocopiers, 3 servers - 01 IBM Xeon, 2 HP services Xeon, Licensed software's like Windows, MS- Office etc.

LAN facilities are available in all computer laboratories and library. The campus is WiFi enabled having total bandwidth of more than 250 Mbps.

The college continuously endeavours for :

(i) upgrading and creating adequate infrastructure and physical facilities to provide conducive environment.

(ii) acquisition of funds from state, central governments and other funding agencies for augmenting and expanding infrastructures.

(iii) providing essential infrastructural support for research activities alongwith curricular, co-curricular and extracurricular activities.

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**4.1.2**

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

**Response:** 68.08

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 880.00 | 582.00 | 88.75 | 63.74 | 168.83 |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

In Library, Soul 2.0 Integrated Library Management Software/ System ( ILMS) designed and developed

by INFLIBNET centre is operational since 2017. It's updation to Soul 3.0 is in process . It facilitates highly versatile and user friendly OPAC ( Online Public Access Catalog ) with simple and advance search. OPAC user can export their search results into PDF, Word, Excel etc. Soul 2.0 supports multi-platform for bibliographic database such as MYSQL, MS- SQL, orange RDBMS and others. The Library is automated and compliant to NCIP 2.0 protocol for RFID and other related applications. On Pilot basis, RFID has been implemented to a section of students. Staff in the Library have got training from INFLIBNET centre. On the first floor of the Library building, an e- library is housed with 30 computers having internet facilities. The bandwidth of WiFi in the Library is 100 Mbps. Printers and photocopiers are available in the Library and one of them is available for faculty members. Students can use printers with the permission of the Librarian.

Pertaining to e-resources, the college has subscription of N- LIST. Large number of e-books and e-journals have been made available to our students through N- LIST(National Library and Information Services Infrastructure for Scholarly Contents) under the aegis of INFLIBNET(Information and Library Network), an Autonomous Inter University Centre(IUC) of University Grants Commission( UGC) N- LIST is also integrated through proxy server with NDL ( National Digital Library). Students of our College may have access to more than 1,64000 e-books, 6000+ e- journals of N- LIST and 6 lacs e-books of NDL. Thus, students through proper authentication can avail the facility of more than 7.5 lacs e-books and six thousand e- journals. In order to enable the students to avail this facility, a massive enrollment drive was launched during lockdown period of COVID 19. Inclusive of students and teachers, there are more than 4800 total users and above 1800 active users of N- LIST. Based on August 2021 data of N-LIST, A.N. College Patna was sixth among top ten users.

Recognising the fact that Library is a very important repository for acquisition of knowledge, the college spends a substantial amount on the purchase of books and journals. Total amount spent on acquisition of books, journals and magazines in the last five years is worth Rs 46.9 lacs . The college has a library committee comprising of senior teachers, librarian , which is headed by the Principal. Every year , HoDs of different departments prepare booklist and the list of journals in consultation with other faculty members, which are then submitted to the Principal's office. After due consultation with Library Advisory Committee, supply orders are issued by the Principal.

. Average footfalls in the Library is above 200 and apart from getting the books issued, students extensively use Reading Halls for studies and preparations of different exams.

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## 4.3 IT Infrastructure

**4.3.1**

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

**Response:**

To keep pace with changing trends in software and hardware, the college keeps on updating and upgrading the IT infrastructures and associated facilities. As the computers, printers , projectors, peripherals etc. form integral parts of technology enabled , teaching and learning processes, the college frequently replaces some old version of computers of computer laboratories with new improved versions. The old computers are transferred to the places where high end users are not required. For maintenance of IT infrastructures, the college every year executes Annual Maintenance Contract (AMC) with reliable and trustworthy firms. The college makes consistent efforts to upgrade IT infrastructures as per requirement and a substantial expenditure is incurred on the purchase of new computers and maintenance of computers.

There are three systems for providing internet facilities. Computer labs have separate internet facilities with 200 Mbps bandwidth. For other laboratories, classrooms and library another system of WiFi with bandwidth of 200 Mbps has been provided. In addition to these, there is government sponsored WiFi system for the campus. Under this scheme, underground optical fibres have been laid with the help of L& T to make the whole campus WiFi enabled. Almost all of the departments have been provided with computers and projectors. Teachers prepare their teaching materials with the help of text books , reference and websites/ web links for making power point presentation. Lecture notes are also uploaded on website. All students and staff have access to WiFi and they are encouraged to make assignments, presentation etc. using ICT and thereby enabling them to use ICT for computer added learning. Use of ICT in teaching and learning makes a lecture more vivid and interesting by seeing the things, happening by animations. This arouses interests among the students and stimulates inquisitiveness and urge for more knowledge and information. Motivated by it, students on their own begin to seek information from different websites, e- resources etc. to quench their thirst for further knowledge/ information. The whole exercise renders the role of a teacher as facilitator and students as active participants. In this way WiFi enabled classrooms provided by the institution place the students at the centre of the teaching- learning process.  During the pandemic, ICT infrastructure had been the mainstay of the online teaching.

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**4.3.2**

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

**Response:** 14.84

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

Response: 754

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## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 31.92

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 267.38 | 133.82 | 40.48 | 121.12 | 273.29 |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 58.8

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7369    | 5247    | 5878    | 4953    | 4303    |

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### 5.1.2

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

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

**Response:** A. All of the above

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### 5.1.3

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

**Response:** 5.23

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 556 | 338 | 490 | 376 | 708 |

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**5.1.4**

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

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

**Response:** A. All of the above

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## 5.2 Student Progression

**5.2.1**

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

**Response:** 12.22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 348 | 358 | 316 | 441 | 244 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3079    | 2874    | 2683    | 2574    | 2759    |

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**5.2.2**

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

**Response:** 84.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 59      | 41      | 59      | 68      | 64      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 95      | 48      | 62      | 73      | 66      |

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## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 34

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15 | 2 | 11 | 4 | 2 |

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**5.3.2**

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

**Response:** 31.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 47 | 16 | 48 | 33 | 12 |

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## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

A. N. College Patna has registered Alumni Association. Election is held every two years for office bearers and the executive committee. It has well chartered memorandum of association and it is conducted by the rules framed therein. An alumnus may get registered in offline mode by filling a form and paying requisite registration fee or through online mode through the college website. Alumni Association of the college takes interest in academic matters and also contribute positively in the developmental activities of the college. They are well connected among themselves and to the teachers through various whatsapp groups, Facebook, Twitter etc. They actively take interest in various activities and offer valuable suggestions. Some of the alumni are teachers of the college. The present Principal and Bursar ( expenditure) of college are our alumni. Alumni help our students in making choices of the career and guide them accordingly. They hold regular meetings and also participate in various campaigns like environmental protection and preservation, road safety, energy conservation etc. They also take interest in academic matters and many of them have conducted seminars/ webinars and student development programmes. For example, our alumnus Sri Amitabh, Project Director ISRO, conducted seminar on " remote sensing and chandrayan 2. Another alumnus Dr. Sushant Singh, Senior Architect- Data Scientist, Head of Artificial Intelligence Competency Artificial Intelligence and Analytics Health Care and Life Sciences

Virtusa Corporation, NY, USA conducted webinar on " machine learning on environmental management" and also conducted a SDP on " Machine Learning: Logistic Regression ". He also signed a MoU with the college to train students of the college and sponsor further studies of some brilliant students. Alumni have also contributed to the developmental activities of the college. For example, a few years back, an alumnus Sri Sujeet Kumar, CEO and Founder, Shreya Pharmaceuticals and Shreya Life Sciences, a Pan - Russia company funded the construction of Golden Jubilee Bhawan of our college.

Presently, Alumni Association is headed by Sri R K Sinha , former Rajya Sabha member and he takes due interest in developmental activities. Under his leadership, online meetings were held, even during the pandemic. Some other notable alumni are Dr. Rajiv Pratap Rudy , former Union Minister of State ( independent charge), Skill Development and Entrepreneurship, Sri Ramkripal Yadav, Member of Parliament and former Union State Minister, Rural Development, Sri Subodh Kant Sahay, Former Union Minister of Tourism, Sri Abdul Bari Siddiqui, former Finance Minister of Bihar, Sri Sanjay Nirupam, former Member of Rajya Sabha and others

Thus, alumni are institution's most loyal support. They contribute significantly to the development of their alma- mater. The college is striving hard for building a robust network of alumni for academic enrichment and progression of the students.

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# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

???????? ???? ?????? ( Absolute Enlightenment through Knowledge) embedded in our logo forms the core value of the institution. This institution is committed to provide high quality, affordable education to all sections of the society. This institution draws inspiration from a famous quote of Bihar Vibhuti Dr. Anugrah Narayan Sinha " Stand by Merit".

We believe that " We cannot always build future for youth but we can build youth for future ". Our vision statement delineates our long-term aspirational goal. It emphasizes on holistic education that contribute significantly to the rapidly changing society. It nurtures our hope that students of our college would have proclivity to solve growing demands of the society, germinate innovative ideas, build cultural understanding and for modelling environment to face global sustainability challenges.

The Mission statement dictates the course of our current operations like :-

Promoting scientific temper among the students to adapt to technological advancements and innovative ideas. Inculcating ethical, human and cultural values imbued with sense of participation facilitating holistic growth. Providing education accessible to all sections of the society. This is evident by that fact that our college has overwhelming proportion of economically as well as socially backward classes.

. Laying emphasis on ICT oriented teaching alongwith traditional " chalk and talk" method.

. Encouraging critical thinking and analytical skills among the students.

. Inculcating " Gender Equity" and " Respect for individual's right" in a multi- cultural, multi- lingual society as sacrosanct principles. The values of ethos and values of Indian culture are transmitted to the students through myriads of cultural and sports activities. Glimpses of Korean culture are exhibited by Korean Language section of our college in which many students participate. In all of these activities NSS plays a pivotal role.

Decentralised governing system is an important ingredient of representational and democratic nature of an institution. The Principal appoint Head of the Department by delegating administrative as well as academic to run their respective departments efficaciously. The Faculty members, Heads, Prof.- in - Charge Vocational Courses, staff and students are included in various committees of the college and accorded requisite autonomy and liberty for discharge and dispensation of their responsibilities. The various committees like Development and Building Committee, Purchase Committee, Vocational Committee, Heads Committee etc. comprised of faculty members, are actively involved in decision making process. All these committees ensure larger participation of teachers and

staff in taking collective decision. Development and Building Committee approves development projects, while Purchase Committee approves the proposals pertaining to purchases of various items. The Heads' Committee and Vocational Committee are entrusted the responsibilities of devising logistics for successful implementation of academic activity plans. The qualitative aspect of the execution of plans is monitored by IQAC of the college. The Principal of the college interacts with various stakeholders, students, alumni, parents, corporate leaders, NGOs, social activists etc. and solicits their feedbacks for further improvement.

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## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

The Principal is the academic and administrative Head of the Institution. He heads all the committees of the college as chairman. The policy and action plans commensurate with the mission are crafted by the Principal and IQAC through continuous deliberations with Head of the departments, senior teachers, staff and other stakeholders. Prof- in -charge Vocational Courses looks after all vocational /professional courses. Each traditional and vocational department has Head/ Prof-in-charge who heads that department. Head receives direct instructions from the Principal and directly reports to him. At departmental levels, departmental councils take effective decisions pertaining to their respective departments. There are various committees/cells pertaining to Admission, Development and Building, Purchase , Vocational, Research, HoDs, BoG RUSA, Library, Sports, Cultural, International Cell, RTI, Grievance, Women's, Anti- Ragging etc. which are headed by the Principal. IQAC assesses and ensures the qualitative aspects of all activities. It plays key role in framing guidelines, policies to run the institution efficiently and effectively

On the basis of the vacant posts sanctioned by the Government of Bihar, Bihar Public Service Commission / University Service Commission make recommendations to the universities as per UGC norms and the University makes posting of assistant professors to different colleges in their respective subjects. The college is run according to guidelines and instructions of the University. Salary and other grants are sanctioned by the Government of Bihar. Service conditions are governed by Bihar State University Act and Statutes.  Hon'ble Governor of Bihar is the Chancellor of all universities.

The college tirelessly makes unremitting efforts to actuate qualitative improvement in Teaching and Learning, Research and Development, Community Engagement, Human Resource

Management and Industry- Academia Interaction.

Through various initiatives, the college tries to improve the quality of teaching and learning process and these include :

- Providing ambience conducive for teaching and learning.
- Providing ICT enabled teaching.
- Enriching Library resources.
- Organising MOOCs, trainings, SDPs and FDPs for students, staff and teachers.

The college promotes researches in Science, Arts and Social Science. The endeavours for promoting researches include :

- Enhancing research facilities by strengthening and augmenting Central Instrumentation Centre and other research labs.
- Acquiring more and more national and international projects.
- Increasing National and International collaborations.
- Partnering with Industries
- Hosting National and International Conferences.

For furtherance of extension activities, initiatives taken by the college include :

- Intensifying extension activities.
- Providing requisite support to NSS volunteers for carrying out community development plans.
- Collaboration with NGOs for community engagements.

Strategies for quality improvement in human resources include :

- Regular performance appraisal
- Providing requisite facilities to staff and minimising attrition rate.

Interaction with industries include :

- Increasing the frequency of industry interface and interactions by organising workshops/ seminars and collaborations.

Action plans formulated by IQAC under the chairmanship of the Principal become the Institutional Strategic Plan which is executed with the help of all departments and other stakeholders. Its qualitative aspects are monitored by IQAC.

Recognising various perspectives of growth and development, multi-dimensional perspective planning having ingredients of holistic development in line with the objectives enshrined in Vision and Mission are well articulated and these include :

- Growth in terms of academic programs with emphasis on skill based education.
- Strengthening Vocational/ Professional courses alongwith traditional courses
- To strive for inclusive education.
- To preserve and promote ethical, human and cultural values.

- Upgrading physical infrastructures, sports and cultural facilities.

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**6.2.2**

**Implementation of e-governance in areas of operation**

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

**Response:** A. All of the above

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## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

Welfare measures constitute a vital ingredient of social security and employee's satisfaction. It is an indispensable part of employees' financial as well as social security. Since this college is a constituent unit of Patliputra University, therefore, many welfare measures available to Bihar Government employees are also accessible to permanent employees (teaching and non-teaching staff) of the college and these include:

- General Provident Fund (GPF) cum Pension cum Gratuity Scheme for old employees appointed before 2004.
- Earned Leave (EL)Encashment
- National Pension Scheme (NPS) for newly recruited employees.
- Group Insurance ( G I )

For GPF, a separate account in the name of the employee and the Principal is opened in a bank. A certain percentage, generally 10% of the salary of the employee is deposited every month in GPF

account. Bank interests are accrued on the deposited amount. Temporary advances as per need can be drawn from the PF with the consent of the Principal, which has to be reimbursed from salary in instalments. After retirement or in case of death of the employee, entire amount alongwith interests accrued therein, is given to the employee.

Gratuity is the financial component which is offered to a employee after retirement/ death proportionate to the service rendered by him/her.

Earned leave encashment is given to the employee at the retirement for the leave earned during his/ her service to the maximum extent equivalent to 300 days of the last drawn salary.

A new pension scheme called as National Pension Scheme is offered to the employee recruited after 2004. Under this scheme, an employee has to contribute 10% of the salary and DA with matching contribution @ 14% by the state government with effect from 1st April 2019.

Group Insurance pertains to an Insurance scheme in which employees of the college are insured by the same contract. The insured sum is paid to the employee at his/her retirement/ death.

The college follows the performance appraisal system mandated by the University. At the time of confirmation/ promotion , the faculty member submits a self-assessment report to the Principal. Apart from furnishing general information like educational background, classes taught, additional skills, administrative and other academic duties other than teaching, a candidate is also required to give detailed information about research publications in UGC care listed journals, books and chapters in edited volumes / books published and papers published in National/ International conference proceedings, conferences/ seminars/ workshops attended, orientation/ refresher courses completed etc. On the basis of these information, the Principal of the college writes his/ her Confidential Character Roll (CCR) and sends it to the University. The University with the help of experts and the committee constituted for this purpose take final decision through the Syndicate on the promotion/ confirmation of the teacher. The Performance Appraisal Report (PAR) serves as a vital parameter for promotion/ confirmation. In case of non-Teaching staff, Principal of the college also writes CCR on the basis of his her diligence, alacrity to duties assigned, devotion, commitment, behavioural aspects etc.

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**6.3.2**

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

**Response:** 7.57

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16      | 2       | 2       | 10      | 3       |

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**6.3.3**

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

**Response:** 11.76

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 13      | 69      | 4       | 2       |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 62      | 67      | 73      | 75      | 78      |

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## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

Financial Management in an efficacious manners and due diligence is an important factor for successful running of an institution. Mobilization of resources is key to financial viability. The core IQAC team headed by the Principal of the college alongwith other officials endeavour hard to acquire financial assistance from the government and other funding agencies. In the last five years, apart from salary grant, this team has succeeded in mobilizing resources to the tune of more than 40 crores for different developmental projects including research projects. The major sources of institution's funding have been:

- The State Government for salary grants and grants related to various developmental projects.
- UGC grants under various heads
- RUSA grants
- CPE grant from UGC
- DBT grant under Star college scheme
- International and National Funding agencies like DST- UKIERI, CSIR, UNICEF, UGC- DAE etc
- Internal Resources

The income and expenditure are monitored by Bursar Income, Bursar Expenditure and the Accountant headed by the Principal. Major projects like building constructions, Boundary walls, Auditorium, Examination Halls constructions etc. are directly handled by the Government through Bihar State Educational Infrastructure Development Corporation ( BSEIDC). IQAC plays important role in preparing DPR, implementing and monitoring of different projects. Proposals for developments are approved by the Development and Building Committee and proposals pertaining to purchases are approved by the Purchase Committee. Similarly, Board of Governors (BoG), takes decisions regarding utilisation of RUSA grants as per the proposal, Library Committee takes decisions on purchases in the Library and Tender Committee finalizes tenders. All financial rules and regulations are properly followed.

Internal Audits are done annually after the end of financial year. Audits of all accounts including Vocational/ Professional departments are carried out regularly. External Audit is carried out by the University. In 2016-17, a team of government auditors came to college continuously for a month and audited all accounts. Afterwards, the University Finance Officer and his team used to reconcile the accounts with receipts and records on the basis of internal audits. In case of salary and developmental grants, the college prepares a budget for the forthcoming year and sends it to the University. It is duly approved by the Syndicate at the University level and then sent to the Education Department, Govt. of Bihar. The State Government after scrutiny and approval sends the budget of all universities of Bihar to Bihar Legislative Assembly, where it is passed and thereafter, grants are released by the state government.

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## 6.5 Internal Quality Assurance System

**6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

IQAC of the college has been fastidious in the matter of quality assurance, quality enhancement and quality sustenance. Through the representative character of IQAC, the college has been striving to develop an integrated framework conjoining the whole institution in a single unit in the matter of quality assurance and for these offline/ online meetings were held frequently to take stock of the academic, administrative, co-curricular activities and developmental projects to ensure enhancement in quality and sustenance of quality alongwith optimum utilisation of resources. To record incremental improvement in various activities, internal academic audit is done annually while external academic audit is done once in three or four years. In the period under consideration, two years 2020 and 2021 witnessed tumultuous situation due to undeterred upswing in COVID 19 Pandemic. IQAC faced unprecedented challenging situation but through unflinching resolve and unremitting efforts, it dealt effectively with it, by switching over to online platforms. On the initiative of IQAC, digital contents began to be uploaded on website since 21st March, 2020. Online classes were started in April, 2020.

The larger proportion of year (2020- 21) and (2021-22) witnessed peak of the first wave of COVID 19 and its decline to the onset of the second wave wreaking havoc at its crescendo. Keeping in view the fluid and precarious situation, IQAC modified strategies and endeavoured hard to bring Massive Online Courses with certificates like Coursera courses, IIRS- ISRO courses, NPTEL- SWAYM courses alongwith online classes and co- curricular activities. As library remained closed, steps were taken for inclusion of students and teachers in NLIST for availing access to e- books and e- journals. Activities carried out by IQAC can be grouped under the following major categories:

Online interactive classes were continued to be conducted in full swing. In continuation of our persistent endeavours to augment/ supplement digital initiatives, online interactive classes, uploading of teaching contents in form of lecture notes, video/ audio lectures etc. on college website remained continued. In addition to these, Webinars, Student Development Programs ( SDPs) , Faculty Development Programs ( FDPs) etc. on important and relevant topics were run on regular basis. class tests, debates, quiz, etc. were conducted.

Large number of webinars on various topics and online S. N. Sinha Memorial lecture series were conducted.

A. N. College, Patna was associated with Coursera, IIRS - ISRO courses and NPTEL- SWAYAM. Many Student Development Programs and Faculty Development Programs of 30-60 hours duration were conducted, and certificates were given. Alongwith Curricular activities, co-curricular activities were also

carried out regularly with a view to enhance creativity, improve learning experiences, confidence level, skills of the students. For strengthening research, XRD was acquired.

With a view to enhance managerial and administrative efficiency, effective control of the functioning of the college seamlessly with minimum redundancies and data integration, College Management Information System (CMIS) of MasterSoft was brought into force.

Two coffee table books depicting the activities carried out by IQAC during Lockdown period were published.

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**6.5.2**

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

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

**Response:** A. All of the above

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# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

**Response:**

Ours is a co-educational institution, where girl students and lady teachers currently constitute more than 50% of their respective communities . Our college has a functional Womens' Cell which was renamed as Gender Cell in 2017. Its main areas of work include establishing and sustaining gender equity in our campus; deal with cases of gender discrimination; sensitizing teachers, non-teaching staff and students on gender issues.

As per state govt. guidelines, no tuition fees are charged from girl students, so as to encourage more girls' enrolment in HEIs. Special attention is paid to fair gender representation  in all co-curricular and extra-curricular activities at all levels. Within the campus, all efforts are made to ensure neither discrimination, prejudice nor favouritism on the basis of gender occurs, thereby promoting  a healthy, secure work and academic environments.

Institutional initiatives include invited lectures, panel discussions, public awareness campaigns on gender equity and equality. The NSS unit of our college plays a pivotal role in implementing institutional initiatives on gender equity. A 7-day special camp was organized by NSS from 15/09/2017 on the theme "Gender Equality", in which various activities like Nukkad Natak, visit by NSS volunteers to neighbouring Shivpuri slums for  Community Awareness on Gender Equality. Other NSS gender-related activities include Signature Campaigns and special lectures. Our initiatives also include instilling awareness among boy students  of their social responsibilities towards realizing the importance of gender equity. Under a joint tie-up with an NGO Bhoomika Vihar, Workshop on "Good Touch, Bad Touch" was organised for college students.

Provisions of gender-based basic facilities have been also been prioritized. Toilets in the Girls' Common room are equipped with sanitary napkins vending machines and disposal incinerator.

College administration also motivates lady teachers to participate in gender empowerment events and undertake innovative initiatives for the same. There is adequate gender representation in administrative work also , with lady teachers often being the front runners in decision-making process.

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## 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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## 7.1.3

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

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

**Response:** A. All of the above

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## 7.1.4

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

**Response:**

Our College believes in "Unity in Diversity", undertaking proactive effort in providing an inclusive

environment by taking initiatives towards cultural, regional, linguistic, communal and socio-economic tolerance and harmony.

- All major national and regional festivals are celebrated together by teaching, non-teaching and students' communities. *Holi Milan, Saraswati Puja, Makar Sankranti, Christmas and Id are celebrated.*
- "Tarang " is the cultural festival celebrated y the universities of Bihar. Venue of the last *"Tarang"* event in 2019 was A.N. College, Patna. This cultural extravaganza performed by the students' community involves exposition of local, regional and national art forms which includes classical, semi-classical and light music and dances; drama, Rangoli, painting, oratory competitions, etc.
- Our College also actively participates in different University Sports Events.
- Republic Day and Independence Day parade are followed by Cultural program and get-together events of the entire college family.
- Our college enthusiastically celebrates International Yoga Day, International Women's Day, NSS Day, Science Day, Environment Day, Earth Day, Bihar Prithvi Divas, National Youth Day, Events promoting International Harmony, like Korean Cultural Program.
- Our college teaches Hindi, English, Maithili, Urdu, Korean, and Japanese languages. College fraternity hails from multilingual backgrounds. Medium of teaching is bilingual, i.e. Hindi and English.
- There is total compliance to government's reservation norms in admission of students. Scholarships are awarded by Government of Bihar to socially and economically deprived students. Girl students are benefitted by total exemption of tuition fees by the state government.
- Celebration of Constitution Day to acquaint our students towards their rights, duties and responsibilities towards our nation are mandatory.
- Invited lectures by members of the Judiciary, Executive and Legislature are well-attended by students , teachers and staff.
- NSS plays a pivotal role in instilling nationalistic values among our youth.

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## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Directing Youthful Exuberance towards Welfare of the Society**

Youths are future of Nation and their prodigious amount of energy, enthusiasm and exuberance can be purposefully directed towards welfare of society This is accomplished through meticulous planning of NSS, NCC, students of environmental sciences, EWM and other departments. Optimal se of collosal energy of Youths has got institution's approbation as one of the best practices.

Besides launching awareness programs on various issues of social and environmental significance, plantations, blood donation camps, organising etc, NSS and NCC volunteers work with community people to solve their problems.

The most profound impact and implications of this practice was felt and realized during COVID 19 pandemic. From onset of the peak of the first wave in 2020 to the onset of the second wave wreaking havoc at its crescendo in 2021, the situation became alarming, tumultuous and precarious. Even through this tormenting phase, our NSS volunteers under able leadership of its program officer Dr. Ratna Amrit exhibited indomitable courage and unflinching commitment to render outstanding services to the society. When the society was in disarray, NSS volunteers and NCC cadets rose to the occasion to help the people in different ways. During this period, our students became active in their surrounding neighborhoods to help people belonging to different strata of the society. NSS volunteers helped different branches of nationalised Banks in maintaining social distancing. NCC cadets, besides preparing masks for the people, also helped district administration in controlling traffic at various points in the city. NSS volunteers also assisted the administration in managing migrant labourers at railway stations, coming by trains from different parts of the country and worked in close unison of the Health Department of the government and district administration. In association with CARE India Foundation and government agencies, NSS volunteers played pivotal role to aware people about the date of their second vaccination. They also assisted government agencies by regulating crowd at vaccination centres. Fifteen NSS volunteers got Appreciation Certificates from Principal Secretary Health, Government of Bihar.

In past also, our students have done such commendable jobs. In 2018-19, NSS volunteers were assigned the survey and monitoring the distribution of old age pension, by the Department of Social Welfare, Government of Bihar. These volunteers despite many hurdles like lack of awareness among the target group and accomplished the task successfully. On similar lines, Red Ribbon club of the college is doing commendable work for HIV awareness. Students of environmental sciences, EWM and NSS have done remarkable works pertaining to green initiatives and environmental sustainability in the campus and outside the campus.

The college endeavours hard to inculcate and embed the sense of social responsibility towards the amelioration of the society. For this, various initiatives like envisaging programs of social significance and enthusing students to render their services for welfare of society. Such initiatives instill sense of confidence, belonging, alacrity and responsibilities among the students to perform their duties for amelioration of the society.

**Nurturing the Potential of Students and Empowering them to build future for themselves.**

Students are grater resource with enormous potential of bringing transformation in society. They are not only the means of financial prosperity but also a vector of social change. As stated in our vision, we train our students to "build **future for themselves ".** We strive our best to encourage our students to take charge of treading diligently even arduous path on their own by transforming their attitudes, beliefs,

strengthening their self-esteem, self- efficacy and confidence. This is achieved through multiple paths like running MOOCs, student development programs, exchange programs, extension activities, workshops, seminars/ webinars, creating opportunities for learning critical skills on their own, academia-industry interactions, assigning projects, involvement in various researches and central instrumentation centre, field works etc. Students and teachers are facilitated international exposures through various international linkages and exchange programs.

Earlier we were running student development programs with ease but outbreak of the pandemic in 2020, loomed large on continuation of such programs. We took up the challenge and planned hectic online activities and frequency of online SDPs was increased. Even in midst of grueling and devastating circumstances in 2020 and 2021, through our persistent efforts, we succeeded in bringing Massive online courses like Coursera ( A. N. College on Coursera) IIRS- ISRO courses and NPTEL- SWAYAM courses. Coursera. Coursera is worldwide huge educational platform for 5700+ specialized Massive Online Courses (MOOCs) partnering with 200+ top universities of the world. Coursera provides large number of free online courses, which our students availed. We succeeded in persuading Coursera Administration in India and abroad to waive fees of $45- 50 for our students. Our students took keen interest in it and got above 1200 certificates in different courses after passing online examinations. Students are also availing NPTEL-SWAYM courses in large number. Our college has been designated as Local Chapter of NPTEL-SWAYM. Students of all streams are availing opportunities to sharpen their skills. Under IIRS-ISRO program, our students learnt intricacies of Geospatial Inputs for enabling Master Plan, RS Applications in Agricultural Water Management, Remote Sensing and Digital Imaging, Global Navigation Satellite System etc. We imparted 10- 15 days SDPs on our own in Instrumentations, Research Methodology, Machine Learning: Logistic Regression Web Development using HTML, Chem Collective Lab and Libre Office Suite 6.3 etc.

These courses courses enabled our students to learn on their own and imbibe requisite skill sets and scruples of Science and Technology, Social Sciences, Management, Life Skills, Data Analytics, Data Mining, Machine Learning, Python Programming, Java, Web designing, Business Analytics, Global Navigation System, Remote Sensing and many more skill oriented courses of the topmost universities of world.

We believe that our students should be equipped with essential scruples and adroitness to compete in diverse global environment. Depending upon their inclinations, students also get trainings in research projects, extension programs, conducted by NSS and NCC to be imbued with confidence, appropriate skills and camaraderie to work in unison and also independently. Workshops Seminars/webinars, speech competitions, S.N. Sinha Memorial Lecture Series organised on our own and in collaboration with industries, government departments, NGOs, Research Institutions etc. We encourage and inspire our students for innovations and entrepreneurship. Teachers play a vital central role in creating learning opportunities and facilitating a platform by offering differentiated opportunities for talented students to achieve their ambition.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | View Document |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

Our vision statement delineates and nurture hopes that students of our college would have "**knack for solving growing demands of the society, germinate innovative ideas and would model environment to face global sustainability challenges."** We believe that "**we can build youths for future".** In consonance with the above-mentioned statement, our R&D activities are oriented towards amelioration of the society through Fluoride and Arsenic identification/ testing, awareness and mitigation strategies in drinking water of Bihar. The ultimate goal of meaningful scientific researches and efforts are to solve societal problems and to develop technological and scientific solutions for benevolence of the society.

Fluoride and Arsenic contaminations in drinking water are rampant in Bihar. At A.N. College Patna , two research groups/centres respectively for Fluoride and arsenic are committed to focus their studies and researches on these two contaminants for benefit of the society. Our Centre for Fluorosis Research ( CFR) is doing commendable work in Fluorosis endemic district of Bihar. This project is being financed by UNICEF, Bihar. CFR centre is providing technical assistance to PHED ,Govt. of Bihar, local administration comprising of district magistrate, civil surgeon, district welfare officer and engineers of the concerned district in improving water quality, monitoring and mitigating I'll effects of water contamination on the health of the people in Fluorosis endemic districts of Bihar approved by UNICEF, Bihar. This centre through its intensive researches has developed nutrients support in form of Moringa/ sahjan and chakora bhaji to be effective against fluorosis. This centre has covered different panchayats of Rajauli consisting of about 109 villages /habitations covering more than 86000 population. It has focused its attention on making the water sources fluoride safe and therefore this centre is also providing relevant information and technical assistance to Jal- Jeevan- Hariyali Yojna of the government of Bihar. This centre at the college developed Information Education Communication ( IEC) materials in forms of poster, pamphlets, leaflets, flyers, booklets, IEC displaying boards, audio jingles, slogans, wall- paintings etc. It frequently launches community mobilization/ awareness programs for WASH ( Water, Sanitation and Hygiene), and distributes nutrients support Moringa / chakora powder ( developed and processed by this centre) to community members residing in the fluorosis endemic areas. Its community mobilizations in association with various government departments for prevention, control and mitigation of fluorosis have yielded good results.

Arsenic group through international and trans- national projects has immensely contributed to Bihar in arsenic mitigation strategies An international project entitled "Project INNOWATER – Evolvement of Novel and Rapid Monitoring Sensor in Rural Settings of Bihar " dealt with an innovative method of quick monitoring of arsenic contamination in drinking water in rural areas of Bihar. This group in association with its international partners succeeded in installing an arsenic filtration unit being operated through solar energy in Maner Block of Patna district. DST- NIAS sponsored project on "Community based technological solution for providing safe drinking water to Arsenic exposed population in Ganga- Meghana – Brahmaputra Delta "has contributed immensely in improving the water quality in this region. At Maner Block in Patna district, villages have been tremendously benefitted from

the clean water that is now pumped from deep borewells that were dug for understanding hydrology of the arseni-ferrous aquifers. After close monitoring and comprehensive testing, these borewells were declared arsenic safe and these were alongwith hand- pumps were donated to villagers in consultation with our international research partner TU Delft, The Netherlands. These now serve as safe drinking water sources.

The mitigation strategies pertaining to Fluoride and Arsenic have been widely acclaimed nationally and internationally. These action – research programs have become mutual learning platform for academia and community people in fluoride and arsenic affected areas and "laboratories have been extended to local population ". In this way our endeavours to motivate teachers, researchers and students to undertake innovative academic pursuits that meet the societal demands are on road to success.

| File Description | Document |
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| Any other relevant information | [View Document](#) |
| Appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

A.N. College Patna has also been included under Star College scheme of DBT, Govt. of India. Since 2020, the college secured 37th – 42nd position in India in Science Stream in India Today – MDRA ranking.

RFID has been introduced in the college on pilot basis.

Many teachers of the college have got foreign assignments for teaching, research and invited lectures A large number of teachers attend state level , national level and international level seminars/ symposia/ workshops. They also acquired research projects from national and international agencies.

Bilateral/ Multi-lateral research programs like 6 nations consortium, 3d oxides facilitate formulation of research projects joint publications etc.

The college is creating scientific temper among " budding young talents " by organising INSPIRE , in which young students are encouraged to pursue the career of innovative researches in Science.

## Concluding Remarks :

The college is headed by the Principal. The governing system is decentralised and representational in character. The Principal appoint Head of the Departments by delegating administrative as well as academic autonomy to run their respective departments efficaciously. Academic Planning, assignment of workload to teachers are executed at departmental level by Head of the departments. The faculty members, Heads, Prof. -in – charge vocational courses , staff and students are included in various committees of the college and accorded requisite autonomy and liberty for discharge and dispensation of their responsibilities for implementation of plan and policies under the guidance of the Principal and IQAC. For policy decisions on academic activities, meetings of HoDs committee and Vocational committee are held. Policy decisions pertaining to finance are taken in Development Committee and Purchase Committee. At administrative and financial levels, faculty members and non- teaching staff are allocated various responsibilities. Distribution of administrative work are handled by the Head Assistant and financial matters by the Bursar and Accountant. The Principal plays a pivotal role in ensuring effective communication resource mobilization and requisite networking with various stake holders . The Principal and IQAC during the last five years succeeded in acquiring grant to the tune of about 40 crores for infrastructural projects from State Government and other sources.

In the period under consideration, two years 2020 and 2021 witnessed tumultuous situation due to undeterred upswing in COVID 19 Pandemic. IQAC faced unprecedented challenging situation but through unflinching resolve and unremitting efforts, it dealt effectively with it, by switching over to online platforms. On the initiative of IQAC,digital contents began to be uploaded on website since 21 st March, 2020.. Online classes were started in April, 2020. The larger proportion of year ( 2020- 21)and (2021-22) witnessed peak of the first wave of COVID 19 and its decline to the onset of the second wave wreaking havoc at its crescendo. Keeping in view the fluid and precarious situation, IQAC modified strategies and endeavoured hard to bring Massive Online Courses with certificates like Coursera courses, IIRS- ISRO courses, NPTEL- SWAYM courses alongwith online classes and co- curricular activities. As library remained closed, steps were taken for inclusion of students  and teachers in NLIST for availing access to e- books and e- journals.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Number of Add on /Certificate/Value added programs offered during the last five years**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :432 |
| 1.2.2 | **Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**<br><br>1.2.2.1. **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**<br>Answer before DVV Verification: |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 159 | 2619 | 2303 | 52 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 159 | 1107 | 2303 | 52 | 0 |

Remark : NPTEL and IIRS courses are considered as requested by HEI but Coursera courses are not considered as HEI did not provide any proof of the platform "AN on coursera"

| 2.4.2 | **Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**<br><br>2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**<br>Answer before DVV Verification: |
|---|---|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 92 | 79 | 80 | 79 | 87 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 92 | 82 | 85 | 86 | 91 |

Remark : As per document attached

| 3.5.1 | **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative** |
|---|---|

research during the last five years.

Answer before DVV Verification :
Answer After DVV Verification :11
Remark : Two MoUs are lapsed

| 6.3.3 | **Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**<br><br>6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**<br>Answer before DVV Verification: |
|---|---|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 203 | 83 | 174 | 80 | 81 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 5 | 13 | 69 | 4 | 2 |

6.3.3.2. **Number of non-teaching staff year wise during the last five years**
Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 62 | 67 | 73 | 75 | 79 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 62 | 67 | 73 | 75 | 78 |

| 7.1.2 | **The Institution has facilities and initiatives for**<br><br>1. **Alternate sources of energy and energy conservation measures**<br>2. **Management of the various types of degradable and nondegradable waste**<br>3. **Water conservation**<br>4. **Green campus initiatives**<br>5. **Disabled-friendly, barrier free environment**<br><br>Answer before DVV Verification : A. 4 or All of the above<br>Answer After DVV Verification: A. 4 or All of the above |
|---|---|

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of students year wise during the last five years** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11188   | 10468   | 9035    | 8459    | 8086    |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11187   | 10468   | 9035    | 8454    | 8050    |

| 2.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):** <br> Answer before DVV Verification :  92 <br> Answer after DVV Verification : 92 |
|---|---|

| 2.2 | **Number of teaching staff / full time teachers year wise during the last five years** |
|---|---|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 92      | 79      | 80      | 79      | 87      |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 92      | 82      | 85      | 86      | 91      |

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