# SELF STUDY REPORT

## FOR

## 2nd CYCLE OF ACCREDITATION

# MAYURAKSHI GRAMIN COLLEGE, RANISHWAR, DUMKA, JHARKHAND.

AT- RANISHWAR, P.O- RANISHWAR
814148
www.mgrcollege.org

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2022**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Mayurakshi Gramin College was established in 1990. It is situated in rural and sub tribal plan of Jharkhand. This is an important and initial landmark in the progress of higher education at Ranishwar Block. This is a land mark in the progress of degree level education in this locality, which was totally neglected in the field of higher education as, this area is far away from Dumka Sub divisional headquarter and there was no college in around 50-60 KM radius of the area. At present our college has the added challenge of catering education primarily to the economically under privileged section. Our task is to offer quality education with social, moral and ecological coded to the rural region.

Over Three decades, M.G. College and its students grown up in this Rural and Tribal Area, students from the college have made their mark in multiple university, state and national level for a via academic excellence and extra-curricular activities.

**Vision**

To impart quality education for rural, tribal and marginalised students to meet new challenges of life and to make them good, self – reliant and capable citizens of the society and the country.

**Mission**

The mission of the college is to sustain the unsustainable marginalised boys and girls students from the socially and economically backward society from rural and tribal area.

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

**Institutional Strength**

S1. Healthy enrolment of students.

S2. Motivated Principal and Committed Staff.

S3. Sufficient Own land for further infrastructural development.

S4. NSS, NCC and Eco club which promote social responsibility among the students.

S5. Sports for students and opportunities to participate in university, state, national and open tournaments.

S6.  A supportive system encourages participation in seminars, research activities and publications.

S7. Student counseling and Student Grievance cell to address the needs of students

S8. Inflibnet for E-library.

S9. The students are provided facilities of open gym for physical fitness.

**Institutional Weakness**

W1. Lack of basic infrastructure indicated in the shortage of classrooms.

W2. Inadequate financial assistance for library books and automation.

W3. Lack of sports facilities and indoor stadium.

W4. No auditorium.

W5. Insufficient Training programmes for faculty to upgrade themselves for the latest

Developments within the subject area.

W6. Soft skills of students.

W7. Less Institution Industry interaction.

W8. Shortage of Computers

W9. Limited Resources and facilities of laboratories and lack of fund for

modernization of existing laboratories.

W10. No Hostel accommodation For ST and SC Boys and there are only 20 hostel

Seats for Girls.

W11. No spacious common rooms for girls.

W12. No Department wise staff rooms.

W13. No separate Library Space/furniture and Reading Room.

W14. Only 4 smart/ technology enabled classrooms.

W15. Inadequate exposure of students to 'real world' situations before/during

graduation.

W16. Adverse effects of globalization, media & technology on the younger

generation.

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**Institutional Opportunity**

O1. Increasing enrolment especially of Girl students.

O2. More scope to provide quality higher education to rural students.

O3. Possibility to Increase the innovation and research in rural areas and harness local talents.

O4. Increasing enrolment of students belonging to the marginalized sections including SC, ST, OBC and Minority groups.

O5. Tie-up opportunities with various Governmental organizations and NGOs.

O6. Establishing vocational courses, add-on courses and self-employment training.

O7.Sports facilities for students and opportunities to participate in university, state, national and open tournaments to compete and gain confidence and exposure.

O8. Help the students in career opportunities after graduation.

O9.Help the students in preparing for competitive examinations.

**Institutional Challenge**

C1.There is no enough fund to invite external experts to the college.

C2. If the college does not get proper infrastructure and hostel facilities the students

are likely move to neighboring district.

C3. Lack of demand for Commerce and Science Courses.

C4. Unwillingness among the parents and alumni to participate in college

developmental activities

C5. Ever-growing Competitiveness in various Examinations and demanding

eligibility criteria for recruitment in various services.

C6. Many below average students are admitted. Teaching them is a challenging task.

C7. Being an affiliated college lacking of allround facilities provided by the government to the constituent colleges such as salary to the staff, development grants and other facilities.

# 1.3 CRITERIA WISE SUMMARY

## Curricular Aspects

As the college is affiliated to Sido Kanho Murmu University, Dumka, Jharkhand, the college follows the regulations and curriculum adopted by the University. The college follows a semester system as per the scheme of Sido Kanho Murmu University. The college imparts teaching up to the B.A/B.Sc./B.Com. Honors and General Courses.

The delivery of the curriculum designed by the University is of greatest importance, for which proper planning and effective implementation would be necessary. The College has got a system of planning with the involvement of all teachers. The Staff Council meetings work as the most important platform for such deliberations. All the regulations and the content of the curriculum are discussed in these meetings. The planning of curriculum delivery was done carefully, and all the members of the faculty were motivated to implement the curriculum with high precision.

The Academic Calendar of the year is prepared in compliance with the academic calendar of Sido Kanho Murmu University and is uploaded on the website. Throughout the Academic session, the IQAC ensures effective and coordinated curriculum delivery.

In concurrence with its main mission and vision, the college follows a curriculum wherein several undergraduate programs incorporate the topics of their respective courses that cover cross-cutting issues relevant to Gender, Environment and Sustainability, Human values, and Professional ethics.

The college engages its staff and students in several co-curricular activities and commemorative day celebrations, extension and outreach programs, etc. to enrich students with a wide variety of co-curricular developments - Gender sensitization, awareness of environmental issues, shaping moral and ethical values, better career options and community orientation.

## Teaching-learning and Evaluation

The main objective of the college is to impart quality as well as skill-based education to the students for their all-round development. The College has got a transparent system of admission. The institution tries to cater to student diversity sincerely. A large number of students are from SC/ST/OBC categories, and more than 40% are girls.

For the last three years, admission is done through the Chancellor Portal. The list of the applicants for our College is sent by the University. But the merit list is prepared by the College. This has ensured transparency in the system.

The college academic mechanism is being run by efficient faculty members who adopt different innovative approaches to teaching and learning. Counseling, academic support, and career guidance are provided to the students.

The end Semester Examinations are conducted as per the university programs. To make them fully prepared for that examination Internal examinations are taken. In class, teachers Identify slow and fast learners.

For slow learners, extra classes are taken by teachers. Fast learners are guided by teachers to give and make their best to compete and make them parallel with the students of other privileged institutions. For this purpose all departments follow a master routine and as per their requirement also makes department-wise routine and make sure timely running of classes.

During the last five years, 4 teachers of the College have got a Ph.D. degree, and 4 are pursuing.

Two of our teachers have gone for the Orientation Programme in the Academic Staff College (Human Resource Development Centre of (HRDC),B.R.Ambedakar, Bihar University ,Muzaffarpur).

**Research, Innovations and Extension**

During the last five years, research culture has been tried to be promoted.   During these periods 4 teachers of the College have been awarded the Ph.D. degree and 4 are pursuing it.

Two of our teachers participated in Orientation Programme sponsored by UGC. The College sanctions Duty leaves liberally for attending seminars and other academic activities. Some National Seminars/Webinars have been organized. The College Library has got INFLIBNET.

Several extension activities are encouraged and carried out by NSS and NCC. The NSS and NCC  Units of the institution organized different extension programs like cleaning, plantation, community health, swachch Bharat Abhiyan, National Youth Day, National Voter's Day, Literacy Mission, Road safety program, etc. It provides guidance and counseling to both boy and girl students.

The NCC plays a vital role in providing the concept of "Service before self" among students. Our NCC cadets offered their service to the District Administration during Republic Day, Dr, B.R.Ambedakar Jayanti, and other important Programmes.The NCC unit of our college has adopted the Statues of Freedom fighters nearby.

**Infrastructure and Learning Resources**

During the last five years, the College has tried to augment its infrastructure. A separate Science Block and a Cycle shed have been added to the campus of the College. The Science department shifted to the new Science Block.

Besides, the College has created an Open Gymnasium on the Campus with modern facilities where ten people can train themselves easily.

The college has a central library with adequate books and journals. The College has subscribed to INFLIBNET under the UGC scheme.

The College has a computer laboratory, a language lab.

There are four ICT-enabled classrooms.

It is the policy and practice of the College authorities that no part of the infrastructure is allowed to suffer neglect. Periodically, things are reviewed and adequate care is taken so that the entire infrastructure including

furniture fixtures receives maintenance and attention. Efforts are made to keep the campus clean and green.

## Student Support and Progression

As for the Students' Support System, the College has got a Career and Counseling Cell. The teachers try to identify the slow learners and ensure that they receive proper attention. Special classes are provided to such students.

All SC/ST students are helped financially in the form of providing Concessation in admission. All the students from the minority community get scholarships From NSP and SC/ST and OBCs categories get scholarships from the Government of Jharkhand. As for student progression, the majority of the students graduate from the College and go for Post Graduate Studies and other courses. The teachers provide enough guidance to the students regarding opportunities available to them after graduating from the College.

The College has got the adequate infrastructure to promote active participation of the students in social, cultural, and Sports activities. The NSS and NCC offer adequate opportunities for developing various skills and competencies.

One of the Alumni students has been included in the IQAC. The process of registration of the College Alumni Association will begin in quite some time and it is expected to get registered very shortly.

## Governance, Leadership and Management

Initiatives are taken by the leadership to have a participative decision-making process, which is important to achieve the vision, and missions of the institution. Also, it helps to build the organizational culture.

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

The College Management and leadership try to promote faculty empowerment measures. The members of the faculty are encouraged to plan for organizing big events such as National Seminars/Webinars and workshops. Teachers are encouraged to go for Orientation Courses, Refresher Courses as well as for attending seminars and workshops.

It is tried to manage the finance of the College in a transparent manner. All the thumb rules for the maintenance of financial activities are carried out carefully. The College accounts are audited by a chartered accountant every year.

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

## Institutional Values and Best Practices

Every institution must have a social responsibility, this College has tried to evolve a culture through many extension activities and cultural events, which is a distinct personality.

The events have given students of the College appear to be different in style and attitude only because there is more interaction between the teacher and the taught not just in the classroom but quite often out of the classroom. They are engaged in socially useful work through the NSS, NCC. The College tries to create an attitude, that it is the responsibility of every graduate to make this world a better place to live in.

Through several programs, debates, discussions, quizzes, dance, and music; it is tried to address issues such as gender equity, environmental consciousness, and professional ethics. The students, being part of the organizing team of the above events leadership qualities to them.

The College was host to the Inter-CollegeVollyball Tournament and participated in many sporting activities.

The institution has also taken initiative by introducing two best practices Financial support to the cancer Patients and Covid 19 Quarantine Centre On college premises.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | MAYURAKSHI GRAMIN COLLEGE, RANISHWAR, DUMKA, JHARKHAND. |
| Address | AT- RANISHWAR, P.O- RANISHWAR |
| City | DUMKA |
| State | Jharkhand |
| Pin | 814148 |
| Website | www.mgrcollege.org |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Abdul Rayees Khan | 06434-9304036539 | 9304036539 | - | mgcranishwar@gmail.com |
| IQAC / CIQA coordinator | Uday Prasad Singh | - | 7979877201 | - | udays1960@gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Grant-in-aid |

| Type of Institution | |
| --- | --- |
| By Gender | Co-education |
| By Shift | Day |

| Recognized Minority institution | |
| --- | --- |
| If it is a recognized minroity institution | No |

| Establishment Details | |
| --- | --- |
| Date of establishment of the college | 15-05-1990 |

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

| State | University name | Document |
|---|---|---|
| Jharkhand | Sido Kanhu Murmu University Dumka | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 28-05-2008 | View Document |
| 12B of UGC | 10-07-2010 | View Document |

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

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

**Details of autonomy**

| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|---|---|

**Recognitions**

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

| Location and Area of Campus | | | | |
| --- | --- | --- | --- | --- |
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | AT- RANISHWAR, P.O-RANISHWAR | Tribal | 10.3 | 2568.98 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Hindi | 36 | Intermediate or Equivalent | Hindi | 10 | 0 |
| UG | BA,Hindi | 36 | Intermediate or Equivalent | Hindi | 300 | 97 |
| UG | BA,English | 36 | Intermediate or Equivalent | English | 5 | 1 |
| UG | BA,English | 36 | Intermediate or Equivalent | English | 300 | 72 |
| UG | BA,Bengali | 36 | Intermediate or Equivalent | Bengali | 10 | 10 |
| UG | BA,Bengali | 36 | Intermediate or Equivalent | Bengali | 300 | 97 |
| UG | BA,Sanskrit | 36 | Intermediate or Equivalent | Sanskrit | 2 | 0 |
| UG | BA,Sanskrit | 36 | Intermediate or Equivalent | Sanskrit | 300 | 5 |
| UG | BA,Santhali | 36 | Intermediate or Equivalent | Santali | 2 | 0 |

| UG | BA,Santhali | 36 | Intermediate or Equivalent | Santali | 300 | 8 |
|----|-------------|----|----|----|-----|-----|
| UG | BA,Urdu | 36 | Intermediate or Equivalent | Urdu | 2 | 0 |
| UG | BA,Urdu | 36 | Intermediate or Equivalent | Urdu | 300 | 9 |
| UG | BA,Economics | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 300 | 17 |
| UG | BA,Economics | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 5 | 2 |
| UG | BA,Geography | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 200 | 196 |
| UG | BA,Geography | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 15 | 9 |
| UG | BA,Political Science | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 300 | 16 |
| UG | BA,Political Science | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 15 | 14 |
| UG | BA,Psychology | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 5 | 1 |
| UG | BA,Psychology | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 300 | 5 |
| UG | BA,Philosophy | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 10 | 9 |
| UG | BA,Philosophy | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 300 | 3 |

| UG | BA,History | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 300 | 49 |
|----|-----------|----|-----------|-----------|-----|-----|
| UG | BA,History | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 10 | 10 |
| UG | BA,Sociology | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 300 | 5 |
| UG | BA,Sociology | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 5 | 0 |
| UG | BA,Music | 36 | Intermediate or Equivalent | Hindi,Bengali | 300 | 0 |
| UG | BA,Music | 36 | Intermediate or Equivalent | Hindi,Bengali | 2 | 0 |
| UG | BA,Rural Economics | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 2 | 0 |
| UG | BA,Rural Economics | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 300 | 0 |
| UG | BSc,Physics | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 150 | 14 |
| UG | BSc,Physics | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 10 | 0 |
| UG | BSc,Chemistry | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 10 | 1 |
| UG | BSc,Chemistry | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 150 | 10 |
| UG | BSc,Mathematics | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 10 | 0 |

| UG | BSc,Mathematics | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 200 | 23 |
|----|----|----|----|----|----|----|
| UG | BSc,Botany | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 10 | 1 |
| UG | BSc,Botany | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 150 | 19 |
| UG | BSc,Zoology | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 10 | 1 |
| UG | BSc,Zoology | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 150 | 25 |
| UG | BCom,Commerce | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 50 | 0 |
| UG | BCom,Commerce | 36 | Intermediate or Equivalent | English,Hindi,Bengali | 300 | 9 |

## Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 0 | | | | 57 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 6 | 0 | 33 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 24 |
| 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 | | | | 44 |
| Recruited | 40 | 3 | 0 | 43 |
| Yet to Recruit | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 6 |
| Recruited | 5 | 1 | 0 | 6 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualificatio n | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 0 | 8 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 1 | 0 | 19 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualificatio n | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD | 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 | 3 | 1 | 0 | 4 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualificatio n | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD | 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 | 1 | 0 | 0 | 1 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 247 | 176 | 0 | 0 | 423 |
| | Female | 228 | 49 | 0 | 0 | 277 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 23 | 53 | 118 | 49 |
| | Female | 15 | 18 | 18 | 12 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 73 | 73 | 149 | 110 |
| | Female | 92 | 58 | 118 | 80 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 141 | 171 | 402 | 244 |
| | Female | 103 | 141 | 185 | 120 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 128 | 216 | 458 | 321 |
| | Female | 66 | 110 | 153 | 163 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 641 | 840 | 1601 | 1099 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | M. G. College, Ranishwar, Dumka has already decided to enforce New Education Policy 2020. But due to lack and less availability of Infrastructure for NEP, teaching and non-teaching staff proposed Interdisciplinary curriculum may be an obstacle in this direction. It can create hurdles in implementing freedom for students. To provide holistic development for the students, an Interdisciplinary curriculum can be proposed which gives freedom to the student to choose their preferred options from the range of programs offered by the institution. The setting of holistic multidisciplinary education is the need to start up and the college is preparing for it. It will help to develop well-rounded individuals in the |
|---|---|

| | fields of arts, humanities, languages, sciences, social sciences, professional, technical, vocational fields, etc. |
|---|---|
| 2. Academic bank of credits (ABC): | The Institution's preparedness in the implementation of an Academic bank of credits depends upon the guidelines of the Affiliating University and Higher Education Department, Government of Jharkhand. For monitoring ABC proper-technical support system is to be created. |
| 3. Skill development: | The College is already conducting the life skill courses as designed by Affiliating University in Semester system in all the programs. The college has also planned to run the courses such as BCA, BBA, Soft Skill Development Program and Software Developer, etc. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The promotion of the local language, art, culture, etc through debates/workshops/interactions will fetch extra credits to the students. Field trips to local heritage shall value their culture and traditions. As the college is situated in the tribal region the tribal languages, arts and culture are to be promoted. |
| 5. Focus on Outcome based education (OBE): | For outcome-based education different varieties of approaches in the Teaching-Learning process like Lectures, Seminars, Tutorials, Workshops/ practicals, and Project-based learning will be introduced. The student learning outcome should be defined in terms of knowledge and skills. The college is affiliated with Sido Kanhu Murmu University, Dumka follows the curriculum and guidelines as and when directed. |
| 6. Distance education/online education: | During the Covid-19 pandemic, the College has already imparted online education and different types of information to the students through different online modes like Google Meet, Telegram, WhatsApp, etc. This institution is also preparing to make available all such types of e-content material prepared by faculty members to all students through online mode to meet future challenges. |

# Extended Profile

## 1 Program

### 1.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 546 | 546 | 546 | 546 | 291 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

### 1.2

**Number of programs offered year-wise for last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 42 | 42 | 42 | 42 | 42 |

## 2 Students

### 2.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2192 | 2523 | 2919 | 2312 | 2145 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3420 | 3420 | 3420 | 3420 | 3420 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

## 2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 869 | 533 | 642 | 498 | 395 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

# 3 Teachers

## 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 33 | 33 | 34 | 34 | 34 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

## 3.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 57 | 57 | 57 | 57 | 57 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

# 4 Institution

## 4.1

### Total number of classrooms and seminar halls

25-05-2022 03:40:36

**Response: 14**

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19.38402 | 47.97605 | 16.57516 | 27.67782 | 36.39750 |

**4.3**

**Number of Computers**

**Response: 34**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 28**
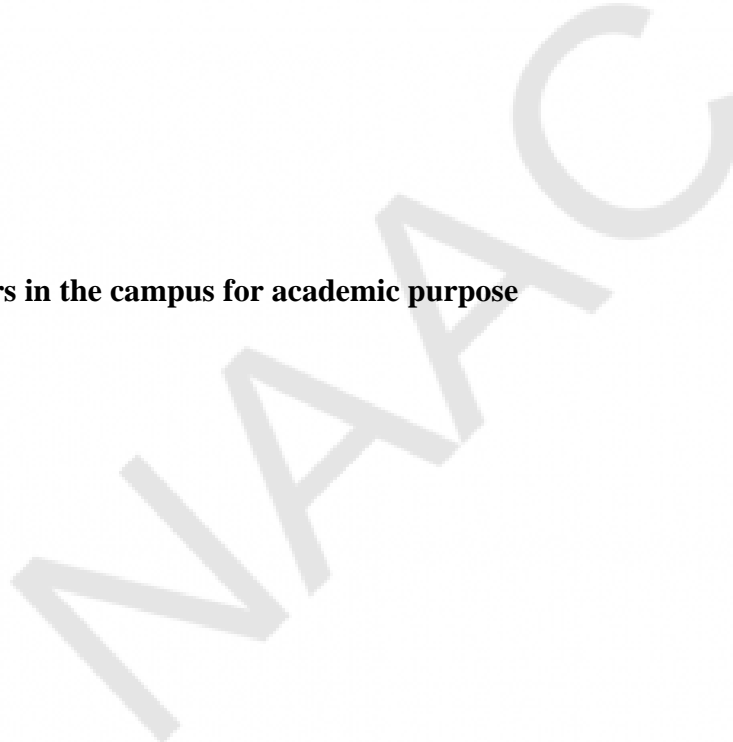
# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

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

**Response:**

The college is affiliated to Sido Kanhu Murmu University, Dumka, and abides by the norms and guidelines stipulated for CBCS curriculum delivery and implementation. The college has come a long way in imparting comprehensive education to young and aspiring economically weaker students of both genders from diverse socio-economic backgrounds.

The IQAC plays an essential role in regulating teaching-learning through the quality enhancement process.

Each department develops learning objectives that contain program outcomes and program-specific outcomes.

Before the beginning of every semester, a faculty meeting is conducted to allocate the subjects to the faculty based on their proficiency, interest, and experience.

Every faculty member prepares the lesson plans for the subject they handle every semester. Every department planned to ensure effective curriculum delivery.

Orientation and Fresh welcome programs are organized at the beginning of every academic year to provide insights about day order, co-curricular activities, and CIA test schedules for odd and even semesters.

Conventional classroom teaching is mixed with sensible utilization of ICT to make the teaching-learning process more effective. Classroom teaching is enhanced with seminars, workshops, special lectures, group discussions, and tutorials/remedial/slow learners classes for the powerful conveyance of educational modules.

Two of our teaching faculty participated in orientation and refresher courses to refresh and improve their subject knowledge. The college additionally supports the staff to organize and attend various state, national and international level seminars and conferences.

To improve teaching-learning practices the institution supports the faculty in various ways by providing required resources like internet and library facilities.

The college motivates the students by organizing various skill-enhancing programs to increase employability. The students of all the courses are given the latest digital-oriented programs like the TCS youth employment program to make them Industry ready.

For every student, a teaching faculty is appointed as a mentor, who closely observes the performance of the students till the end of the program in all regards and offers necessary counseling, guidance, and redressing

of their grievances if any.

With a mission to sustain the unsustainable marginalized boys and girls students from the socially and economically backward society from the rural and tribal areas, the college has adequate physical facilities and infrastructure for all the academic programs, administrative functions, co-curricular and extra-curricular activities. There are 6 Laboratories. A well-established Language Lab with 10 systems, 10 headphones with mike, and communication software. There is a well-furnished library on the campus with 15896 books, 789 journals, and magazines. Subscription for Inflibnet is made through which E-Journals and E-Books are accessed.

There is an Examination department in the college that takes responsibility to monitor all the examinations related to Continuous Internal Assessment and University Exams.

Web workshops and Webinars are also organized on various topics on a time to time basis.

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

**Response:**

**1. University Calendar:**

The Institution strictly adheres to the calendar sent by the S. K. M. University. Principal, Academic Claender Commitee and IQAC conduct a Meeting for the faculty to discuss and design the events in the Academic Calendar of the University every year. The University calendar serves as a reference to plan the college academic, co-curricular, extracurricular, and examination schedule.

**2. Academic Calendar:**

The Academic Calendar is prepared by the academic calendar committee of the institution before the commencement of the academic year.

**3. Research**

The institution proposes and motivates the faculty to register for Ph.D. As a result, 5 faculty members of the college have pursued Ph. D degree in the last 5 years and two faculties are pursuing Ph. D degree. Faculties also motivate to prepare research projects for submitting to different funding agencies. Various webinars and web workshops were organized by the departments under the supervision of IQAC in the college.
Most Departments take initiative to conduct State or National Level Seminars/Webinars to promote Research endeavors among the students and faculty.

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

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

**Response:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | [View Document](#) |

## 1.2 Academic Flexibility

| **1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** |
|---|
| **Response:** 100 |
| 1.2.1.1 **Number of Programmes in which CBCS/ Elective course system implemented.** |
| Response: 42 |

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/ BOS meetings | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

| **1.2.2 Number of Add on /Certificate programs offered during the last five years** |
|---|
| **Response:** 0 |
| 1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.** |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

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

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

## 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 a subject like Sociology Gender is a topic that discriminates the difference between males and females and also includes the topic of gender equality. A country can be a developed one if it gives equal opportunity to both males and females. The subject makes a paradigm shift in the thinking of society which differentiates between the boy and girl child. EVS is a paper in Semester-II for all streams. Climate change is taught in Geography and Zoology, it emphasizes environmental protection and sustainable growth. The knowledge of Human rights is imparted in Sociology and Political Science.There are three units of NSS in the college. Programs like Beti Bachao Beti Padhao, water conservation, tree plantation, etc . are organized with the help of NSS volunteers. There is one NCC unit which is for girls students only. NCC unit of our college emphasises on the gender, ethics, discipline of the cadets.

| File Description | Document |
|------------------|----------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | [View Document](#) |

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

**Response:** 14.64

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 83 | 83 | 83 | 83 | 36 |

| File Description | Document |
|------------------|----------|
| Programme / Curriculum/ Syllabus of the courses | [View Document] |
| Institutional data in prescribed format | [View Document] |

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

**Response:** 12.82

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

Response: 281

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |

## 1.4 Feedback System

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

**Response:** B. Any 3 of the above

| File Description | Document |
|------------------|----------|
| URL for stakeholder feedback report | [View Document] |

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

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

**Response:** C. Feedback collected and analysed

| File Description | Document |
|------------------|----------|
| URL for feedback report | [View Document] |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1 Average Enrolment percentage (Average of last five years)**

**Response:** 18.86

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 641 | 840 | 1601 | 1099 | 1193 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5700 | 5700 | 5700 | 5700 | 5700 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document] |

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

**Response:** 20.45

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 465 | 514 | 989 | 615 | 914 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document] |

## 2.2 Catering to Student Diversity

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

**Response:**

The institution conducts two internal examinations for each of the semesters. The marks are evaluated as per the examination the students appeared at. After the results are obtained from the University, a Result analysis is performed by each of the departments. From this, the Fast learners and the slow learners are identified.
Classroom participation and internal assesment are the significant indicators to categorize wards as slow and advanced learners in a class.

**Strategies for slow learners:**
The institution motivates the slow learners through various well planned and organized activities such as:

**Mentor-Mentee:** The Mentors have one on one interaction with their mentees and understand the progress in academic growth, sports, cultural activities, regularity, and active participation in co-curricular and extra-curricular activities. The mentor also counsels on the health as well as stress issues about interpersonal relationships. This cooperative system provides the initial understanding of the student community and the subtle divide between academically bright students and slow learners.

**Counseling:** Counselling is provided to slow learners after a detailed discussion with them by the counselors after finding out the reasons for low performance in studies

**Remedial classes/Slow learner classes:** Slow learner/ emedial Classes are organized to improve the performances of the students, to clarify doubts if any that were not clarified, and to motivate the students to perform to the best of their abilities. Teachers help the student to solve question papers and guide them through repetitive teaching.

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

**Response:** 66:1

## 2.3 Teaching- Learning Process

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

**Response:**

**Experiential Learning**

The students are motivated to learn through developing new skills, knowledge and new ways of thinking.

In view of this, various events have been organized by the college.

1. **Field Visits:** The NSS units, NCC unit organized field visits to connect them to the realities of people and expose them to various situations of life that help them to change their attitude and become committed persons for service.
2. **Laboratory Experiments:** The experiments conducted in the laboratories of Science departments help the students to acquire knowledge on practical applications, develop reasoning ability and understanding complex concepts in solving them.
3. **Project Work:** The students of Science and Arts Department are given project works on different topics related to their subject to keep them updated and enhance their knowledge.

**Participatory Learning**

Participatory learning methods are implemented to foster course outcomes.

**1. Seminars/Webinars, Conferences & Workshops:** Students are motivated to take part & participate in the Inter Collegiate, National Seminars/Webinars, Conferences & workshops.

**2. Assignments:** The students are given assignments to test their writing skills and motivated to present their subject knowledge that enhances their presentation skills.

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

**Response:**

The institution is continuously reengineering its academic process to make it student-centered and student-friendly. To actualize this process the institution strived to equip it with various ICT tools.

**LCD Projectors:**

Projectors have been installed in classrooms, computer lab, and seminar halls to enable the teachers to give PowerPoint and audiovisual presentations. The students also use this facility to give their presentations on subjects that facilitate learning and presentation skills.

**E-Content:**

E-platforms used for the teaching during lockdown were YouTube, PPT, etc. Through this simple interface, quality content is delivered to students.

**Library:**

The Faculty and students have an access to e-books & e-journals through N-List & its renewal is being

done periodically.

**ICT infrastructure on campus:**

The institution has one computer lab. The institute has installed Wi-Fi routers on campus to facilitate teachers to conduct classes via the digital platform. There are ICT-enabled classrooms that enhance the learning process.

**Conferences, Seminars & Webinars:**

Audio Visual Halls with projectors and speakers are available for conferences and seminars.

Important programs are recorded through streaming on YouTube.

State and National online webinars and workshops are conducted by various departments of the institution which are live-streamed on the institute's official YouTube channel.

The students of all the courses are given the latest digital-oriented programs like the TCS youth employment program to make them Industry ready.

During the pandemic of COVID-19 the college adopted the method of online teaching through different social platforms. Students also have started enjoying and responding to this online teaching method.

| File Description | Document |
|---|---|
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process. | [View Document](#) |

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

**Response:** 78:1

2.3.3.1 **Number of mentors**

Response: 28

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

## 2.4 Teacher Profile and Quality

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

**Response:** 58.95

| File Description | Document |
|---|---|
| List of the faculty members authenticated by the Head of HEI | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** 16.72

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 8 | 6 | 6 | 4 | 4 |

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

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

**Response:** 16.42

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

Response: 542

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

## 2.5 Evaluation Process and Reforms

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

**Response:**

1. Internal Examination committee conducts a centralized examination twice a semester. The internal Examination committee is formed by the Principal which has members from various departments.

2. As per the University Calendar of events, the committee of academic calendar prepares the Academic calendar of events at the beginning of the year. A Faculty Meeting is conducted, wherein the Academic calendar is presented under the chairmanship of the Principal. All the important events are discussed in the meeting.

3. The Internal Examination is conducted under the guidance of the Principal and by the programs given by the University for the Internal Exams for each semester. The Time Table is prepared by the Examination Controller and put up on the notice board. The faculty members are required to send the question papers within a particular time, department wise to the committee. The teachers are required to set the question papers based on university patterns.

4. The HODs consult the members of the Department and decides upon the portions to be completed for the examination. It is made sure all the faculty members adhere to the completion of the portions well ahead.

5. The subject teachers take the responsibility of conveying the same to the students. The students are given ample time to prepare well for the exams.

6. After the examination the answer scripts are evaluated by the teachers. The Students are informed about the format of the internal assessment which is the culmination of internal examinations, practicals, assignments, and attendance, and a briefing of the same is done to the students during the Orientation program. Two Internal exams (1st Mid-term exam and 2nd mid term exams) are conducted before the End Semester University examinations. The examinations are conducted for 20 percent marks in non-practical subjects and 15 percent marks in practical related subjects per paper. The final internal assessment marks are calculated based on students' performance in both the exams and attendance. A copy of the internal assessment marks is submitted to the office and the marks file is sent to the university within the given period.

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

**Response:**

Internal Examination is highly transparent. At the college level, an Examination Controller takes care of the conduct of Internal Examinations. The college follows strictly the guidelines and rules issued by the university while conducting Internal Examinations.

Two Internal Assessment tests are given during each semester (1st Mid term and 2nd Mid term).
The students are informed about the examination dates much earlier to allow them to prepare well for the examination which forms the basis for the award of Internal Assessment Marks.
At the time of the induction program the faculties inform the students of the process of the calculation of

internal assessment marks which is as follows:

The examination are conducted for 20 marks in non-practical subjects and 15 marks in practical subjects per paper, out of which 5 marks is for attendance. The marks are based on

Attendance shall be awarded as given below:

? 75% but < 80% = 01 marks

? 80% but < 85% = 02 marks

? 85% but < 90% = 03 marks

? 90% but < 95 %= 04 marks

? 95% - 5 marks

**Grievances:**

Each subject teacher and HOD take up the responsibility to redress any grievances related to internal exam queries.
The grievances regarding the award of marks are sorted out by the subject teacher.
When the University publishes the results the students compare the calculated internal assessment marks with the university results and if there is any variation such an issue is addressed to the principal who takes it to the University for resolution.
Any grievance related to University semester exams is addressed, to the Principal who takes steps in communicating to the university in setting right the discrepancies.

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

The institution has a well-planned strategy to communicate the programs and course outcomes to the faculty and students.

Communicating the Programme Outcome to Faculty and students

The institution undertakes widespread publicity using media and other means.

It includes the website, WhatsApp student groups, telegram channel, and the group that states Programme details offered by the institution.

The institution has a well-designed website and handbook that gives an overview of the Programmes.

Communication to the Faculty

The Faculty comes to awareness about program and course outcomes through the college website.

A lesson plan is prepared by the teachers, taking into account the number of hours to be allotted to each unit. The teacher is completely aware of the requirement of the subject.

The college conducts various value-added programs, seminars, workshops, conferences, and webinars to make the curriculum more effective

The new programs to be offered and course outcomes are discussed at the meeting.

Communication with the students

The admission committee informs the students and parents about the Programmes outline and other activities at the time of admission.

The orientation program is conducted at the beginning of every year.

The subject teacher in the first hour of the class explains in detail the different aspects of the subject that would be covered in the course. Further, the importance of that particular subject concerning the job opportunities and higher studies is also discussed in the class. There is a detailed discussion of the syllabus that is given by the university.

| File Description | Document |
|---|---|
| Upload COs for all courses (examples from Glossary) | [View Document](#) |

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

**Response:**

The Institution is committed to providing value-based education as a reflection of the vision of the college. The Institution follows a well-defined direct method of computing the course outcomes using the assessment instruments and an indirect method of computing through Student Feedback, Alumni Feedback.

Direct Evaluation
The regular internal examinations held twice a semester allow them to know the outcome of the course immediately.
Indirect Evaluation
Feedback from different stakeholders is taken as an indicator of the attainment of program outcomes and course outcomes.

The tools for indirect evaluation are:

Student Feedback System: Students provide feedback at the end of the year in the given format. It becomes a widely used method to evaluate and improve teaching effectiveness and enhance learning and improve assessment performance. Based on the feedback provided by the students Principal offers suggestions to teachers to reinforce working standards and provide corrective information for improving administrative, instructional, class management, and soft skill competencies. This helps in professionalizing the teaching of lecturers in higher education.

Alumni Feedback System: Alumni feedback offers important perspectives for evaluating academic programs and student services.

**2.6.3 Average pass percentage of Students during last five years**

**Response:** 94.9

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 869     | 533     | 642     | 506     | 395     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 946     | 575     | 653     | 531     | 410     |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Paste link for the annual report | [View Document](#) |

## 2.7 Student Satisfaction Survey

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

**Response:**

| File Description | Document |
|---|---|
| Upload database of all currently enrolled students (Data Template) | View Document |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

3.1.2.2 **Number of departments offering academic programes**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21 | 21 | 21 | 21 | 21 |

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

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

**Response:** 13

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13      | 00      | 00      | 00      | 00      |

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

## 3.2 Research Publications and Awards

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

**Response:** 0.86

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9       | 6       | 4       | 5       | 5       |

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

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

**Response:** 0.15

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 3       | 0       | 0       |

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

## 3.3 Extension Activities

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

**Response:**

Mayurakshi Gramin College organizes extension activities in the neighborhood community that sensitizes students towards community issues, gender disparities, social inequity, etc., and inculcate social values and commitment to society. A brief description of some of the student societies follows:

**National Service Scheme (NSS)** is a Central Sector Scheme of the Government of India, Ministry of Youth Affairs & Sports that aims to develop the personality of student volunteers through community services and to make them sensitive and responsible human beings who are aware of the socio-economic realities of India. There are total three units of NSS in the college.

Eco Club works towards promoting the ethos of preservation and protection of our environment and instilling a feeling of responsibility for a better, greener, and cleaner environment through initiatives like plantation drives, competitions (online and Offline), plastic-free campus and locality, talks by eminent speakers, excursions, screening of documentaries and campaigns on social media, etc.

**National Cadet Corps (NCC)** – The Youth wing of the Indian Armed Forces trains young girl students to live a life of discipline and service to society through various activities including residential training camps. NCC has been actively participating in various camps/activities and has won many awards.

Social outreach activities such as Blood Donation Camp, taking an oath and special days like National Voters Day; International Youth Day promotes the students' citizenship roles and holistic development with coordation of NSS volunteers.

Besides these societies, most of the departments conduct Seminars/Webinars, Workshops, Debates, Field trips, etc. to sensitize students and most teachers work towards inculcating these values in their classroom teaching and as living examples.

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

**Response:** 1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 01 | 00 | 00 | 00 | 00 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| e-copy of the award letters | [View Document](#) |

**3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 112

3.3.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 55 | 29 | 9 | 17 | 2 |

| File Description | Document |
|------------------|----------|
| Reports of the event organized | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** 29.78

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 1839 | 1015 | 309 | 270 | 54 |

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

## 3.4 Collaboration

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | View Document |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 0 | 0 | 0 |

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

Mayurakshi Gramin College affiliated to Sido Kanhu Murmu University was established in the year 1990.

We have 13 ventilated and well-equipped classrooms, 1 library with access to online resources, 1 computer lab, 1 language lab, 5 Laboratories, 1 Girl's Common Room, and outdoor recreational facilities to ensure productive campus life and provide a perfect ambiance for academic pursuits.

There is a computer lab available for the students. This lab has adequate computer equipment, internet connectivity, and a projector.

The college has a separate Science Block.

The campus is Wi-Fi enabled for the benefit of students and faculty.

The institution possesses a accessible canteen for students and staffs.

Information plays a vital role in enhancing knowledge. The institution has an impressive reference and lending library with a collection of around 15896 UG books, 789 Journals, 1523 reference books, and 87 e-resources. The library has access to many e-journals and e-books through NLIST/INFLIBBET e-consortium.

The institution has erected a lifeline UV water purifier capacity of 100 LPH Reverse Osmosis (RO+) Drinking Water Plant with an Iron removal plant to provide the students with clean and hygienic water on the campus. The institution runs on a solar system with a capacity of 10kw. To reduce the use of electricity the college uses the solar system device and if these two systems fail to work there is the provision of a DG power supply.

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

**Response:**

The Institution, with its compulsory Core Courses and continuous evaluation scheme, also integrates sports and extra-curricular activities as an essential component. This is done not only for the participants but also for the mental and physical fitness of students.

The college is committed to offering resourceful infrastructure for the holistic growth of students. It provides adequate facilities for cultural activities, indoor and outdoor sports as well as other student and faculty support amenities.

There is an open gymnasium open to all the students, the faculties, and staff. This helps the students to keep fit and have some recreational values in their life.

Our college conducts International yoga day every year with great enthusiasm and motivates the students to join the program of yoga day as well as implement the benefits of yoga in their lives. They are even asked to follow yoga in their daily life which keeps them mentally and physically fit and diseases are away from them.

Cultural events are organized while celebrating the important event dates such as Netaji Subhash Chandra Bose Jayanti, Tagore, and Nazrul Jayanti, International Women's Day, International Cancer Day, Holi Milan Samaroh, etc.

Students participate in various sports and cultural events organized at the university level.

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

**Response:** 28.57

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

Response: 4

| File Description | Document |
|---|---|
| Institutional data in prescribed format(Data template) | [View Document](#) |

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

**Response:** 64.68

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 11.35015 | 30.74630 | 6.65094 | 22.04049 | 29.48190 |

| File Description | Document |
|---|---|
| Upload audited utilization statements | [View Document](#) |
| Institutional data in prescribed format(Data template) | [View Document](#) |

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## 4.2 Library as a Learning Resource

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

**Response:**

A library plays an important role in the academic institution providing access to world-class information resources and services, and stimulates academic research in the country. Hence success of any educational institution depends upon its library, as library services are fundamental, which affect the whole educational system. They are an extremely important element of the foundation of a knowledge economy. Higher educational libraries are experiencing a massive change in the way they function. The college has a well functioned library. The college is currently in process of automating the library. The college is establishing computers and printers in the library to ease the process of data handling. N-LIST INFLIBNET is also got subscribed on September 2021. There are many students who are getting registered on NLIST INFLIBNET and the teachers are also getting used to it. As in 2020 and 2021 the education got badly hampered due to COVID 19 pandemic, the institute is trying its level best to automate the library. As a affiliated college management of funds becomes very crucial but battling the odds the college strive to automate the library at the earliest. The MoU of automate the library has also started and it will be done soon.

**4.2.2 The institution has subscription for the following e-resources**

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

**Response:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format(Data template) | [View Document](#) |

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

**Response:** 0.01

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0.0175 | 0 | 0 | 0.02664 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format(Data template) | [View Document] |

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

**Response:** 1.48

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

Response: 33

| File Description | Document |
|------------------|----------|
| Details of library usage by teachers and students | [View Document] |

# 4.3 IT Infrastructure

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

**Response:**

The college has facilities of Wi-Fi. It is timely updated and this facility is available for both students and employees. 4 classrooms have smart boards with projectors. The college has well equipped multipurpose hall with modern technologies. The college website is monitored and updated from time to time with the help of a developer. The college Language Lab uses software that is updated timely. N-List is used by the employee as well as by the students. For administrative works of college licensed windows software is installed on the office computers. The Computer lab is equipped with 24 computers that use licensed operating systems.

Wi-Fi facilities are last renewed on 2nd April 2022.

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

**Response:** 78:1

| File Description | Document |
|------------------|----------|
| Student – computer ratio | [View Document] |

**4.3.3 Bandwidth of internet connection in the Institution**

**Response:** D. 5 MBPS – 10 MBPS

| File Description | Document |
|---|---|
| Details of available bandwidth of internet connection in the Institution | View Document |

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 64.68

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)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 11.35015 | 30.74630 | 6.65094 | 22.04049 | 29.48190 |

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

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

**Response:**

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

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

There is one laboratory of Computer - having twenty-four systems.

The central library of the College is situated on the Campus

The College Library has got an assistant librarian, who maintains all the books. There is a team of active teachers who are part of the library committee. They support the librarian in all his efforts. The College Library has got registered to INFLIBNET recently. More than 25 persons including the teachers and students have started visiting the site of NLIST, and are deriving benefits.

Recently a new science block has been constructed. There are four aboratories and one staff room is present.

The college has organized 10 webinars in coordination of IQAC.

Many cultural functions such as dance, music, drama, etc. are organised quite off and on. During the last five years the notable among those functions are

(1) The celebration of Netaji Subhas Chandra Bose birthday every year in which local cancer fighters were given financial assistance and a charity football match is organised;

(2) Celebration of Yoga day every year.

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 34.78

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 622 | 910 | 807 | 756 | 1053 |

| File Description | Document |
|------------------|----------|
| upload self attested letter with the list of students sanctioned scholarship | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** 25.51

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 563 | 595 | 725 | 581 | 607 |

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

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

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

**Response:** E. None of the above

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

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| File Description | Document |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | [View Document]() |
| Details of student grievances including sexual harassment and ragging cases | [View Document]() |

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## 5.2 Student Progression

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

**Response:** 2.65

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 23

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

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg:**

JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

## 5.3 Student Participation and Activities

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

**Response:** 5

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 1 | 00 | 00 | 00 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| e-copies of award letters and certificates | [View Document](#) |

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

**Response:**

The college with the purpose to inculcate democratic values in the students, helps the student grow on campus. They learn to raise the issues which have a greater impact on improving the teaching and learning within the campus. The college provides them opportunities to lead and learn management skills by organizing various co-curricular and extra-curricular activities. In this region there is a mix of santhali and Bengali cultures, the students celebrate festivals from Santhali as well as Bengali culture on the college

campus and the whole management is being done by the students under the supervision of the culture in charge who is a faculty of the college. The college gives them different types of support to organize these programs and it is decided by a committee with student participation.

The students have proper representation in taking the measures to maintain the discipline and smooth functioning of the college.

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

**Response:** 15.4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17 | 15 | 15 | 15 | 15 |

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

## 5.4 Alumni Engagement

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

**Response:**

The college has an Alumni Association. The college will start the process of registering the Alumni Association shortly. They organize meetings and contribute views on the all-around development of the college. The college views its alumni as a valuable source of information. The feedback inputs from the alumni have a great use to improve the quality of academic programs and student services. The alumni play a vital role in achieving the motive of the college. The Alumni of the College are major stakeholders, some of whom have been associated with various important functioning of the College. One of the alumni is a member of the IQAC, who help us decide on quality initiatives for the College.

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

**Response:** E. <1 Lakhs

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

Mayurakshi Gramin College, Ranishwar was established in the year 1990 and is affiliated by Sido Kanhu Murmu University, Dumka.

**Vision**

**To impart quality education to rural, tribal, and marginalized students to meet new challenges of life and to make them good, self-reliant and capable citizens of the society and the country**

**Mission**

**The mission of the college is to sustain the unsustainable marginalized boys and girls students from the socially and economically backward society from the rural and tribal areas.**

Piloted by its vision and mission statement the institution is committed to empowering young and talented students from the economically and educationally weak sections of the society by providing them with knowledge, skills, values, and development opportunities at an affordable cost. The institution grants admission to all strata of society without any discrimination and stands true to its vision of creating a just society.

The institution works with the following aims and objectives:

To foster academic excellence

To enhance personal and interpersonal skills

To trigger spiritual pursuit

To inculcate social consciousness

To create employbility

Academic and Administrative Planning & Evaluation: The Principal of the Institution holds meetings with Department Heads, Administrative Heads, and faculty members to discuss and deliberate on academic and administrative concerns. Governing Body in consultation with the Principal frames the rules and regulations for students, faculty, and non-teaching staff based on the vision mission, and objectives of the institution.

The Governing Body

The Institutions Governing body consists of the following members:

The President
The Secretary
University Representative
The Principal
Administrative Representative
The Donor Member
IQAC

IQAC of the college is involved in developing a quality process to ensure consistent benchmarks for academic and operational activities. Secretary Gets informed about the opinion and discussion made by the Principal and IQAC on academic and administrative purposes.

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

**Response:**

Mayurakshi Gramin College values and appreciates democratic ways of governance and it is visible at every level. The decentralized and participative process is seen in the institution from administrative policy-making bodies to the executive bodies.

The governing body grants operational and academic freedom to the Principal to plan and implement appropriate mechanisms and procedures for teaching and learning. The Principal of the Institution is assisted by the Internal Quality Assurance Cell, HODs, and Coordinators of various cells/committees in the decision-making process of the institution. IQAC designs quality plans to execute academic and operational activities.

The opinions of faculty are elicited during the meeting and they are nominated as coordinators for Committees and Cells thereby inculcating leadership at various levels. These bodies are decentralized and function with autonomy to plan and organize programs.

The college has a practice of establishing committees as per the need and moves forward initiating the tasks planned. Annual Sports are also being organized every year.

## 6.2 Strategy Development and Deployment

**6.2.1 The institutional Strategic / Perspective plan is effectively deployed**

**Response:**

Conducting Remedial classes to improve results, and guidance to secure University Ranks

Standardizing the ICT-based teaching-learning process and updating the library with e-resources.

Organizing workshops, seminars, and webinars every year to develop the teaching-learning process.

MAJOR DEPLOYMENTS THAT HAVE TAKEN PLACE IN THE PAST FIVE YEARS

Constructed a new and separate science block.

The outdoor Gym was set up with improved facilities.

Remedial classes/Slow learners classes were conducted for slow and average learners to perform well in their academics.

Value Education classes are held in the final year to give a positive direction to the students to shape their future.

Science laboratories are also set up.

A Digital library via N-LIST INFLIBNET is being used.

| File Description | Document |
| --- | --- |
| Strategic Plan and deployment documents on the website | [View Document](#) |

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

**Response:**

**ORGANISATIONAL STRUCTURE OF THE INSTITUTION**

The activities of the Institute are guided, monitored, and controlled by the Governing Body through Secretary and Principal. The organizational structure is better explained by the Organogram given in the additional information.

Administrative Level

The governance comprises the Principal- the Academic Head, Governing Body, and Internal Quality Assurance Cell (IQAC). They play a significant role in the development of the Institution and framing reforms for the improvement of the Institution.

Academic and Operational Level

The Institution believes in fostering a culture of delegation of powers through strategic policies. The Principal of the Institution is assisted by HODs, Faculty, and Coordinators of various cells/committees in the decision-making process of the Institution. Faculty members are assigned the roles and responsibilities to work in a congenial environment with complete transparency. IQAC has a well-developed process to

ensure quality benchmarks of academic and operational activities. Regular inputs are collected from faculty through periodic meetings by the Principal for continuous improvements for the smooth functioning of the college.

The Recruitment and appointment of faculty and staff and framing of service rules are done by the Governing Body.

Recruitment Procedures: Recruitment of faculty members are carried out by obtaining a list of candidates from the advertisement, staff reference, and by candidates dropping resumes in the institution and through college email. The interview for faculty positions is conducted by a panel of members consisting of the Secretary, Principal, Senior faculty, and respective subject experts.

A separate Grievance cell is set up by the institution to handle students' redressal. The list of members of this committee is available on the college website. The institution also has a mentor-mentee system in which each mentor will be allocated to mentees. The mentors conduct sessions with the mentees at the proper time. The mentee's grievances are discussed and solutions are provided. Grievances related to any harassment are taken care of by Grievance Cell.

| File Description | Document |
|---|---|
| Link to Organogram of the Institution webpage | [View Document](#) |

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

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

**Response:** E. None of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format(Data template) | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

Mayurakshi Gramin College appreciates the contributions of all its employees towards the growth and enhancement of the institution through its effective welfare measures for the teaching and non-teaching staff.

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The list of welfare schemes initiated by the institution is related to leave, special permission for various reasons, maternity leave, and paternity leave.

Employee's Provident Fund: The College contributes towards employees' PF as stipulated by the EPFO.

Maternity Leave: Maternity leave is granted for female faculties.

Casual & Sick Leave: Staff can avail of casual leave and medical leave in time of need.

Financial Support: As a part of its quality initiative in improvising teaching quality the institution provides some monetary support for faculty attending FDP/ Conferences/ Workshops and Seminars etc.

Special Leave: Faculty is provided with special leave for Ph. D coursework, and entrance examination.

Faculty Enhancement Programs: The College organizes Faculty Enhancement Programs periodically to motivate teachers and upgrade their teaching-learning skills and knowledge.

Parking: A parking Facility is provided for teaching and non-teaching staff within the campus.

Other Welfare schemes are provided for Teaching and Non-Teaching Staff.

Teacher's Day Celebration: Every year the institution acknowledges the services of every teaching and non-teaching staff on Teacher's Day by different departments.

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format(Data template) | [View Document](#) |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

**Response:** 1.18

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 2 | 0 |

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

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

**Response:**

The success of any educational institution depends on the quality of its staff- both teaching and non-teaching. Together they play a significant role and are the backbone of the institution. Institutions cannot achieve their goals -the vision and mission- without them. To achieve the targets, the staff need to be motivated at work. The performance appraisal (PA) is one of the performance management tools that is widely used to measure the productivity of academic employees in different contexts. Since Mayurakshi

Gramin College, Ranishwar is affiliated college and the recruitment is done through Governing Body. Thus there is no provision for performance appraisal system. But evaluation of personell is done periodically to ensure thet the quality of teaching learning process doesn't get hampered.

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

Mayurakshi Gramin College has its practices for administration and financial regulations.

Budget:

The Accounts department of the college prepares the budget based on the expenses of the previous year.

External Audit:

The institution carries an elaborated external audit annually.

The process involves checking financial statements and accounting records.

The mechanism for external audit is:

Thoroughly scrutinizing and verifying the payments/bills and receipts.

Examining the books of accounts and finalizing the Balance sheet

Ensuring the accuracy and completeness of the accounting records.

Verifying whether the accounting records of the institution are under the accounting framework.

Whether the account statements reflect accurately the financial position of the institution.

Confirm compliance with accounting policies.

Examining accounting records.

Verifying assets of the institution purchased during the year.

After thorough scrutiny, the auditor submits a financial report to the College in which the auditor states the findings, opinions, and comments. The scope of the audit and the outcome is outlined in this report. As of now the external audit team has not observed and recorded any major findings and objections in the financial report. Minor errors if any pointed out by the team were rectified immediately and measures were taken to avoid further mistakes.

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format(Data template) | [View Document](#) |

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

**Response:**

Mayurakshi Gramin College is an affiliated college and is committed to the holistic development of the student community. The college is recognized under 2(f). Fees collected from the students and once-a-year government aid are the principal source of funding/ revenue for the college.

Proper planning and discussion are done for the optimum utilization of funds. During Meetings the departments are advised to draw their action plan and the budget requirements for the activities and submit them to the Secretary through the Principal.

Rs. 20 is collected per year per student for the cancer relief fund. The amount is distributed to the cancer fighters via organizing a programme on World Cancer Day.

## 6.5 Internal Quality Assurance System

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

**Response:**

The IQAC significantly contributes to quality maintenance, quality enhancement, and quality sustenance of the institution. The IQAC has striven to keep abreast with the new developments and quality enhancement initiatives as revised by NAAC.

IQAC took initiatives along with the faculty to conduct Remedial Classes for slow learners, additional

guidance and innovation in the teaching process, and participative learning to enhance the quality of education.

The college established Internal Quality Assurance Cell on 23/05/2015. The cell has been working all along for quality assurance in higher education and by undertaking programs:

1. To ensure improvement in the college affairs

2. To ensure optimum use of resources available

3. To sensitize the employees and the students regarding the significance of NAAC

4. To prepare plans

5. To initiate the process for organizing seminars, in-house seminars, conferences, and workshops

6. To identify the institutional strengths, weaknesses, opportunities, and challenges and to suggest remedial measures for quality improvement

7. To develop quality benchmarks for every academic and administrative activity.

All the faculty members and the non-teaching staff are communicated with the objectives of the IQAC and are advised to act accordingly. The members of the IQAC invite the staff members and convene meetings of different core committees to make them vibrant in achieving the goals and objectives. The institution has an integrated framework for quality assurance of administrative and academic activities. The non-teaching staff is also advised to build self-confidence and accept changes in the administration procedure. The institution will take steps to provide training to teaching and non-teaching staff for effective implementation of the quality assurance procedures. The main aim is to provide them with the basic technical skill required in the new environment and develop a positive attitude toward the same.

For Faculty - To enhance the quality of the teaching-learning process, IQAC initiated and organized various programs for faculty such as web workshops, and webinars and they constantly encourage faculty to present papers and publish them in UGC CARE Journals.

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities  ( For first cycle  - Incremental improvements made for the preceding five years with regard to quality  For  second and subsequent cycles  - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )**

**Response:**

The college is affiliated with Sido Kanhu Murmu University and strictly adheres to the syllabus framed by the University. IQAC monitors the teaching-learning process regularly through its organizing committee members. To perceive learning outcomes, the IQAC periodically reviews the teaching-learning process and

suggests gradual and regular expansion, up-gradation, and addition of the requisite material, equipment, infrastructure, etc.

Teaching and Learning

Well-structured calendar of events

Faculty are constantly motivated to present and publish research papers in conferences and seminars at various levels.

Systematic Teaching plans in correlation to the Course Outcomes (COs), Program outcomes (POs) are prepared by each faculty member.

Slow learners are emphasized so that no student is left behind in the learning process.

Internal Examinations are conducted at regular intervals for each semester.

The college has subscribed N-List to enhance access to the resource for Faculty and Students.

ICT

There are several ICT-enabled classrooms. Various projectors and touch screen whiteboards are there.

There are several computers for use.

The college website is up to date.

The reports from the feedback are analyzed and appropriate steps are undertaken wherever necessary.

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

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

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

| File Description | Document |
| --- | --- |
| Upload e-copies of the accreditations and certifications | [View Document](#) |
| Institutional data in prescribed format(Data template) | [View Document](#) |
| Paste web link of Annual reports of Institution | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:**

To create awareness of gender equity among students & staff, Institute provides equal opportunity to male & female staff and students for all the activities & processes which include administrative, teaching, co-curricular, extracurricular, sports, committees, etc. Institute has taken major initiatives for the promotion of gender equity by providing equal opportunity to male and female candidates in recruitment as well as the appointment of the female candidate for various academic posts.

The Anti-sexual harassment cell of our college provides a healthy atmosphere for our students. The cell aims to encourage, enhance and empower young girls to scale greater heights and to create social & psychological awareness among women about gender discrimination.

The Institute organizes various programs under the National Service Scheme (NSS) to sensitize students about gender equity. Every year, the institute organizes seven days camp in a village in which male and female students attend the camp and equally participate in various activities such as women empowerment and Unnat Bharat Abhiyan.

Our institute shows great concern in providing the diversified facilities in terms of the following:
Safety and Security:
Most of the area of this region is rural, tribal, and undeveloped. Hence, it was necessary to focus more on the empowerment of women and to increase their awareness regarding gender sensitivity. However, we have also done our best to sensitize people toward gender-based discrimination.

The institute is emphasizing more on the safety and security of students and staff. Institute has made it mandatory for everyone to wear I-cards on the college campus. At the entrance, there is a strict security check for all the persons. Institute has installed CCTV cameras at different locations. Guards are available for 24 hours in the campus.

**Internal Complaints Committee:**
Institute has formed the internal complaints committee (ICC) for female students and staff to address the issues related to gender and human rights. The committee mainly works for resolving various issues and problems raised by female students and staff as well. There is no incident so far brought this cell till now.

**Counseling:**
Institute has allocated female faculties as counselors for female students who are responsible for monitoring the academic and co-curricular performance of the students. Counselor conducts one-to-one meetings with students to resolve their academic as well as personal issues. In case of issues related to femininity, the female students can discuss them with the female faculty.

**Common Room:**

Institute has allocated a common room for the girl students. It is equipped with necessary facilities such as a first aid box and washes basin with mirror etc. Sanitary napkins are available in ladies' toilets.

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

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

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

**Response:** C. 2 of the above

| File Description | Document |
|---|---|
| Geotagged Photographs | View Document |

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

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

**Response:**

The Institute is committed to creating an eco-friendly campus. The campus is kept clean & tidy with full of greenery. The institute ensures a green environment with a dedicated gardener to take care of lawns, gardens, and planting maintenance. The institute practices waste management including solid waste management and E-waste management. Usage of plastic is banned on the college premises.

Solid waste management- Dustbins are placed at the proper places to collect waste. It is used for recycling in Vermibed which is constructed beside of main building. The College displayed slogans to use dustbins

and to maintain cleanliness at different and proper places on the premises for environmental awareness. Liquid waste management- Waste chemicals in the labs are properly disposed of by dissolving in water in a protected zone. Soak pits are constructed for the percolation of wastewater at different places.

E-Waste management-Refilling of toner and Damage cartridges of printers are reused after repairing. An external technician is called to refill the toners and cartridges for reuse. Maintenance of Information Technology infrastructure is maintained from time to time by a technician.

| File Description | Document |
|---|---|
| Geotagged photographs of the facilities | View Document |

**7.1.4 Water conservation facilities available in the Institution:**

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

**Response:** B. 3 of the above

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

**7.1.5 Green campus initiatives include:**

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

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

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

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

1. **Green audit**
2. **Energy audit**

3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

**Response:** E. None of the above

## 7.1.7 The Institution has disabled-friendly, barrier free environment

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

**Response:** C. 2 of the above

| File Description | Document |
|---|---|
| Geotagged photographs / videos of the facilities | [View Document](#) |

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

**Response:**

Institute has taken the following efforts /initiatives for providing an inclusive environment to enhance harmony towards cultural, regional, linguistic, communal, social-economic, and other diversities.

Every year the institute prepares an academic calendar to keep students, faculty, and staff reminded of key dates throughout the academic semester and year. It can be useful for prospective students, alumni, and parents as well. The academic calendar reflects information related to all major days (Like Teachers Day, Yoga Day, Netaji Jayanti, etc.) which are celebrated at the institute level.

Fresher's day is celebrated in our college every year to welcome the First-year students which give them a feeling of affinity and a spirit of family.

Every year, the National Service Scheme (NSS) unit of the institute organizes a week-long residential camp in rural areas. Students perform street plays to make citizens aware of various social issues such as women empowerment, female foeticide, gender equity, etc, and cloth donations to the poor people.

To celebrate Women's day, the institute organizes various sessions for women employees and students for increasing awareness related to women's rights, safety, security, and health issues.

To protect the environment and preserve our ecosystem institute routinely organize activities like tree plantation, and roadside cleaning. These activities are our students' active citizens of the Swachh Bharat Mission.

Donating blood is a great way of giving back to our community because there is a constant need for blood in blood banks. The institute organizes blood donation camps from time to time to motivate students and staff members to donate blood voluntarily.

| File Description | Document |
|---|---|
| Any other relevant information. | [View Document](#) |

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

Institute has taken an initiative to sensitize and inculcate the values, rights, duties, and responsibilities of citizens through activities mainly organized by the National Service Scheme (NSS), Internal Complaints Committee (ICC), Redressal Cell, SC/ST Committee, Anti-ragging committee, Discipline Committee.

NCC:
To propagate national unity and integrity among youth we encouraged our students to participate in the NCC Public day Parade camp which molds them to be responsible citizens of the country.

Anti-sexual harassment / Women's Cell seeks to mold the young women on the campus to achieve milestones of success. The cell empowers them to attain emotional, physical, and mental freedom to withstand the changing phases of their lives through various seminars, guest lectures, and awareness programs.

The equal Opportunity Cell (Human Rights Cell) of our college ensures equality among the students. The cell aims to educate and empower students and faculty about human rights and enable them to exercise their rights. They train students to face the challenges of the pluralistic society and the rising conflicts in the name of particularistic loyalties to caste, religion, region, and culture. Our college was always conscious of physically challenged students to provide them with an inclusive environment and learning assistance.

The College celebrates "Ambedkar Jayanti" to commemorate the birth anniversary of Dr. Bhimrao Ramji Ambedkar and his contributions to the people through the constitution of India. The Dalit icon is honored as the person who aspired to work for the upliftment of women, laborers, and untouchables.

Eco club attempts to protect and improve the natural environment. The club educates students to turn off the switches when not in use to safeguard public property, and save energy and power.

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

    1. **The Code of Conduct is displayed on the website**

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

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

| File Description | Document |
| --- | --- |
| Code of ethics policy document | [View Document](#) |

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

**Response:**

Institute celebrates/organizes various national and international commemorative days, events, and festivals along with birth anniversaries of the great Indian personalities which are as follows
Republic Day and Independence Day: Every year Institute celebrates Republic Day and Independence Day with great enthusiasm where all staff and students gather at one campus along with the office-bearers. The program starts with Guard of Honour by NCC girls. Then the flag is hoisted by the Secretary/Principal and usually a person born before 1947 is invited as a chief guest followed by National Anthem and speech program.

Teacher's Day: Different departments celebrate Teachers' Day every year on 05th September in remembrance of Dr. Sarvapalli Radhakhrishnan.

National Youth Day: The College celebrates National Youth Day on the birth anniversary of Swami Vivekananda, to make the students imbibe the spirit of his philosophy.

International Yoga Day Celebration: Institute celebrates International Yoga Day every year on the 21st of June. On this day students and staff members are motivated to perform yoga and other physical exercises.

Celebration of Ambedkar Jayanti The College celebrates "Ambedkar Jayanti" with great enthusiasm to commemorate the birth anniversary of Dr. Bhimrao Ramji Ambedkar and his contributions to the people of India.

International Women's Day celebration The NSS Units of our institution celebrate International Women's Day by organizing various events and seminars on women's rights.

Mahatma Gandhi's birth anniversary: Institute celebrates Mahatma Gandhi Jayanti by paying tribute to him. The NSS unit organizes mass pledges in the institute to the Prime Minister's urge for 'Swatch Bharat Abhiyan.

Hindi Divas: Department of Hindi celebrates "Hindi Divas" every year on the 14th of September.

Vishwa Matribhasha Divas: Department of Bangla celebrates in coordination with another language department "Matribhasha Bhasha Divas" every year on the 21st of February.

World Cancer Day: College celebrates Cancer Day by organizing an awareness programme.

| File Description | Document |
|---|---|
| Geotagged photographs of some of the events | [View Document](#) |

## 7.2 Best Practices

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

**Response:**

**1. COVID-19 QUARANTINE CENTRE**

Objective: On 30 January 2020, the WHO Director-General determined that the outbreak of coronavirus disease (COVID-19) constitutes a Public Health Emergency for the International

Concern.1 As the outbreak continues to evolve, Member States are considering options to prevent the introduction of the disease to new areas or to reduce human-to-human transmission in areas where the virus that causes COVID-19 is already circulating.

Public health measures to achieve these goals may include quarantine, which involves the restriction of movement, or separation from the rest of the population, of healthy persons who may have been exposed to the virus, to monitor their symptoms and ensure early detection of cases.

So the institution handed over the whole premises to the district and local administration to provide quarantine facilities to travelers during the Covid-19 pandemic.

The Context: The purpose of quarantine during the current outbreak is to augment the Health Department to reduce transmission by:

1. Separating contacts of COVID-19 patients from the community.

2. Monitoring contacts for development of signs and symptoms of COVID-19, and

3. Segregation of COVID-19 suspects, as early as possible from among other quarantined persons.

THE PRACTICE:

From April 2020 to November 2020 the institution has handed over all the premises to the administration with all facilities to provide the quarantine facilitation center to tackle the situation. For this purpose Halls, classrooms, and Girl's Common Room were augmented with the full facility of boarding and lodging arrangements. Some teaching and non-teaching staff also worked with the administration. Then, these

travelers were kept in quarantine

Centre.

On the very first day, one of our faculties, Prof. Majid Nadim Ahsan cooked Khichdi with the help of a block staff for the quarantined people. If there is any need by the administration, college staffs were there to help them.

THE EVIDENCE OF THE SUCCESS:

Any person in the quarantine center who developed a febrile illness or respiratory symptoms at any point during the quarantine period had been treated and managed as a suspected case of COVID-19. As a result of this quarantine center, there are less no. of cases found in this community or area. People were aware of the COVID-19 situation.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Few staff members who were working with the administration were afraid of getting a Covid-19 infection. The college administration faced difficulty to do college-related necessary work. Some college properties like doors and windows were broken by the travelers. The maximum needs of the travelers were maintained by the administration.

**2. Financial support for Cancer Patients.**

Objectives of the Practice: - Cancer diagnosis is an important event in an individual life that has considerable outcomes and implications for the patient and his/her family. Meanwhile, receiving assistance and support from family, friends, and society has a significant impact on cancer patients to help them to cope with disease-related stress and its treatment. This initiation aimed to assess the received social support. Providing financial support to the cancer patients as well as to aware the people of the locality adopt preventive measures for Cancer.

The Context: The College provides small grants to cancer patients who meet specific diagnoses and financial criteria. The program aims to support them financially and morally to the victims. By organizing such programs, the students, staffs, and society get a sense of social responsibility and people get aware of the deadly disease.

The Practice: - The College provides financial assistance to five to ten poor cancer patients by organizing a charity football match.

This year it was held on 23rd January 2021 on the occasion of Netaji Subhas Chandra Bose Jayanti. The fund is being collected from some benevolent persons of the locality, staff, and students of the college and subscription of the audience of the charity match. In the year 2021, the following cancer patients were given a total amount of Rs.130000.00 whose names are Pradip Ghosh, Sanatan Sau, Hopan Marandi, Bablu Soren, Osman Mallick, Anal Mal, and Sikha Saw. On this occasion Hon'ble Vice-Chancellor and Pro-Vice-Chancellor of S.K.M.U., Dumka remained as Chief Guest and special guest respectively.

Evidence of Success: People of the locality are being convinced not to consume toxication articles which lead to cancer and more & more people come to know about the dreadful result of the diseases. Some of

the patients have been getting financial and moral support since

23rd January 2016 till date and new needy patients has been coming for getting the same support.

Problems encountered and Resources required: - We were facing trouble accumulating funds beyond the subscription of the audience of the Football Match, gradually we succeeded by conversing to some benevolent people of different places for helping us financially as for as possible by them and succeed to have financial aid from them.

Gradually the number of patients is increasing we need more funds for the purpose. More public cooperation is required to increase the fund to meet the need to support. The college is also willing to fundraise for helping needy patient with other dreadful diseases.

| File Description | Document |
|---|---|
| Best practices in the Institutional web site | [View Document](#) |

## 7.3 Institutional Distinctiveness

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

**Response:**

This institution was established in the year 1990. The main aim was to provide an opportunity to the rural students of this area
especially the rural girl students to pursue the higher education
for their development and the progress of the family. By the statement, HEI gives exposure to the girl students to get an opportunity to participate in every curricular, extracurricular, and extension activity very actively. Through the NSS and NCC, the girl student gets a stage and dais to develop their academic as well as professional, cultural, social consciousness, alertness, and responsiveness.

The college organizes women empowerment programs for making them confident enough to struggle in the battle of life. Special health-related Programmes and a web workshop were organized and health check-up camps have been organized to find out the health issues and provided them with Government and private doctors help in the form of consultancy. A soldier is the real hero of the nation. PTI had given them opportunity to actively participate in Volleyball and other sports.

In keeping with the institution's vision of promoting the core values of justice, freedom, sincerity, truth, and joy, M.G.College has always given
priority to the education of underprivileged women to empower them. For this, there is an active Women's Cell run by teachers which prepares unprivileged women for examination, providing the opportunity for higher education. The institution stresses outreach programs and inculcates in its students an awareness of the value of holistic education and empathy for the less privileged sections of society.  An active NSS

voluteers and NCC Cadets organized outreach programs for the student community. The College collects funds from the stakeholders and localities and even the students, to support the Cancer Victims of nearby areas.

| File Description | Document |
|------------------|----------|
| Appropriate web in the Institutional website | [View Document]() |

# 5. CONCLUSION

## Additional Information :

This college, situated in a rural backdrop and in tribal area, opens its doors to the students of the under-privileged, downtrodden sections of the society. This college caters to the needs of the students belonging to the most deprived and backward population of the state.

College has an experienced and dedicated teaching faculty that leaves no stone unturned to impart the education among the students to the best of their abilities. Cultural programmes, seminars/webinars, Quiz Competitions etc are organized from time to time for the better intellectual improvement of the students. This college administration always strives hard to redress the problems. With the will and determination to expand the infrastructure of the college to cater to the increasing strength of students. IQAC supports different committees for the development of the institution and also conducts other activities such as Atam Nirbhar Bharat Abhiyan, Azadi Ka Amrit Mahotsav, Digital India Programmes, Skill Courses as per the needs of modern India and NEP, Clean up India Mission etc. All days of National and International importance such as Monther Tongue Day, International Women Day, etc are celebrated with vigour and enthusiasm.

## Concluding Remarks :

Over the years, Mayurakshi Gramin College, Ranishwar has consolidated itself as an institution committed to achieving excellence in teaching-learning, extension activities and all-round academic development as shown in its continuous efforts to ensure improvements in academic, administrative and student activities. However, the college also recognizes its weaknesses and areas of improvement which can be improved upon with all stakeholders working together in solidarity to make the college a unique centre of learning indeed.

The ongoing COVID-19 pandemic has tested our commitment, resilience and flexibility required to adapt to the dramatically changing academic scenario in the backdrop of the pandemic and ensuing lockdown period. Nevertheless, our commitment to our students prevailed and the college has embraced the new normal of online learning as part of teaching and learning.

The college is blessed the moral support and contribution of the people of this region.